

**MODEL UNITED NATIONS  
SCS 3195 A  
PROF. MIGUEL DE LARRINAGA  
WINTER 2017**

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| <b>Class schedule:</b>           | Tuesdays: 2:30-5:30<br>TBT 327   |
| <b>Professor's Office Hours:</b> | Tuesdays, 1:00 to 2:30<br>Wednesday, 10:00 to 11:30<br>or by appointment<br>FSS 7008 |
| <b>Email:</b>                    | Miguel.Larrinaga@uottawa.ca  |
| <b>Teaching Assistant:</b>       | Laura Chamberland<br>lcham061@uottawa.ca<br>Office Hours: TBA                        |

## **OFFICIAL COURSE DESCRIPTION**

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The aim of the course is to prepare students to take part in the National Model United Nations conference, held in New York City from March 19 -23, 2017.

## **COURSE OBJECTIVES**

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This course will give students the knowledge and skills necessary to participate in the National Model United Nations (NMUN) conference, held annually in New York City, as a representative of Switzerland. Students will learn about the UN system, our represented countries' domestic and foreign policy interests, and multilateral diplomacy. They will investigate international issues, debate, deliberate, consult, and then develop solutions to the issues before their respective committees. Students will thus develop their research, analytic, communication, diplomatic, as well as their critical thinking skills.

The Model UN course is designed to acquaint students with the operations of, and issues affecting, the UN through the study of political positions of member states. Upon successful completion of the course, students should be able to articulate Switzerland's foreign policy, know the structures and procedures of the UN, analyze issues currently before the UN from a Swiss perspective, and understand and competently use the rules of procedure, diplomatic protocol, and negotiating techniques common to UN delegates.

## TEACHING METHODS

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The course is divided in two parts. The first part examines various topics relevant to the UN and to Switzerland, including its historical and geopolitical contexts and national interests, as well as the various security, social, economic, and environmental issues of primary concern to Switzerland. Students will also be introduced to NMUN simulation practice and rules of procedure during the first part of the course.

The second half focuses solely on preparatory UN simulations, giving students the opportunity to put into practice their knowledge and improve their diplomatic skills. More specifically, students will further exercise their knowledge of the NMUN rules of procedure, publicly articulate Switzerland's positions on their agenda topics, negotiate multilaterally, draft UN resolutions and/or reports, and take part in formal and informal UN debates. All of this to make sure they are fully prepared for NMUN.

**Special note:** Independent research is essential to succeed in this course. The great majority of the knowledge learned will not be acquired in class lectures. This course requires skills not typically employed in regular academic courses. Frequent public speaking, teamwork, innovative research, and maintaining a professional and respectful environment at all times are crucial to this course and to a successful experience in New York. Students must work together to create an atmosphere in which they feel comfortable taking risks and stepping outside their comfort zones, in order to ensure everyone develops necessary skills, including public speaking. Students must expect to be seriously challenged on all of these levels.

## EVALUATION

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| Evaluation Format                | Date                       | Weight           |
|----------------------------------|----------------------------|------------------|
| Class Participation              | Full Semester              | 10%              |
| UN System Assignment             | January 17                 | 10%              |
| Oral Position Paper Presentation | January 31                 | 5%               |
| Position Paper                   | January 31 and February 21 | 20% (15% and 5%) |
| Midterm Take-Home                | March 14                   | 20%              |
| Participation in NYC             | March 19- 23               | 15%              |
| Final Report                     | April 13                   | 20%              |

**Class Participation:** Class attendance is required to successfully complete this course. Absences will be penalized, unless justified and approved by the professor.

Students are expected to read the required readings in advance of each class and to be prepared to actively engage the themes in group discussions and in-house simulations. In addition, students are expected to conduct their own research on their committee and agenda topics, as well as be able to communicate Switzerland-specific positions with respect to each of them. This will be done formally on January 31 with the oral position paper presentation, as well as during the class covering each student's committee.

Most of the classes will include a simulation of a UN committee. Students are expected to attend these simulations well prepared to address the topics at hand. It is essential to have read the mandatory readings before class, including the sections of the committee's background guide pertaining to the topics of the class. These simulations will allow students to practice multilateral diplomacy, test and

improve strategies for formal sessions and informal caucuses, develop their public speaking abilities, and further their knowledge of Switzerland's domestic interests and foreign policy. Students may be called upon to answer questions regarding their topics, their committee's jurisdiction and role, and the NMUN rules of procedure throughout the course.

**In addition to in-house UN simulations, students are expected to take part in the Quebec Model United Nations (February 4, at Université du Québec à Montréal (UQAM), Montréal, Québec).**

**UN Committee Assignment:** This assignment is due on the second class (January 17). With their partner, students will write a 4 to 5-page paper (single space, Times New Roman 12, margins of 2.5 cm; length excludes bibliography and endnotes), explaining their respective committee's history, mandate and purpose, jurisdiction, goals for the future, function within the UN system, membership, voting procedures, key resolutions and decisions, and main dynamics (including Switzerland's role within the committee). This assignment will allow students to familiarize themselves with the UN system in general and their committee in particular. The assignment should be concisely written, as students will need to access this information when writing their position paper, as well as throughout the course (for example, to remind themselves of the limitations of their committee's powers when crafting recommendations for action).

**Position Paper:** In groups of two delegates, students will represent Switzerland on a specific UN committee. Position papers provide a concise perspective of Switzerland's positions on each of the three topics addressed by each committee. The position paper must include:

- (1) an overview of each topic before the committee,
- (2) Switzerland's policies (domestic and international) with regards to each topic,
- (3) a summary of Switzerland's contributions to the committee's work and operations, and
- (4) original and thoughtful recommendations for action to be taken by the committee on each topic.

Section 4 is the most important, and the recommendations must be feasible and must directly address the issues identified in Section 1, and be consistent with the country's interests, past work and policy objectives.

The position paper must utilize the highest diplomatic and academic standards, as well as present a coherent, grammatically correct, accurately punctuated text, devoid of personal opinion. This means remaining "in character," that is, writing as if you were the official Swiss permanent representative at the UN, as well as assuming that the people reading the document fully understand the topics.

All papers must be typed and formatted according to the example provided in the Committee Background Guides. This includes the following:

- Proper file name. For example: GA1\_Switzerland\_ConfA\_University of Ottawa
- Proper file extension: .docx
- Proper usage of italics
- Analyse and cite pertinent resolutions, reports, treaties and judgments. Ex.: A/RES/61/295, Assembly/AU/Dec.369 (XVII)
- Focus less on the history of Switzerland, and more on foreign policy objectives concerning the committee's issues, and Switzerland's past *constructive* actions
- Study key speeches and documents from the Foreign Ministry and the Swiss Permanent Representative at the UN

- Recommendations should be specific and emphasize coordination with other bodies
- Length must not exceed two single-spaced pages
- Font must be Times New Roman sized between 10 pt. and 12 pt.; one-inch margins
- Country name, school name and committee name clearly labelled on the first page
- Agenda topics clearly labelled in separate sections, centered and numbered
- National symbols (headers, flags, etc.) are not accepted
- Do not plagiarize the NMUN committee Background Guide, but use it as a guide

Plagiarism will not be tolerated. Students should be aware that position papers are read and evaluated by the NMUN staff. They have a profound knowledge of the topics and have prepared committee and agenda items for months. This enables them to identify and report occurrences of plagiarism. Although United Nations documentation is considered within the public domain, NMUN does not allow the verbatim re-creation of these documents. Also, do not plagiarize the NMUN Committee Background Guides.

Sample Position Papers are available in the Background Guides as well as online: <http://www.nmun.org/downloads/SamplePositionPaper.pdf>. In addition, Switzerland's previous NMUN positions papers will be made available on Blackboard.

Position papers must be submitted (by email) on January 31. Graded and annotated position papers will be returned by email on February 14. Revised position papers must be resubmitted electronically to the TA on February 21 by 4:00 p.m. The first copy and the revised version are worth 15% and 5% of the final grade respectively.

The position papers will be sent to Switzerland's permanent mission in New York, as well as to various members of the NMUN conference staff. **Teams with the best position papers in Committee receive an award in NYC!** The following criteria will be used to evaluate Position Papers:

- Overall quality of writing, proper style, grammar, etc.
- Citation of relevant resolutions/documents
- General consistency with bloc/geopolitical positions
- Consistency with the constraints of the United Nations
- Analysis of issues, rather than reiteration of the Committee Background Guide
- Outline of official policy aims within the committee's mandate
- Neutral, respectful tone
- High substantive standards, adequate language, in-depth research
- Innovative, feasible, and well considered proposals

**Oral Position Paper Presentation:** Delegate pairs will give a 6-minute presentation (2 minutes per topic) on their respective committee's Position Paper on January 31. Students will be assessed on the breadth and depth of their knowledge of the committee, the agenda topics, Switzerland's positions and propositions, and their communication performance. Please do not read directly from the position paper. Each student must present at least one topic.

**Midterm Take-Home:** The midterm take-home examination will consist of three or four essay questions. The midterm exam will allow students to further develop their formal and caucus strategies and recommendations for action. It is highly recommended to read the Delegate Preparation Guide in

order to strengthen your answers. The questions will be provided by February 28. The midterm exams must be submitted in electronic and hardcopies by March 14.

**Participation in NYC:** Each student is expected to actively take part in NMUN. This includes actively participating in formal and informal debates, mastering the rules of procedures, remaining “in character,” respecting NMUN policies, codes of conduct and dress codes, as well as drafting working papers, resolutions and/or reports. You should aim to sponsor 2 to 4 working papers, and be fully knowledgeable of every working paper in your committee.

The student delegation will travel as a group to New York City, departing from Ottawa on March 17 in the evening, and returning to Ottawa on March 24. The costs associated with the trip will be discussed in class.

**Final Report:** Each committee delegation is expected to write a 20-25 page, double-spaced paper (font size Times New Roman 12, one-inch margins). Acting as UN permanent representatives on their respective committee, students must submit a report addressed to Switzerland’s Foreign Minister. The report must include:

- (1) an overview of the committee topics (make sure not to plagiarize the background guides),
- (2) Switzerland’s general interests and specific goals and propositions regarding these topics, and;
- (3) your role in committee in attempting to achieve Switzerland’s objectives. Part three must discuss the setting of the agenda, speeches in formal sessions, work in caucuses, as well as the draft resolutions/reports of your committee (and your position and vote regarding each of them), including your sponsored and signed working papers.

The research paper must include footnotes and a bibliography, as well as an introduction and conclusion. It must utilize the highest diplomatic and academic standards, present a coherent, grammatically correct and accurately punctuated text.

Recommended Structure:

1. Introduction: purpose and context
2. Topic 1:
  - a. Issues, problems, past work
  - b. Three priorities (evidence-based)
3. Topic 2:
  - a. Issues, problems, past work
  - b. Three priorities (evidence-based)
4. Topic 3:
  - a. Issues, problems, past work
  - b. Three priorities (evidence-based)
5. Work in committee
  - a. Rationale for setting the agenda
  - b. Speeches made
  - c. Caucusing strategies employed/working papers sponsored and signed
  - d. Voting record and justification
6. Conclusion: overall assessment of goals and achievements

The report’s overall objective is to link the various parts together, in an analysis (not a description) of your work in committee, based on your assessment of the committee topics and Switzerland’s specific objectives. For instance, why did you choose to work on draft resolution X? How did you try to

achieve your goals in committee? How did your recommendations address the issues raised in your committee? How did other delegates respond to these recommendations, and how did cooperation ensue from that point in committee?

Reports must be submitted in electronic and hardcopies on April 13 at the professor's office (FSS 7008). There will be a penalty of 5% per day of late submission (weekends not included). This also applies to assignments sent by email, and in this case, the time of receipt of the email by the recipient is guarantor of the time of delivery. Papers not submitted on or before the due time will thus automatically be penalized as follows:

- 1 day late: A paper which would have received a B+ will receive a B;
- 2 days late: the paper will receive a C+;
- 3 days late: the paper will receive a C;
- And so on.

### **Policy on language quality and late submissions**

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. There will be a penalty for late submissions. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

In the case of illnesses, medical certificates are accepted. However, the Faculty who needs additional information concerning a medical certificate or who wants to verify its authenticity must send it to the University of Ottawa Health Services (located at 100 Marie-Curie).

A penalty of 5% will be given for each subsequent day following the due date (weekends not included). This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

### **IMPORTANT RESOURCES**

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Mandatory readings for each class have been indicated in the following course outline. Most of the mandatory readings – preceded by an asterisk (\*) – are available through the link provided, or through the listed resource in the Annotated Bibliography section of the relevant Background Guide. Students are expected to have done all the readings before class and be able to critically discuss the topic at hand in detail. Students will also be expected to answer questions regarding their topics, their committee, and the rules of procedure at any time during the semester.

It is strongly recommended that you purchase a three-ring binder (and a three-hole punch), in which you will include all relevant UN resolutions and resources pertaining to your committee topics, in addition to those that will be printed by the committee staff as the conference unfolds.

The NMUN course is based on individual, independent research, under the supervision of the professor, of your committee, topics, and delegation's policies. In addition to the mandatory readings listed in the course outline, students are required to complete the following readings or consult the following websites:

\*Committee Background Guide (Find your committee):

[http://www.nmun.org/ny\\_committee\\_guides.html](http://www.nmun.org/ny_committee_guides.html)

\*NMUN Policies and Procedures:

[http://www.nmun.org/policies\\_codes.html](http://www.nmun.org/policies_codes.html)

\*Delegate Preparation Guide:

<http://www.nmun.org/downloads/NMUNDelegatePrepGuide.pdf>

\*Switzerland – UN Member States: On the Record

<http://www.un.org/depts/dhl/unms/switzerland.shtml>

\*UN Bibliographic Information System (Speeches, Resolutions, etc.)

<http://unbisnet.un.org>

Resolutions passed at previous NMUN: [http://www.nmun.org/ny\\_archives.html](http://www.nmun.org/ny_archives.html)

Students are advised to set up a “*Google News Alert*” for Switzerland and its variants.

## CLASS SCHEDULE

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### 10 January: Introduction and overview of the course and the United Nations

- What to expect from this course
- Introduction to the United Nations

\*Delegate Preparation Guide

<http://www.nmun.org/downloads/NMUNDelegatePrepGuide.pdf>

\*Smith, Courtney B. "Introduction to the Global Dance," in *Politics and Process at the United Nations: The Global Dance*." Boulder: Lynne Rienner Publishers, 2006:

<https://www.rienner.com/uploads/47d958f8700e6.pdf>

\*Paul Heinbecker, "The United Nations: The Motherboard of Global Governance in a Changing World," in *Getting back in the game: a foreign policy playbook for Canada*, 2nd ed. (Toronto: Dundurn, 2011), 101-119. Available online through uOttawa Library

\*Your Committee Guide:

[http://www.nmun.org/ny\\_committee\\_guides.html](http://www.nmun.org/ny_committee_guides.html)

\*UN – Structure and Organization - <http://www.un.org/en/aboutun/structure> - *Understand your committee and how it works with other UN agencies*

#### *Further Reading*

United Nations, *Basic Facts about the United Nations*, New York: United Nations Publications, 2004. (Network)

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### 17 January: An Overview of the Switzerland's History, Identity, Politics, and Foreign Policy

- UN Systems Assignment Due

Scan the following websites/reports /articles and save information most relevant to your committee:

\*Graf, Andreas and Lanz, David. "Conclusions: Switzerland as a paradigmatic case of small-state peace policy?" *Swiss Political Science Review*, 19 no. 3 (2013): 410-423.

\*Swiss Federal Department of Foreign Affairs. "Swiss Foreign Policy Strategy 2016-2019." Federal Council report to Parliament on the strategic axes of foreign policy:

[https://www.eda.admin.ch/dam/eda/en/documents/publications/SchweizerischeAussenpolitik/Aussenpolitische-Strategie\\_EN.pdf](https://www.eda.admin.ch/dam/eda/en/documents/publications/SchweizerischeAussenpolitik/Aussenpolitische-Strategie_EN.pdf)

\*TestTude News Video, "How Powerful is Switzerland?" (3minutes 19 seconds)

<https://www.youtube.com/watch?v=rFzEXI7EAow>

\*CIA World Factbook - <https://www.cia.gov/library/publications/the-world-factbook/geos/sz.html>

(Skim)

\*Switzerland Mission to the United Nations:

<https://www.eda.admin.ch/missions/mission-new-york/en/home.html>

\*Switzerland Federal Department of Foreign Affairs (FDFA):

<https://www.fdfa.admin.ch/eda/en/home.html>

\*Canada-Switzerland Relations:

[http://www.canadainternational.gc.ca/switzerland-suisse/bilateral\\_relations\\_bilaterales/canada\\_switzerland-suisse.aspx?lang=eng](http://www.canadainternational.gc.ca/switzerland-suisse/bilateral_relations_bilaterales/canada_switzerland-suisse.aspx?lang=eng)

\*US State Department - Relations with Switzerland:

<https://www.state.gov/r/pa/ei/bgn/3431.htm> (Country page)

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## **24 January: Rules of Procedure, Resolution Writing, Caucusing Strategies/ Switzerland in the International Sphere / Mock Model UN**

**Simulation: General Assembly First Committee (GA1):** Topic 2 – Global Nuclear Disarmament

\*GA1 Committee Background Guide (read the section on the topic we will simulate – pg. 31-38)

[http://www.nmun.org/ny17\\_downloads/BGGs/NY17\\_BGG\\_GA1.pdf](http://www.nmun.org/ny17_downloads/BGGs/NY17_BGG_GA1.pdf)

\*Ban, K. (30 August 2012). “The World is Over-Armed and Peace is Under-Funded.” *UNODA*, Opinion Piece <https://www.un.org/disarmament/update/20120830/>

\*Council on Foreign Relations. (25 June 2016). *The Global Nuclear Non-Proliferation Regime*. Issue Brief.

<http://www.cfr.org/nonproliferation-arms-control-and-disarmament/global-nuclear-nonproliferation-regime/p18984> - Skim for a brief background knowledge and context of the situation.

\*Video of Model UN procedure and debate flow: “Mock Model United Nations – The Movie.”

[https://www.youtube.com/watch?v=aBh\\_RaX0gvs](https://www.youtube.com/watch?v=aBh_RaX0gvs) (10 Minutes 40 seconds)

\*Flow of debate, United Nations Association of the United States of America:

<http://www.unausa.org/munpreparation/flowofdebate>

\*Caucusing, United Nations Association of the United States of America:

<http://www.unausa.org/munpreparation/caucusing>

\*Resolution Overview, United Nations Association of the United States of America:

<http://www.unausa.org/munpreparation/resolutions>

\*Public speaking tips, United Nations Association of the United States of America:

<http://www.unausa.org/munpreparation/publicspeaking>

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## **31 January: Position Papers, Voting Procedures / Mock Model UN**

- Position Papers Due (2:30pm to [lcham061@uottawa.ca](mailto:lcham061@uottawa.ca))

### **Oral Position Paper Presentations**

**Simulation: General Assembly Second Committee (GA 2<sup>nd</sup>):** Topic 3 - Designing Effective Policies and Institutions to Reduce Inequalities (SDG 10)

\*GA2 Committee Background Guide: (pg. 39-45)

[http://www.nmun.org/ny17\\_downloads/BGGs/NY17\\_BGG\\_GA2.pdf](http://www.nmun.org/ny17_downloads/BGGs/NY17_BGG_GA2.pdf)

\*Carpentier, C., et al. (April 2015). Goal 10—Why Addressing Inequality Matters. *UN Chronicle*, LI (4): <http://unchronicle.un.org/article/goal-10-why-addressing-inequality-matters/>

\*Position Paper Specifications:

[http://www.nmun.org/ny\\_position\\_papers.html](http://www.nmun.org/ny_position_papers.html)

\*Sample Position Papers, United Nations Association of the United States of America:

<http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/position-papers/sample-position-paper>

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## **4 February: Quebec Model United Nations**

Université du Québec à Montréal (UQAM), Montréal, Québec

Details to follow.

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## **7 February: Mock Model UN**

**Simulation: General Assembly Third Committee (GA 3<sup>rd</sup>):** Topic 2 - Preventing Violence and Discrimination Based on Sexual Orientation and Gender Identity

**Simulation: High-level Political Forum on Sustainable Development (HLPF):** Topic 1 - Youth Leadership and Education for Sustainable Development

**Simulation: Economic and Social Council Plenary (ECOSOC) –** Topic 3 Promoting Sustainable Peace by Addressing the Root Causes of Conflict

\*Committee Background Guides: [http://www.nmun.org/ny\\_committee\\_guides.html](http://www.nmun.org/ny_committee_guides.html)

Office of the United Nations High Commissioner for Human Rights. (2013). *LGBT Rights: Frequently Asked Questions* [Fact Sheet] [https://www.unfe.org/system/unfe-7-UN\\_Fact\\_Sheets\\_v6\\_-\\_FAQ.pdf](https://www.unfe.org/system/unfe-7-UN_Fact_Sheets_v6_-_FAQ.pdf)

66th DPI/NGO Conference “Education for Global Citizenship: Achieving the Sustainable Development Goals Together.” (2016). *Gyeongju Youth Declaration*.

<http://outreach.un.org/ngorelations/files/2016/06/Youth-Declaration.pdf>

United Nations, Economic and Social Council. (n.d.). *Peacebuilding and Post-Conflict Recovery*:

<http://www.un.org/en/ecosoc/about/peacebuilding.shtml>

AND - United Nations, Department of Economic and Social Affairs. (2016). *Sustainable Development Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels*:

<https://sustainabledevelopment.un.org/sdg16>

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#### **14 February: Mock Model UN**

- Round 1 Position Paper Edits Returned to Students

**Simulation: Commission on the Status of Women:** Topic 2 – Realizing the Rights of Indigenous Women

**Simulation: Commission for Social Development (CSocD):** Topic 2 – Promoting Social and Economic Inclusion of Refugees

**Simulation: Joint UN Programme on HIV/AIDS (UNAIDS):** Topic 1 – Ensuring HIV/AIDS Prevention and Treatment During Humanitarian Crises

\*Committee Background Guides: [http://www.nmun.org/ny\\_committee\\_guides.html](http://www.nmun.org/ny_committee_guides.html)

United Nations Permanent Forum on Indigenous Issues (2015). *Twenty-year review of the Beijing Declaration and Platform for Action and beyond: a framework to advance indigenous women's issues (E/C.19/2015/2)* [Report]. <http://undocs.org/E/C.19/2015/2>

United Nations, General Assembly, Seventieth session. (2016). *In Safety and Dignity: Addressing Large Movements of Refugees and Migrants: Report of the Secretary-General (A/70/59)*. <http://undocs.org/A/70/59>

Joint United Nations Programme on HIV/AIDS. (2016). *2014-2015 UBRAF thematic report: Addressing HIV in humanitarian emergencies*. Pg. 3-6  
[https://results.unaids.org/sites/default/files/documents/Addressing\\_HIV\\_in\\_humanitarian\\_emergencies\\_Jun2016.pdf](https://results.unaids.org/sites/default/files/documents/Addressing_HIV_in_humanitarian_emergencies_Jun2016.pdf)

AND - United Nations Population Fund. (2014). *HIV Prevention in Emergencies* [Website]. <http://www.unfpa.org/resources/hiv-prevention-emergencies>

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#### **21 February: No Class – Study Break**

Revised Position Paper to be submitted to [lcham061@uottawa.ca](mailto:lcham061@uottawa.ca) by 11:59 pm EST **28 February: Mock Model UN**

- Midterm Take-home questions distributed

**Simulation: United Nations Environmental Assembly:** Topic 1 – Combating Illegal Trade in Wildlife

**Simulation: United Nations Development Programme (UNDP):** Topic 2 – The Role of Private Sector in Promoting Sustainable Development

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**Simulation: Human Rights Council (HRC):** Topic 1 – Protecting and Promoting Human Rights to Prevent and Counter Violent Extremism

\*Committee Background Guides: [http://www.nmun.org/ny\\_committee\\_guides.html](http://www.nmun.org/ny_committee_guides.html)

United Nations Office on Drugs and Crime. (n.d.). *Environmental Crime – The Trafficking of Wildlife and Timber* [Fact Sheet].

[https://www.unodc.org/documents/toc/factsheets/TOC12\\_fs\\_environment\\_EN\\_HIRES.pdf](https://www.unodc.org/documents/toc/factsheets/TOC12_fs_environment_EN_HIRES.pdf)

United Nations Global Compact. (n.d.). *The Ten Principles of the UN Global Compact* [Website].

<https://www.unglobalcompact.org/what-is-gc/mission/principles>

United Nations & Swiss Confederation. (2016). *Geneva Conference on Preventing Violent Extremism – The Way Forward* [Concept Note].

<https://www.un.org/counterterrorism/ctitf/sites/www.un.org.counterterrorism.ctitf/files/Geneva%20PVE%20Conference%20Concept%20Note%20Final.pdf>

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## 7 March: Mock Model UN

Planning for a representative from the Embassy of Switzerland to visit the class.

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## 14 March: Mock Model UN

- Mid-term Exam due at 2:30 p.m. to [miguel.larrinaga@uottawa.ca](mailto:miguel.larrinaga@uottawa.ca)

**Simulation: United Nations High Commissioner for Refugees (UNHCR):** Topic 3 – Environmental Migration and the Future of Displacement

**Simulation: United Nations Children’s Fund (UNICEF):** Topic 2 – Strengthening Rehabilitation and Reintegration of Youth Offenders

**Simulation: International Atomic Energy Agency (IAEA):** Topic 1- Application of IAEA Safeguards in the Middle East

\*Committee Background Guides: [http://www.nmun.org/ny\\_committee\\_guides.html](http://www.nmun.org/ny_committee_guides.html)

Edwards, A. (2011, November 23). *UNHCR chief Guterres warns of security, displacement threats from climate change*. Office of the United Nations High Commissioner for Refugees [News Article].

<http://www.unhcr.org/en-us/news/latest/2011/11/4ecd17536/unhcr-chief-guterres-warns-securitydisplacement-threats-climate-change.html>

United Nations Children’s Fund. (2016). *Justice for Children* [Website].

[http://www.unicef.org/protection/57929\\_57999.html](http://www.unicef.org/protection/57929_57999.html)

James Martin Center for Nonproliferation Studies & Vienna Center for Disarmament and Nonproliferation. (2014). *Topic: Middle East Issues* [Website]. [https://www.nonproliferation.org/wp-content/uploads/2014/09/2014\\_IAEA\\_GC\\_QA\\_Middle\\_East.pdf](https://www.nonproliferation.org/wp-content/uploads/2014/09/2014_IAEA_GC_QA_Middle_East.pdf)

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**17 March – 24 March: NMUN in NYC** (Conference dates: 19-23 March)

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**28 March: NMUN Debrief**

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**4 April: No Class**

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**13 April: Final Reports Due:** FSS7008, *Time TBD*

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### **ADDITIONAL RECOMMENDED RESOURCES**

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Kerem Turunc, *The Winning Delegate* (New York: Iuniverse Inc, 2nd edition, 2009). (This book is available at the library, and at Indigo, Chapters, or Amazon)

BestDelegate Website: <http://bestdelegate.com/resources/> - *One of the leading comprehensive resources for Model UN Delegates in general. Provides useful guides on Model UN tips, strategies, research, resources, how to write resolutions, etc.*

Foreign Policy Archives: Switzerland: <http://foreignpolicy.com/?s=Switzerland>

The Economist Archives: Switzerland: <http://www.economist.com/topics/switzerland>

BBC News: Switzerland country profile: <http://www.bbc.com/news/world-europe-17980650>

#### **Beware of Academic Fraud!**

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address:

[http://www.socialsciences.uottawa.ca/eng/writing\\_tools.asp](http://www.socialsciences.uottawa.ca/eng/writing_tools.asp) “*Tools for Writing Papers and Assignments.*”

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of « F » for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

Last session, most of the students found guilty of fraud were given an « F » for the course and had between three and twelve credits added to their program requirement. For more information, refer to: [http://www.uottawa.ca/academic/info/newsletter/fraud\\_e.html](http://www.uottawa.ca/academic/info/newsletter/fraud_e.html)

## **Resources for you**

Mentoring Centre - <http://www.sciencessociales.uottawa.ca/mentor/fra/>

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

A student may choose to visit the mentoring centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

Career Services - <http://www.sass.uottawa.ca/careers/>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

Counselling Service- <http://www.sass.uottawa.ca/personal/>

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

Student Resources Centres - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of students needs.