

Fall 2024 L32 3074 United Nations Institutions and Processes¹

Instructor: Dr. Stephanie N. Shady (she/her)

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Class Meetings: Tuesdays and Thursdays 4:00-5:20 PM

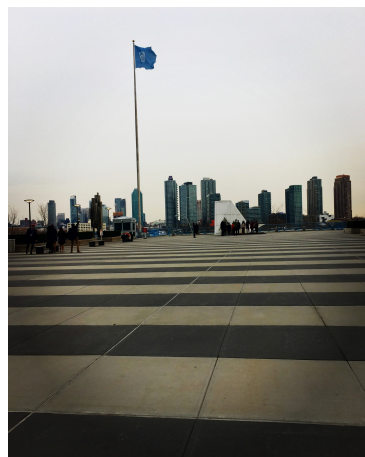
Classroom: TBD

Office Hours: Mondays 1:00-3:00 PM, Wednesdays 10:00-11:00 AM

Office: Seigle 251



(a)



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Figure 1: United Nations Headquarters, New York, New York. Dr. Shady's photos, 2017-2019.

¹Last edited on January 28, 2024. I reserve the right to update any aspect of this syllabus. A huge thank you to Dr. Eric Cox for sharing his Model UN materials with me as I created my own version of the class.

Course Description

How do countries and non-state actors cooperate on issues that transcend international borders? What are the unique opportunities and challenges to addressing global issues in international organizations, especially the United Nations (UN)? In this course, we will examine the historical foundations of the UN, the structure of the UN, and the nature of representation in the United Nations. We will analyze the conditions under which the UN is likely to succeed or fail at addressing a range of security, economic and social, and human rights issues. To facilitate this analysis, we will examine historical and contemporary UN work to address climate change, conflict, humanitarian assistance, and human rights. This class is part of a Model United Nations program at Washington University in St. Louis, which will travel to the National Model United Nations conference in New York in the spring. It is the first course in a two-course series. Students must complete both the fall and the spring course with a B or better to be eligible for the New York conference team.

Prerequisites: None. Even though this is a 300-level class, if you are early in your college career, regardless of major, and interested in Model UN, you are welcome.

Course Goals: Throughout this course, you will:

- Analyze the structures and authorities within the United Nations system.
- Critically assess the formal and informal power relationships between United Nations Member States.
- Apply structures, authorities, and power relationships in the United Nations to specific transnational issues the UN addresses.
- Analyze the strengths and weaknesses of the United Nations to address issues of conflict and security, development, human rights, humanitarian crises, and climate change.

Course Materials

Required book: Karmau, Macharia, Pamela Chasek, and David O'Connor. 2018. *Transforming Multilateral Diplomacy: The Inside Story of the Sustainable Development Goals*. New York: Routledge.

Canvas will be our primary resource center for the course. You will find folders with the following materials:

- PDFs or links for articles or book chapters (other than the book above) that are assigned on the calendar to prepare for the day's class. Please bring an electronic or paper copy of reading materials to class daily.
- Detailed guidelines for all assignments.
- Submission links for all assignments.
- Information about campus resources.
- An **"Extensions and Questions" folder**. All of us are here to learn, including me. If you ask a question that I do not know the answer to, I will look into it and put related resources in this folder. I will also periodically add items of interest such as news articles, films and fiction, or podcasts that you may peruse if you are interested in diving deeper in a particular topic. If you come across a resource you'd like to share, please e-mail it to me!

Classroom Norms

Your active engagement in the classroom will contribute to your learning and enrich class-wide discussions on topics that touch all of our lives in some form. On a typical day, we will:

- Discuss current events relevant to the course and the roles the United Nations plays in addressing those events.
- Hold small-group reflections on reading assignments that we all prepare before class.
- Analyze key terms and concepts in the study of the United Nations through conversational lectures, small-group and class-wide discussions, and other interactive activities.
- Collectively produce resources on United Nations institutions and processes as reference materials for the Model UN conference.

Assessment

You will be assessed using the measures listed below with the following weights. Details about each assignment can be found in the syllabus and on Canvas and will be discussed in class:

Grade Distribution:

Quizzes: 10%

Exam: 20%

Three memos: 45% (15% each)

Background guide summary paper: 15%

Short opening speeches: 10%

Letter Grade Distribution:

≥ 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	≤ 59.99	F

The grading scale above represents the department standard. I will round up decimals at 0.49 or above. To maintain fairness to all of your classmates, I will not arbitrarily negotiate final grades at the end of the semester. Grades are a tool, albeit an imperfect one, for measuring understanding and application of course material. I am committed to assessing you fairly and providing feedback in order for you to learn, and negotiation is not a learning outcome of the course.

Important Notes on the Nature of the Course

Courses about sensitive or difficult political topics

Political science courses grapple with nuanced, difficult issues, and university is a place for you to gain knowledge, learn various perspectives rooted in evidence, and think critically about the world in which we live. This type of learning is only possible when you are actively engaged in your coursework—reading carefully, listening to others, and participating in discussions in class. Engagement is not passive. It means connecting course materials to past courses, your experiences, and concepts from throughout our course.

Engagement can also mean considering critiques of scholarly perspectives. Criticism and disagreement with readings, your classmates, or with me is welcome as long as it is expressed with respect and rooted in logic and evidence. Please refrain from discriminatory or offensive language towards any group of humans. Finally, conspiracies and misinformation are not appropriate forms of evidence in coursework or participation. Our course will be rooted in scholarly research.

Courses involving research and writing

Students come to this course with different comfort levels with writing, especially with extensive, research-based writing. That is okay! There is no such thing as perfect writing, and my goal for every student is to help them improve from where they are at the beginning of the semester. We will break down the research and writing process into manageable steps, and I encourage you to ask questions or ask for help early and often. The Writing Center (<https://writingcenter.wustl.edu/>) is also an excellent resource that I encourage you to make use of no matter what your current research and writing experiences are.

Assignments

Quizzes - 10%

You will take short quizzes in class as I deem necessary to check for understanding of topics we have covered in class—including readings, lectures, and class discussions. These quizzes may or may not be announced. You should be prepared to complete these quizzes without using your notes or reading materials. The purpose of these quizzes is to check your understanding throughout the semester before the exams and to encourage you to study on a consistent basis. Doing so will contribute to your overall success in the course. These quizzes will be scored as a percentage out of 100 and weighted equally. Quizzes cannot be made up in case of absence or tardiness. I will drop the two (2) lowest quiz scores at the end of the semester.

Exam - 20%

You will take one (1) exam in this course towards mid-term. The exam will cover the institutions and processes of the United Nations as applied to the transnational issues we discuss in class. All course material, including readings, lectures, and class discussion, may appear on the exam. The exam will consist of multiple-choice and short answer questions and take place during scheduled class time. After this exam, we will be focusing on preparations for the Model UN conference, including research on the committee topics that the conference will share with participants towards the end of our semester.

Three Memos - 45% (15% each)

Throughout the course, you will complete a series of three (3) memo-style papers, **between 700 and 800 words** that analyze different areas of United Nations work on global issues, listed below. Each of these topics is broad, and you will be expected to narrow the focus of the topic in order to respond to the wider question. This means you should think creatively about a specific way to answer the core question, using our course resources and additional research to guide your process. These papers are challenging, and you should expect to draft and revise multiple times to write an exceptional paper.

You will note that there is a (small) word limit to these papers. This is intentional, and you are expected to hold to it strictly and include a word count of the text at the top of your Word document (not PDF). Use footnotes for citations, and do not include footnotes or headers in your word count. These assignments are designed to be an exercise in synthesizing the most important information. This would reflect a myriad of jobs in the political realm in which you the expert would be expected to brief an official efficiently and effectively. This will also prepare you to write country position papers on complex issues next semester ahead of the Model UN conference. Make every word count. Your aim is to maximize the amount of important information and analysis in a minimal amount of space.

- **Memo 1 - Peace and Security - 15%:** Are United Nations peacekeeping operations (PKOs) effective? You may specify conditions and contexts, but your argument should culminate in a clear yes or no.
- **Memo 2 - Human Rights - 15%:** Is the United Nations effective at protecting human rights within Member States? You may specify conditions and contexts, but your argument should culminate in a

clear yes or no.

- **Memo 3 - Sustainable Development Goals - 15%:** Choose one (1) Sustainable Development Goal (SDG). To what extent has it been met, and what are the most important challenges to achieving the goal by 2030?

Background Guide Summary Paper - 15%

At the end of the semester, you will write a paper that **summarizes** the background guide for your assigned UN committee. The paper will be slightly longer than the memos, 900-1000 words. The purpose of this paper is to prepare the foundation for the country position paper you will write in the spring course. Therefore, this paper should summarize the key aspects of the issues in the background guide, the relevant international and regional documents for the issues, and the UN bodies that coordinate on the issue in partnership with state and non-state actors. In this context, your goal is summary in your own words, not analysis. You will write this paper shortly with your committee partner to practice collaborative writing.

Short Opening Speeches - 10%

At the end of the semester, you will prepare an opening speech for each of the two topics in the background guide for your assigned UN committee. These speeches should be **90 seconds**. You may go slightly under, but not over (this is practice for the Model UN conference, in which the Dais will stop speeches when you have reached the exact time limit). You will work with your committee partner to write both speeches, and each of you will choose one speech to deliver. Opening speeches should highlight your assigned country's priorities in addressing aspects of the topic. They should clearly articulate a problem and your proposed solution within the mandate of your committee. Ahead of these graded speeches, we will do practice short speeches on other topics in class, and I will give example opening speeches.

Course Policies

- **General**

- Please bring a copy of the reading assignments and any other assigned work for the day to class, either paper or electronic.
- You will need your laptop in class sometimes, and you may use it to take notes. Laptops and other electronic devices are to be used exclusively for the work we are doing in class. You will not succeed in the course if you are checking email, working on other assignments, etc. during our class time.

- **Grades**

- Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**. **To be eligible to take the spring course and compete on the National Model United Nations team in New York, you must earn a B or better in this fall course.**
- Grades will be maintained in Canvas. Students are responsible for tracking their progress by referring to the online gradebook.
- I do not arbitrarily negotiate grades at the end of the semester. Negotiation skills are not a learning outcome for the course, and I am only assessing your mastery of the learning outcomes for the course.

- **Assignments**

- Students are expected to work independently on memo assignments, and with their committee partners on the background guide summary and opening speeches. **Offering and accepting unauthorized solutions from others is an act of plagiarism, which is a serious offense and all involved parties will be penalized according to the Academic Honesty Policy.** Discussion amongst students is encouraged, but all work produced should be your own or with your committee partner, as relevant for the assignment.
- The unauthorized use of artificial intelligence software, including but not limited to ChatGPT, is plagiarism and will be penalized according to the Academic Honesty Policy. **For this class, no use of ChatGPT for any writing aspect of the coursework is permitted. National Model United Nations takes plagiarism and use of AI for conference work extremely seriously and may disqualify the team if one team member violates these rules. If you are caught plagiarizing or using AI in this course, you will be disqualified from the spring course and the team.**
- **Late assignments without prior communication and approval for an extension will not be accepted for full credit.** If you anticipate needing an extension for a large assignment (meaning the final paper that accompanies your project), you should make this request via email at least 48 hours before the deadline to be considered for approval. If you submit this work late without approval, you will have 5 percentage points deducted from your total grade for every day it is late, up to 5 days when the university is in session (excludes weekends and university holidays). After that period, late work without approval will not be accepted. In case of an emergency, please communicate with me as soon as you are able to and we will assess the next steps.
- It is your responsibility to organize, save, and back up all of your work (use an external hard drive and/or a cloud service such as DropBox, iCloud, Google Drive, or OneDrive, all of which have free versions). Losing your work because it is not backed up is NOT an acceptable reason for late submission.

- **Attendance and Absences**

- As adults, your education and other aspects of your life are your responsibility. As such, I do not grade attendance directly, but I will keep it in order to ensure that students are keeping up with course material.
- This course is part of building a team. Your committee partner and your team are relying on you to be prepared consistently. It is therefore important that you attend class on a regular basis.
- This policy means that you *can* miss class, but you must accept the responsibility for the learning you have missed, regardless of the reason for absence. It is your responsibility to obtain all missing notes or materials. You should consult the syllabus, review the notes you obtain from a classmate, and then come to office hours to ask questions you have about the missed material.
- I am aware that life circumstances such as illness or family emergencies can prevent attendance. I am also mindful that there are cases where physical or mental illness may be undiagnosed or not require a doctor's visit. Please do not come to class if you are sick. You do not owe me personal details about the reasons for a 1-day absence.
- **Exception: If you will be absent for an exam or speech day, please communicate with me via email as soon as you are able so I can plan on working out an alternative for you.**
- If circumstances arise that require you to be absent longer than a week, please communicate with me as soon as you're able via email so that I can offer you flexibility as appropriate.

- **Participation:** You and your classmates will benefit from regular participation in class discussion and activities. If you do not understand a concept, or I mention a term without defining it and you need clarification, please ask early and often. That is why I am here! Other students will benefit from your

questions and insights as well. This class is building a team, so you should get comfortable learning from each other's questions and working together to answer them. **I encourage you to raise your hand and ask questions throughout the class period, whether in discussion or lecture periods. It is much more beneficial to you if you ask in the moment so that you can use that clarification when we continue working with the concept in class that day.**

- **Office Hours:** Office hours are a resource that I encourage you to make use of in my class and in other classes. I encourage you to come to office hours early and often to ask questions about course material and assignments. Additionally, office hours are an opportunity to meet your professors, discuss your career and other intellectual interests, etc. Particularly as you begin to apply for study abroad, internships, jobs, and graduate school and will need recommendation letters, the more you have cultivated relationships with your instructors, the more they will be able to help you in future endeavors. I can write you a much better recommendation if I know something more than the grades you earned in my class for one semester. I especially encourage you to come talk to me about studying abroad! It was the best part of my university experience, and I really want you to find a program that fits your needs and interests, too. Finally, my office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.
- **Contact Policy:**
 - You do NOT need to make an appointment to come to regularly scheduled office hours. This time is always open to you.
 - For non-urgent appointments outside office hours, I would appreciate an email 48 hours in advance. This is so that I can balance my week to prepare for yours and other classes.
 - If something urgent comes up, please feel free to see if I'm in my office. If I am here, I will make time for you to the best of my ability.
 - Emails should be used to make appointments or ask brief questions. If you have a longer question, please come to office hours so we can discuss it thoroughly.
 - Please remember that university emails should be written in a professional manner, which means a subject line (could just be your course name), greeting, brief message, and closing. You may address me as Professor Shady or Dr. Shady, and I use she/her pronouns.
 - I encourage you to set your own work-life balance boundaries, and I also set mine. I am committed to responding to emails within 48 hours (at the latest) on days when the university is in session. Typically I will not receive your email on weekends or late in the evenings. If you have not heard from me within 48 hours during business hours, please feel free to send me a reminder (this helps me find your message at the top of my inbox).

WashU Policies and Resources

COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habib Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If instructed by Habib to quarantine or isolate, students should notify their instructor as soon as possible by forwarding the email they received from Habib. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes:

- Strongly recommended masking in indoor spaces. Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged

to treat requests to mask with care and consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed. For current masking policies, see the WashU Together website.

- Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (www.disability.wustl.edu) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.
- Maintaining physical distancing as needed. While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.
- Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

Reporting Sexual Assault and Harassment

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, cm-copeland@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

Disability Resources (DR)

WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: <http://www.disability.wustl.edu/>; 314-935-5970

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

Preferred Name and Personal Pronouns

Washington University in St. Louis recognizes that many students prefer to use names other than their

legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we use the pronouns that each person uses for themselves. This simple effort can make a profound difference in a person's experience of safety, respect, and support. My pronouns are she/her. If you feel safe and comfortable doing so, I encourage you to share your pronouns with me and/or your classmates so that I can address you correctly. I will never share information about your gender identity or sexual orientation with government or university officials. **My office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.** For WashU resources and information on administratively recognizing your preferred name and pronouns see: <https://students.wustl.edu/pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit <https://emergency.wustl.edu/>. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WashU Safe app and enable notifications.

To report an emergency:

Danforth Campus: (314) 935-5555

School of Medicine Campus: (314) 362-4357

North/West/South and Off Campus: 911 then (314) 935-5555

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis. For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>. In taking this course, students may be expected to submit papers and assignments through Turnitin for detection of potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

Date	Topic	Readings	Assignments
Aug. 27	Introduction	Syllabus Begin to familiarize yourself with the United Nations System Chart	Review the syllabus and come to class with any questions you have on it.
Aug. 29	History and development of the United Nations	Weiss, Thomas G. (2015). The United Nations: before, during, and after 1945. <i>International Affairs</i> , 91(6), 1221-1235.	
Sept. 2 – Labor Day			
Sept. 3	History and development of the United Nations	<i>Charter of the United Nations (1945):</i> https://www.un.org/en/about-us/un-charter/full-text You do not need to memorize it, but begin familiarizing yourself with the core tenants and language.	
Sept. 5	History and development of the United Nations	Vieira, Marco A. (2016). Understanding resilience in international relations: the Non-Aligned Movement and ontological security. <i>International Studies Review</i> , 18(2), 290–311.	
Sept. 10	UN peace and security	Lundgren, Magnus, and Mark Klamberg. (2023). Selective attention: the United Nations Security Council and armed conflict. <i>British Journal of Political Science</i> , 53, 958-979.	
Sept. 12	UN peace and security	Hutman, Lisa, Jacob Kathman, and Megan Shannon. (2013). United Nations peacekeeping and civilian protection in civil war. <i>American Journal of Political Science</i> , 57(4), 875-891. Hultman, Lisa, Jacob Kathman, and Megan Shannon. (2016). United Nations peacekeeping dynamics and the duration of post-civil conflict peace. <i>Conflict Management and Peace Science</i> , 33(3), 231–249.	
Sept. 17	UN peace and security	King, Carla, Greg Ferraro, Sandra C. Wisner, Stéphanie Etienne, Sabine Lee, and Susan A. Bartels. (2021). ‘MINUSTAH is doing positive things just as they do negative things’: nuanced perceptions of a UN peacekeeping operation amidst peacekeeper-perpetrated sexual exploitation and abuse in Haiti. <i>Conflict, Security and Development</i> , 21(6), 749-779.	

Sept. 19	UN human rights	Voss, M. Joel. (2022). Contesting Human Rights Defenders at the United Nations Human Rights Council. <i>Global Society</i> , 36:1, 49-68.	
Sept. 24	UN human rights	Cowan, Jane K., and Julie Billaud. (2015). Between learning and schooling: the politics of human rights monitoring at the Universal Periodic Review. <i>Third World Quarterly</i> , 36(6), 1175–1190.	Memo 1 due 11:59 PM on Canvas
Sept. 26	UN human rights	Carraro, Valentina. (2019). Promoting compliance with human rights; the performance of the United Nations' Universal Periodic Review and treaty bodies. <i>International Studies Quarterly</i> , 63(4), 1079-1093.	
Oct. 1	International law overview	Shany, Yuval. (2018). Sources and enforcement of international law: what norms do international law-enforcement bodies actually invoke? In Samantha Besson and Jean d'Apsremont (eds.), <i>The Oxford Handbook on the Sources of International Law</i> . Oxford University Press.	
Oct. 3	Global health	Taylor, Luke. (2023, 23 May). Covid-19: WHO treaty on future pandemics is being watered down, warn health leaders. <i>British Medical Journal (news)</i> , 381, 1246. World Health Organization. (2023, 30 October). Proposal for negotiating text of the WHO Pandemic Agreement. Seventh Meeting of the Intergovernmental Negotiating Body to Draft and Negotiate a WHO Convention, Agreement or Other International Instrument on Pandemic Prevention, Preparedness and Response (A/INB/7/3). Link: https://apps.who.int/gb/inb/pdf_files/inb7/A_INB7_3-en.pdf	
Oct. 5-8 – Fall Break			
Oct. 10	Climate and environment	Invanova, Maria. (2007). Designing the United Nations Environment Programme: a story of compromise and confrontation. <i>International Environmental Agreements: Politics. Law and Economics</i> , 7(4), 337-361.	
Oct. 15	Climate and environment	Brune, William H. (2015). The ozone story: a model for addressing climate change? <i>Bulletin of the Atomic Scientists</i> , 71(1), 75-84.	Memo 2 due 11:59 PM on Canvas
Oct. 17	Climate and environment	Broberg, Morten, and Beatriz Martinez Romera. (2020). Loss and damage after Paris: more bark than bite? <i>Climate Policy</i> , 20(6), 661-668.	

		Wewerinke-Singh, Margaretha, and Diana Hinge Salili. (2020). Between negotiations and litigation: Vanuatu's perspective on loss and damage from climate change. <i>Climate Policy</i> , 20(6), 681-692.	
Oct. 22	Sustainable development	<i>Transforming Multilateral Diplomacy</i> , Chps. 1-3	
Oct. 24	Sustainable development	<i>Transforming Multilateral Diplomacy</i> , Chps. 4-6	
Oct. 29	Sustainable development	<i>Transforming Multilateral Diplomacy</i> , Chps. 7-8	
Oct. 31	Sustainable development	<i>Transforming Multilateral Diplomacy</i> , Chps. 9-10	
Nov. 5	Summarizing and reviewing UN institutions and processes	No new readings – review past readings and notes in preparation for exam	
Nov. 7	UN institutions and processes exam	No new readings – review past readings and notes in preparation for exam	Exam in class
Nov. 12	Preparing for National Model UN conference	No new readings – we will review the exam in class before beginning to discuss conference preparation.	
Nov. 14	Preparing for National Model UN conference	Read the National Model UN background guide for your assigned committee on https://www.nmun.org/	In the background guide, highlight/annotate to note relevant 1) international documents, 2) international bodies, 3) regional bodies. This will count as a quiz grade.
Nov. 19	Preparing for National	Readings TBD according to the country assignment National Model UN gives WashU	

	Model UN conference		
Nov. 21	Preparing for National Model UN conference	Readings TBD according to the country assignment National Model UN gives WashU	Memo 3 due 11:59 PM on Canvas
Nov. 26	Preparing for National Model UN conference	No new assigned readings, but you should be reading research materials as you prepare your final paper and opening speeches for your country/committee assignment.	
Nov. 27 – Dec. 1 – Thanksgiving Break			
Dec. 3	Preparing for National Model UN conference	No new assigned readings, but you should be reading research materials as you prepare your final paper and opening speeches for your country/committee assignment.	
Dec. 5	Last Day of Class Opening speeches and looking ahead to the spring	No new readings	Prepare to deliver your opening speech in class
Dec. 12	Final Paper Due		