

## COMMON COURSE OUTLINE

### Political Science POLS 1152 Model United Nations

#### COURSE DESCRIPTION

1. Credits 3
2. Lecture hours/week 3 lecture per week, no lab
3. Prerequisites none
4. Co-requisites none
5. MnTC goals
  - #5 = History and the Social and Behavioral Sciences
  - #7 = Human Diversity
6. Description:

Introduces students to the workings of the world's most important international organization, the United Nations (UN), and to the practice of negotiation and diplomacy. The course offers direct experience in the practice of politics and improves students' ability in the "civic arts" of negotiation, advocacy, public speaking, and policy analysis. All students in the class will prepare for and participate in the Arrowhead Model United Nations conference, held in April each year.

**DATES LAST REVISED:** March 2014, July 2015, October 2017 (for Transfer Pathway)

#### OUTLINE of MAJOR CONTENT AREAS

Overview of basic structures and role of the United Nations

1. Principles of the UN
2. Organs and agencies of the UN
3. UN Resolutions

Major UN policy areas

1. Human rights
2. Economic and social policies
3. Environmental policies
4. Arms control
5. Trade and economic development
6. Peacekeeping and international security

## Model United Nations preparation

1. Researching policy areas
2. Position paper writing
3. Role playing country assignment
4. Resolution writing
5. UN rules of procedure
6. The art of negotiation and diplomacy
7. Arrowhead Model UN procedures and participation

## Conference follow-up and debriefing

### **LEARNING OUTCOMES**

Upon successfully completing this course for use as a Political Science elective in the Transfer Pathway, students will be able to do at least 75% of the learning outcomes listed immediately below (six of the eight items):

1. Explore topics and methods associated with the discipline of Political Science [from Transfer Pathway]
2. Demonstrate knowledge of different subfields of the discipline of Political Science, such as political theory, international relations, comparative government, American politics, and political behavior [from Transfer Pathway]
3. Recognize the diversity of political motives and interests of others [from Transfer Pathway]
4. Analyze political ideologies and explain how these lead to different goals and political conflict [from Transfer Pathway]
5. Examine the relationships among various values, principles, institutions, and traditions, as well as the economic, political, legal, and social orders [from Transfer Pathway]
6. Analyze the principles, institutions, and practices of democracy and the rights and responsibilities citizens possess in democratic societies [from Transfer Pathway]
7. Analyze the empirical and normative dimensions of political relationships [from Transfer Pathway]
8. Apply core concepts such as rights, obligations, justice, liberty, power, and (in)equality to specific issues [from Transfer Pathway]

More specifically, students successfully completing this course will be able to:

9. Describe the workings of the United Nations, define basic world politics concepts, and apply these concepts to diplomatic negotiation (MnTC goals 5a, 5b, 9b, 9c, 9d, and 9e)

10. Identify and assess how a country's foreign policy and distinct historic and cultural conditions influence how the country participates in the international community (MnTC goals 5a, 5b, 5c, 5d, 9b, 9c, and 9d)
11. Discuss, debate, and negotiate as a means to address international problems and to formulate policy proposals and diplomatic solutions (MnTC goals 5b, 5d, 9b, 9c, 9d, and 9e)
12. Effectively conduct research, effectively write in different styles (speeches, position papers, reports, resolutions, etc.), speak persuasively in groups, and exercise leadership skills (MnTC goals 5a, 5d, 9a, 9b, 9c, and 9e)
13. Improve ability to work in committees using parliamentary procedure (MnTC goals 5b, 9b, 9c, and 9d)
14. Define and explore international career opportunities: international law, international business and banking, international organizations, non-governmental organizations, and U.S. government, for example (MnTC goals 5b, 9a, and 9e)
15. Participate as delegates at a Model United Nations conference (MnTC goals 5b, 5d, 9a, 9b, 9c, 9d, and 9e)

#### **METHODS FOR EVALUATION OF STUDENT LEARNING**

May include diagnostic, formative, and summative versions of: answering questions on exams and quizzes; long-form writing (such as writing reactions to political events and conditions, public policy evaluations, policy advocacy, research essays, political analyses, position papers, reports, speeches, draft resolutions, draft bills, and reflection assignments); short-form writing (such as in-class essays, book reviews, reflective writing, opinion pieces, Letters to the Editor, or other brief commentary); submitting a writing portfolio; and participating in group activities, group projects, classroom discussion, classroom presentations, classroom activities, and/or oral presentations.

**SPECIAL INFORMATION:** None

#### **ADDITIONAL INFORMATION about MnTC GOALS**

From [http://www.mntransfer.org/students/plan/s\\_mntc.php](http://www.mntransfer.org/students/plan/s_mntc.php) and links (viewed July 2015)

**MnTC goals:**

##### **#5: History and the Social and Behavioral Sciences**

**Goal:** To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

**Students will be able to:**

- a. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- b. Examine social institutions and processes across a range of historical periods and cultures.
- c. Use and critique alternative explanatory systems or theories.
- d. Develop and communicate alternative explanations or solutions for contemporary social issues.

**#7: Human Diversity**

**Goal:** To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

**Students will be able to:**

- a. Understand the development of and the changing meanings of group identities in the United States' history and culture.
- b. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- c. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- d. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- e. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.