

# Model United Nations and Advanced Geography

## Center for Talented Youth

### Course Syllabus

- **General Course Description**

- This course is designed to offer students a unique opportunity to hone their analytical, research, communication, and problem solving skills in a challenging and open-minded environment. The course begins by examining the structure of the international system as well as the functions, role and principles of the United Nations. Students learn how to present information in an effective manner as well as learn and practice the rules of parliamentary procedures, the role and structure of a position paper as well as how to craft a draft resolution. In addition to analyzing articles in the New York Times daily, students also participate in a structured debate as well as a Security Council simulation on the topic of extreme poverty and global income inequality. The course culminates in a formal speech concerning the future of the UN and the world as it enters the second decade of the 21<sup>st</sup> century.

- **Course Objectives**

- Students will develop an understanding of major global issues including but no limited to ongoing conflicts, sustainable development, human rights, child soldiers, and the distribution of wealth and power
- Students will be able to describe the structure, purposes, and principles of the United Nations
- Students will learn how to draft a position paper, a resolution, and an effective speech
- Students will learn basic techniques on how to deal with difficult people and situations, coalition building skills, and negotiation techniques
- Students will develop an expertise on several countries and be able to describe its political, cultural, and economic situation

Day 1 – Introducing the Course and the International System

Day 2 – Introducing and Practicing Critical Skills

Day 3 – The UN Structure and Globalization

Day 4 – Model UN Vocabulary and Skills

Day 5 – Demographic and Environmental Challenges and The Debate

Day 6 – Wealth, Power, and Inequality

Day 7 – Causes of Conflict

Day 8 – Simulation Preparation

Day 9 – UN General Assembly Simulation

Day 10 – Human Rights and Democracy

Day 11 – Child Soldiers

Day 12 – Press Conference and US-Pakistani Relations

Day 13 – Jeopardy!

Day 14 – Speeches on the Future

Day 15 – Good Byes and Final Thoughts

<b>Day</b>	<b>Session</b>	<b>What</b>	<b>How</b>
Day 1	Morning	<ol style="list-style-type: none"> <li>1. Introduce instructor and TA</li> <li>2. Icebreakers</li> <li>3. Class room rules and expectations</li> <li>4. Introduce the themes of the course</li> <li>5. 15 minute break</li> </ol> Test previous knowledge	<ul style="list-style-type: none"> <li>• Human Scavenger Hunt</li> <li>• CTY Honor Code</li> <li>• Syllabus</li> <li>• Pre-Assessment Test</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. Icebreaker</li> <li>2. Basic facts about the international system and the UN</li> <li>3. Explain Analytical and data collection skills.</li> </ol>	<ul style="list-style-type: none"> <li>• Two Truths and a Lie</li> <li>• PowerPoint and discussion</li> <li>• Introduction to the <i>Annual Editions</i> text book and explanation of critical and analytical thinking skills</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. Explain data collection skills</li> <li>2. Final thoughts on the day</li> </ol>	<ul style="list-style-type: none"> <li>• Assign countries and provide a worksheet students need to fill out</li> <li>• On an index card, students write what they learned and what they want better explained or clarified, etc.</li> </ul>
Day 2	Morning	<ol style="list-style-type: none"> <li>1. Building critical knowledge</li> <li>2. Integrating information</li> <li>3. 15 minute break</li> <li>4. Practice communication skills</li> <li>5. Tips on effective communication</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Annual Editions</i> (Article 1 and Article 2)</li> <li>• In pairs, students work on a work sheet tying basic facts about UN to Article 1 and 2</li> <li>• Students are randomly assigned excerpts of a news articles and are asked present it to the class</li> <li>• Show videos on public speaking do's and don't's</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. Continue data collection skills</li> </ol>	<ul style="list-style-type: none"> <li>• Finish up worksheets (Computer Lab optional)</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. Designing presentations</li> <li>2. Final thoughts on the day</li> </ol>	<ul style="list-style-type: none"> <li>• Students create their own PowerPoint presentations based on their country analysis</li> <li>• On an index card, students write what they learned and what they want better explained or clarified, etc.</li> </ul>

<b>Day</b>	<b>Session</b>	<b>What</b>	<b>How</b>
Day 3	Morning	<ol style="list-style-type: none"> <li>1. Building knowledge: The UN and its structure</li> <li>2. 15-minute break</li> <li>3. Building Knowledge: Globalization</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint and discussion</li> <li>• PowerPoint and discussion on the origins and trends</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. Analytical Journaling</li> <li>2. Analytical and data collection skills</li> <li>3. Practice communication skills</li> </ol>	<ul style="list-style-type: none"> <li>• Students write a mini-essay on the origins of the UN and the international system as well as possible future trends</li> <li>• Articles 16,17. Split class into groups</li> <li>• Groups present their findings and highlight the differences between the two articles' perspectives</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. Building knowledge and skills: diplomacy, mediation, and negotiation</li> <li>2. Practice negotiation and mediation skills</li> </ol>	<ul style="list-style-type: none"> <li>• Definitions and tips</li> <li>• Coalition building exercise or Diplomacy game</li> </ul>
Day 4	Morning	<ol style="list-style-type: none"> <li>1. Reflective journaling</li> <li>2. 15-minute break</li> <li>3. Building knowledge: Model UN vocabulary and procedures</li> </ol>	<ul style="list-style-type: none"> <li>• Students are asked to reflect on their communication and negotiation skills</li> <li>• Drills and charades game</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. Forming Skills: Position papers and writing resolutions</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce and analyze sample position papers and resolutions.</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. Practice writing position papers and resolutions</li> <li>2. Final thoughts on the day</li> </ol>	<ul style="list-style-type: none"> <li>• Using data gathered on their assigned countries, students fill out position paper and resolution templates</li> <li>• On an index card, students write what they learned and what they want better explained or clarified, etc.</li> </ul>

<b>Day</b>	<b>Session</b>	<b>What</b>	<b>How</b>
Day 5	Morning	<ol style="list-style-type: none"> <li>1. Analytical Journaling</li> <li>2. 15-minute break</li> <li>3. Building knowledge: demographic and environmental challenges</li> </ol>	<ul style="list-style-type: none"> <li>• Students write a mini-essay on the debate surrounding one aspect of globalization</li> <li>• PowerPoint and Discussion</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. Building critical knowledge: Demographic and environmental challenges</li> </ol>	<ul style="list-style-type: none"> <li>• Articles 6, 7, and 12</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. Debate</li> </ol>	<ul style="list-style-type: none"> <li>• Topic: Creating a Sustainable Future (Task them with writing a communiqué)</li> </ul>
Day 6	Morning	<ol style="list-style-type: none"> <li>1. Reflective Journaling</li> <li>2. 15-minute break</li> <li>3. Feedback and Reflection on debate</li> </ol>	<ul style="list-style-type: none"> <li>• Students free write on their debate experience</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. Building Knowledge: Wealth, power, and inequality</li> <li>2. Practice data collection and computer skills</li> </ol>	<ul style="list-style-type: none"> <li>• In computer lab, brief power point presentation and assign new countries</li> <li>• Students explore Gapminder and WorldMapper websites (Computer Lab)</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. Building Analytical knowledge: Wealth, power, and inequality</li> <li>2. Introduce communication skill: formal speaking</li> <li>3. Final thoughts on the day (optional)</li> </ol>	<ul style="list-style-type: none"> <li>• Articles 3, 4, 18, 24, 35, 37. Students take structured notes</li> <li>• How to write an effective speech. Show videos on famous speeches</li> <li>• On an index card, students write what they learned and what they want better explained or clarified, etc</li> </ul>
Day 7	Morning	<ol style="list-style-type: none"> <li>1. Analytical Journaling</li> <li>2. 15-minute break</li> <li>3. Testing knowledge: UN Vocabulary and Procedures</li> </ol>	<ul style="list-style-type: none"> <li>• Students write a mini-essay on the debate surrounding one aspect of globalization</li> <li>• Quiz</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. Practice negotiation skills</li> </ol>	<ul style="list-style-type: none"> <li>• Silent (Written) negotiation skills</li> </ul>

<b>Day</b>	<b>Session</b>	<b>What</b>	<b>How</b>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. Building Knowledge: Conflict</li> <li>2. Building Critical Knowledge: Conflict</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint on basic IR theory</li> <li>• Articles 27, 28, 29, 31, 32</li> </ul>
Day 8	Morning	<ol style="list-style-type: none"> <li>1. Reflective Journaling</li> <li>2. Recap of Topics covered</li> <li>3. 15-minute break</li> </ol> <ul style="list-style-type: none"> <li>• Explain the instructions and expectations for the upcoming General Assembly simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to reflect on presentation and the conflict article they were assigned</li> <li>• PowerPoint and discussion</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. The Worst Speech Ever!</li> <li>2. Simulation Prep: Position papers</li> <li>3. Simulation Prep: Opening speeches</li> </ol>	<ul style="list-style-type: none"> <li>• Students are given a copy of the same speech and are asked to use their creativity in delivering it terribly</li> <li>• Groups write their position papers on how best to reduce “the gap between rich and poor”</li> <li>• Groups begin writing their opening speeches on how best to reduce “the gap between rich and poor”</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. Cash Geography</li> <li>2. Final thoughts on the day</li> </ol>	<ul style="list-style-type: none"> <li>• Divide students will be divided into teams and will compete against each other in a trivia game</li> <li>• On an index card, students write what they learned and what they want better explained or clarified, etc</li> </ul>
Day 9	Morning	<ol style="list-style-type: none"> <li>1. Analytical Journaling</li> <li>2. 15-minute break</li> <li>3. Practice negotiations skills</li> </ol>	<ul style="list-style-type: none"> <li>• Students write a mini-essay on the cause of international conflict that is most compelling to them</li> <li>• Diplomacy Game or Coalition building exercise</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. Simulation Prep: Position papers, opening speeches, resolutions, data collection</li> </ol>	<ul style="list-style-type: none"> <li>• Groups finalize their preparations (Computer Lab)</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. UN General Assembly Simulation</li> </ol>	<ul style="list-style-type: none"> <li>• Topic: How can we best reduce “the gap between rich and poor”</li> </ul>

<b>Day</b>	<b>Session</b>	<b>What</b>	<b>How</b>
Day 10	Morning	<ol style="list-style-type: none"> <li>1. Reflective Journaling</li> <li>2. 15-minute break</li> <li>3. Building Knowledge: Human Rights and Democracy</li> </ol>	<ul style="list-style-type: none"> <li>• Students are asked to reflect on the simulation</li> <li>• PowerPoint, Freedom House, Polity IV</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. Building Critical Knowledge: Human Rights and Democracy</li> <li>2. Introduce communication skill</li> </ol>	<ul style="list-style-type: none"> <li>• Articles 32, 34, 36, 38</li> <li>• How to increase public awareness through marketing and campaigns</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. Practice communication skills</li> <li>2. Final thoughts on the day</li> </ol>	<ul style="list-style-type: none"> <li>• Students design a human rights campaign poster and present it to the class</li> <li>• On an index card, students write what they learned and what they want better explained or clarified, etc</li> </ul>
Day 11	Morning	<ol style="list-style-type: none"> <li>1. Analytical Journaling</li> <li>2. 15-minute break</li> <li>3. Who am I?</li> </ol>	<ul style="list-style-type: none"> <li>• Students write a mini-essay on how best to increase political participation</li> <li>• Trivia game where students are asked to identify world leaders</li> </ul>
	Afternoon	<ol style="list-style-type: none"> <li>1. Developing Skills: Press Conferences</li> <li>2. Building Knowledge: Child Soldiers</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture on the importance of the media</li> <li>• Video of excerpts from <i>A Long Way Gone</i></li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>1. Practice data collection skills</li> </ol>	<ul style="list-style-type: none"> <li>• Research on child soldiers and children in conflict zones. Assign countries (Computer Lab)</li> </ul>
Day 12	Morning	<ol style="list-style-type: none"> <li>1. Reflective Journaling</li> <li>2. 15-minute break</li> <li>3. Practice communication skills</li> </ol>	<ul style="list-style-type: none"> <li>• Students reflect on their findings on child soldiers</li> <li>• Mock press conference on child soldiers</li> </ul>

<b>Day</b>	<b>Session</b>	<b>What</b>	<b>How</b>
	Afternoon	1. Diplomatic Relations between US and Pakistan	<ul style="list-style-type: none"> <li>Simulation where teams try to determine whether they should provide economic aid, combat terrorism, provide military support or encourage democratization</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>Building Knowledge: Capital cities</li> <li>Final thoughts on the day</li> </ol>	<ul style="list-style-type: none"> <li>Geography game</li> <li>On an index card, students write what they learned and what they want better explained or clarified, etc.</li> </ul>
Day 13	Morning	<ol style="list-style-type: none"> <li>Analytical Journaling</li> <li>15-minute break</li> <li>Practice Skills: Mediation</li> </ol>	<ul style="list-style-type: none"> <li>Students write mini-essay on the future of US-Pakistan relations</li> <li>Draw the Borders activity</li> </ul>
	Afternoon	1. Open Discussion	<ul style="list-style-type: none"> <li>Discussion on potential UN reform and solutions for trouble spots</li> </ul>
	Late Afternoon	1. Review of class material	<ul style="list-style-type: none"> <li>Customized PowerPoint Jeopardy!</li> </ul>
Day 14	Morning	<ol style="list-style-type: none"> <li>Reflective Journaling</li> <li>15-minute break</li> <li>Practice communication skills: Formal speechmaking</li> </ol>	<ul style="list-style-type: none"> <li>Students reflect on the three weeks of class and what they learned</li> <li>Students prepare a final speech on solutions for the future</li> </ul>
	Afternoon	1. Test knowledge learned	<ul style="list-style-type: none"> <li>Post-assessment test</li> </ul>
	Late Afternoon	<ol style="list-style-type: none"> <li>Practice communication skills: Formal speechmaking</li> <li>Practice reflective journaling</li> </ol>	<ul style="list-style-type: none"> <li>Students deliver the speeches they prepared</li> </ul>
Day 15	Morning	<ol style="list-style-type: none"> <li>Final Reflective Poster</li> <li>Good-byes and final thoughts</li> </ol>	<ul style="list-style-type: none"> <li>Entire class works on a poster highlighting the themes of the course</li> </ul>