

Spring 2025 L32 3075 Institutional Organizational Research¹

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

Email: shadys@wustl.edu

Class Meetings: Tuesdays and Thursdays 2:30-3:50 PM

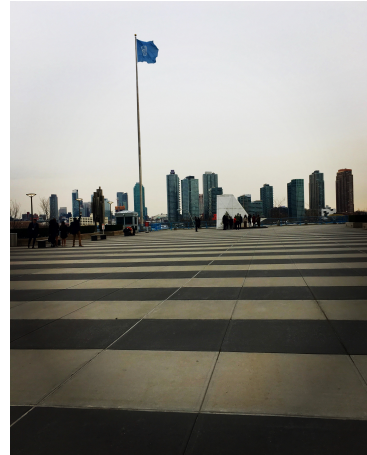
Classroom: Seigle 210

Office Hours: Wednesdays 11:00 AM - 2:00 PM, or by appt

Office: Seigle 132



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

¹Last edited on December 16, 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 United Nations (UN) institutions work with Member States, regional organizations, non-state actors, and other parts of the UN system to tackle complex global issues? Why do states take different positions on global issues based on their foreign policy and domestic political interests? In this course, we will answer these questions in specific cases based on the country assignment WashU receives from the National Model UN conference, which will vary each year to offer opportunities to learn about global policy from diverse perspectives. To facilitate this analysis, students will create collective resources on the political structures, key issues and allies, and diplomatic positions of our Model UN team's assigned country. Then, students will conduct research on two global issues relevant to their assigned UN committee, including the nature of the issue, ongoing ways the international community works on this issue, and the assigned country's positions on future solutions. In this applied course, students will combine secondary literature reviews with primary source research using documents and data from international and regional organizations. **This course is the second in a 2-part course on the United Nations. Part of this course is participation in the National Model United Nations conference in New York, 6-10 April, 2025.**

Prerequisites: L32 3074 United Nations Institutions and Processes

Course Goals: Throughout this course, you will:

- Apply structures, authorities, and power relationships in the United Nations to specific transnational issues the UN addresses through UN committee research.
- Assess transnational issues through the lens of a specific country's positions and goals.
- Analyze how states can use UN institutions to address issues of conflict and security, development, human rights, humanitarian crises, and climate change.
- Apply the procedures of the UN – formal speeches, working groups, and resolution-writing – to specific issues through the simulation of a UN committee.

Course Cost and Materials

A core part of the course is participation in the National Model UN conference in New York, 6-10 April 2025. As discussed in the fall semester, there are limited funds available to assist with the travel and conference expenses. You will need to contribute approximately 750 USD to cover the remaining costs. Additionally, all meals and incidentals during conference travel are the responsibility of the student.

No textbook is required. In addition to country-specific resources, which will be both provided on Canvas and researched by students, all students should download the following materials from the National Model United Nations website: <https://www.nmun.org/conferences/new-york/prepare-for-committee/committee-materials.html>

- Committee Background Guide
- NMUN Rules of Procedure
- Delegate Prep Guide

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 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. **As a student in this class, you are a part of a team. Attendance is part of your commitment to the team.** On a typical day, we will:

- Discuss current events relevant to the United Nations and the country WashU will represent and the roles the United Nations plays in addressing those events.
- Create collaborative resources on the role of the country WashU will represent in the United Nations.
- Co-revise written research and speeches on the diplomatic positions of the country WashU will represent.
- Simulate the procedures of UN committee sessions in preparation for the National Model United Nations 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%

Research resources: 15%

Position paper (3 drafts): 45% (see details below for distribution)

Conference preparation and participation: 20%

Final reflective essay: 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 involving external travel

In this course, we will travel to New York City as a team, which means you are representing WashU. You are also representing the United States at a conference with university students from across the world. UN-permitting, we will spend time inside UN Headquarters, and depending on availability, we may participate in a briefing from the Permanent Mission to the UN of the country WashU represents. You are expected to

uphold the highest standards of conduct at all times with all people and places with which you interact.

The Student Code of Conduct applies in full during this trip. This is for your safety and the safety of others. There is zero tolerance for the use of any substance that is illegal at the federal level, and responsible alcohol consumption is only an option if you are 21 years of age or older. Severe violations of the code of conduct may result in your early return from the conference, which will be at your own expense and affect your course grade.

You are expected to take care of your teammates at all times during the trip. **At the first sight of a potential problem, call me immediately. For urgent medical attention, call 911 first, then me.**

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

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 three quizzes to demonstrate basic knowledge of the country you are representing and the transnational issues your committee is discussing. You should be prepared to complete these quizzes without using your notes or reading materials. The purpose of these quizzes is to ensure your familiarity with core facts ahead of your conference participation:

- Background Guide Quiz (committee mandate and topics)
- Country quiz (basic country government information)
- Rules of procedure quiz (NMUN rules of procedure)

Research Resources - 15%

You will create committee and team-level resources both individually and as a team. The purpose of these assignments is to have easy-to-reference research for your conference participation. These resources will be discussed as we progress to each in class and will be weighted according to the scope of the work. All of these resources should go in an online folder (Box or Google Drive) and shared with me (if you use Box, share it with shadys@wustl.edu, and if you use Google Drive, share it with stephnicole4@gmail.com). At the end, you will have:

Primary folder

1. Country government and history brief
2. Position paper
3. Committee Background Guide
4. Treaty and resolution list per topic (10 resolutions or treaties relevant to your committee and the position of our assigned country on each)
5. Quote list per topic (10 quotations from major government or global officials relevant to your committee and our assigned country)
6. Rules of Procedure
7. Delegate Prep Guide

Secondary folders for each topic

1. Text of relevant treaties and resolutions
2. Text of relevant major speeches from country/global officials
3. Your prepared speeches
4. Any other research materials relevant to the topic

Position Paper (45%, divided by drafts)

Each committee (individual or pair) will write a position paper from the perspective of our assigned country on each of the two topics that your committee is covering. For each topic, you will discuss the nature of the issue, past and ongoing efforts to address it (international, regional, and national for the country we represent), our country's position on the issue and solutions at every level, and suggestions for the next steps the UN should take within the mandate of your committee. The paper must follow the NMUN guidelines exactly: <https://www.nmun.org/assets/documents/nmun-pp-guide.pdf>. As you will see in the NMUN guide, this paper is **exactly 2 pages single-spaced**. You are expected to maximize the research incorporated in the most efficient and effective writing possible. This is challenging and requires multiple drafts over time. You will submit three (3) drafts, and each subsequent draft will be worth more points as we approach your best and final draft. **All drafts should be complete papers that represent your strongest efforts at writing and revision.** You should not write this paper the day it is due.

National Model UN has a **STRICT** deadline for position paper submissions so that they are eligible for awards. I need time to provide feedback, and you need time to revise. As such, the deadlines for position paper drafts are not flexible. It is your responsibility to plan ahead and work on this paper over time so that you are prepared to submit drafts on time.

1. Draft 1 (10%) due
2. Draft 2 (15%) due
3. Draft 3 (final) (20%) due

Conference Preparation and Participation - 20%

The experiential learning component of this course is one of its core features. You will be graded on our consistent and active engagement with all aspects of experiential learning, which includes in-class preparatory

simulations and speeches and well as conference participation. You will be assessed on the following:

In-class preparatory simulations and speeches - you will receive one (1) warning before losing points

1. Are you present and prepared for weekly, 90-second speeches on our country's position on each of your committee topics?
2. Are you present and actively participating in committee simulations as listed on the calendar? Active participation includes formal (speech) and informal (working group) sessions as well as chairing the committee in turns.

During the conference - you will receive one (1) warning before losing points

1. Are you present at least 10 minutes before each committee session is set to start?
2. Are you present and actively participating in informal (working group) sessions towards writing working papers and discussing draft resolutions?
3. Are you on the Speaker's List at all times? (you should add yourself to the Speaker's List again immediately after you finish a speech)

NOTE: NMUN does have an awards system both for position papers and for committee participation. Awards will have no bearing on your grade whatsoever. The reason for this is I have worked for this organization and have seen the perverse incentives that grading awards creates. Awards are nice if you earn them, but they are completely separate from your course grade.

Final Reflective Essay - 10%

At the end of the semester, you will write a reflective essay on the principles and skills that you have gained from participation in Model United Nations. The purpose of this essay is to help you articulate ways you can present your experiences on future applications for graduate school and employers. This essay should be 1-2 pages, single-spaced.

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**.
- 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.**
- **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, but please communicate with me via email about absences.
- 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.

Calendar

- You should be prepared to deliver 90-second speeches on your committee topics every day, whether or not it is explicitly listed on the calendar.
- All readings should be completed **BEFORE** class on the day they are listed.
- As you read throughout the semester, keep in mind the following questions:
 - How does Sudan's historical experience with particular issues, UN institutions, or other Member States influence its foreign policy positions?
 - In light of the mandate of each relevant UN committee, which committees are equipped to take what actions in multi-stakeholder solutions relevant to the issue at hand?
- Please **bring a copy** of the readings to class and **write down** questions or places where you need additional clarification. Ask those questions in class!

Date	Topic	Readings	Assignments
Jan. 14	Introduction	Syllabus	Review the syllabus and bring any questions you would like to ask about it.
	Preparing position papers	NMUN position paper guide: https://www.nmun.org/assets/documents/nmun-pp-guide.pdf	
	New York logistics	Review the Background Guide for your assigned committee	
Jan. 16	Country research	<p>You do not need to memorize specific information from these readings, but you should use them to further inform your country research as relevant for your committee topics:</p> <p>Sidahmed, Abdel Salam. 2011. "Islamism and the state," in John Ryle, Justin Willis, Suliman Baldo, and Jok Madut Jok (eds.), <i>The Sudan Handbook</i>. The Rift Valley Institute.</p> <p>Leonardi, Cherry, and Musa Abdul Jalil. 2011. "Traditional authority, local government and justice," in John Ryle, Justin Willis, Suliman Baldo, and Jok Madut Jok (eds.), <i>The Sudan Handbook</i>. The Rift Valley Institute.</p>	Background Guide quiz in class
Jan. 21	Country research	You do not need to memorize specific information from these readings, but you should use them to further	

inform your country research as relevant for your committee topics:

Prunier, Gerard. 2011. "Sudan's regional relations," in John Ryle, Justin Willis, Suliman Baldo, and Jok Madut Jok (eds.), *The Sudan Handbook*. The Rift Valley Institute.

Tubiana, Jérôme. 2013. "Darfur after Doha," in Gunnar M. Sørnbø and Abdel Ghaffar M. Ahmed (eds.), *Sudan Divided: Continuing Conflict in a Contested State*. Palgrave MacMillian.

Salih, M.A. Mohamed. 2013. "Conflict and nation building: lessons for Darfur from South Sudan," in Gunnar M. Sørnbø and Abdel Ghaffar M. Ahmed (eds.), *Sudan Divided: Continuing Conflict in a Contested State*. Palgrave MacMillian.

Jan. 23 UN resolutions A/RES/70/1 Transforming Our World: The 2030 Agenda for Sustainable Development:
<https://sdgs.un.org/2030agenda>

Jan. 28 UN resolutions Identify 2 resolutions relevant to each of your 2 committee topics (4 total resolutions). Read them ahead of class and bring them to class. 1st draft position paper due 11:59 PM

Jan. 30 UN resolutions Identify 2 resolutions relevant to each of your 2 committee topics (4 total resolutions). Read them ahead of class and bring them to class.

Feb. 4 Speeches No readings, but be prepared to write and deliver 90-second speeches on your committee topics. Resolution/treaty lists due 11:59 PM

Feb. 6 Speeches No readings, but be prepared to write and deliver 90-second speeches on your committee topics. Quote list due 11:59 PM

Feb. 11 Speeches No readings, but be prepared to write and deliver 90-second speeches on your committee topics. 2nd draft position paper due 11:59 PM

Feb. 13 Position paper revisions No readings, but bring your position paper to class for peer-review and revision

Feb. 18 Rules of procedure NMUN rules of procedure:
<https://www.nmun.org/assets/documents/nmun-rules.pdf>

Even if you have done Model UN before, read these rules because conferences use different rules of procedure.

Feb. 20	Rules of procedure	Review NMUN rules of procedure	Final position paper due 11:59 PM
Feb. 25	Rules of procedure	Review NMUN rules of procedure	Rules of procedure quiz at the end of class
Feb. 27	Strategies for working groups	<p>Nebe, Cai. 2023, May 4. "The complex alliances shaping Sudan's conflict." <i>DW News</i>. https://dw.com/en/the-complex-alliances-shaping-sudans-conflict/a-65515892</p> <p>Campbell-James, Jonathan. 2024, April 4. "Curbing outside intervention in the Sudan War." Washington Institute for Near East Policy. https://www.washingtoninstitute.org/policy-analysis/curbing-outside-intervention-sudan-war</p> <p>Fatima, Manal. 2024, April 10. "A diplomatic solution in Sudan demands greater U.S. engagement with its Arab allies." <i>Atlantic Council</i>. https://www.atlanticcouncil.org/blogs/menasource/sudan-arab-allies-hemedti-saf-rsf-peace/</p>	Final online research folder check – all materials should be prepared by 11:59 PM
March 4	Simulation	No readings, but come to class prepared to apply rules of procedure, working group strategies, and resolution writing skills into practice.	
March 6	Simulation	No readings, but come to class prepared to apply rules of procedure, working group strategies, and resolution writing skills into practice.	
Spring Break March 9-16			
March 18	Simulation	No readings, but come to class prepared to apply rules of procedure, working group strategies, and resolution writing skills into practice.	
March 20	Simulation	No readings, but come to class prepared to apply rules of procedure, working group strategies, and resolution writing skills into practice.	
March 25	Simulation	No readings, but come to class prepared to apply rules of procedure, working group strategies, and resolution writing skills into practice.	Country quiz in class
March 27	Simulation	No readings, but come to class prepared to apply rules of procedure, working group strategies, and resolution writing skills into practice.	

April 2	Strategy presentation	No readings, but each committee should come prepared to present and discuss: 1) how they will prioritize the agenda of topics, 2) 3 priorities for each topic, and 3) with whom they plan to work for each topic
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April 3	Final conference preparation and logistics	No readings
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April 6-10

National Model United Nations Conference in New York

April 15	Conference reflections
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April 17	Conference reflections	No readings. We will have two guest speakers, Estefani Morales and Ana Williamson, who will discuss how Model UN has contributed to their career paths.
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April 22	Conference reflections	No readings. We will have two guest speakers, Sara Belligoni and Emma Botts, who will discuss how Model UN has contributed to their career paths.
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April 24	Last day of class	Explore the UN's Young Professionals Programme here: https://careers.un.org/young-professionals-programme?language=en
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April 29		Final reflection essay due 11:59 PM
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