

2017-18 INSTRUCTIONALLY RELATED ACTIVITIES BUDGET REQUEST

Name of IRA Program: Model United Nations

Course Title and Number: PSCI 377: Model United Nations

Faculty Program Director: Noah Zerbe

College and Department: AHSS, Department of Politics

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1. Please describe the nature and objective of your activity and how it qualifies as an Instructionally Related Activity (IRA). Use the attached examples of evaluation criteria, reference in #3 provided by the IRA Committee. Address the issue of how the course/activity relates to the larger curriculum (i.e. general education, majors, minors, electives). What are the students expected to learn by the end of this course activity that they did not know before? Are there any special requirements for participating in this activity? Please be as clear and concise as possible in your response.

Participation in the Model United Nations of the Far West is a required component of a Political Science (PSCI) 376: Model United Nations and PSCI 377: Model United Nations 2. The courses fulfill the experiential requirement of the major, but enrollment is open to all students. The Model United Nations of the Far West conference takes place every spring in the San Francisco Bay Area. Participating students spend five days role-playing the parts of delegates from member states of the United Nations. During the conference, students play the role of the diplomatic mission, setting an agenda and debating contemporary issues facing the international community. In representing their specific member state, students are expected to advance the international interests of their country while simultaneously seeking compromise solutions to complex problems. Students participating in the Model United Nations program develop numerous skills. The structure of the United Nations voting system places a premium on compromise negotiation. Students must work with representatives from other states, who have competing interests, and seek to articulate mutually-acceptable outcomes. Students also develop leadership skills as they seek to forge consensus around their proposals. The structured system of debate encourages students to develop public speaking skills. Finally, students develop an intimate understanding both of the member state they are assigned to represent, the issues they are examining, and the UN system in general. Given the increasing interconnection of the world, and the growing number of challenges which the international community faces, such skills are invaluable.

The Model United Nations (MUN) course is designed to examine the primary functions of the United Nations and its diplomatic role with respect to political, economic, and cultural concerns of the global community. Through research, discussion, negotiation, and debate, students will develop plausible solutions to contemporary global problems. These issues include, but are not limited to, human rights, protection of the environment, economic development, disarmament, the proliferation of weapons of mass destruction, and the complexities surrounding war and peace.

The course is intended to develop both content-related knowledge and practical debate and negotiation skills. Consequently, the learning goals are divided into two groups. In terms of content-related knowledge, by the end of the course, students are expected to be able to:

- Articulate the foreign policy of the selected country;
- Define the structures and general procedures of the United Nations;
- Describe important historical issues affecting the UN and evaluate the organization's effectiveness;
- Analyze an issue currently before the United Nations from the selected member nation's perspective;
- Understand and competently use the rules of procedure, diplomatic protocol, and negotiating techniques common to UN delegates;
- Explain the rationale, format, and instructional methods of the Model United Nations simulation. Building on the hands-on nature of the Model United Nations format, students should also be able to:
- Improve their public speaking, debate, and negotiation skills;
- Evaluate and interpret documentary materials, maps, charts, and statistical tables; and
- Analyze historical data to understand contemporary conflicts and issues.

2. How does your program meet all the General Requirements listed in #2 of the IRA Funding Guidelines?

If the IRA Program no longer has a course title and number, please explain why it should still be eligible for IRA funding.

Model United Nations programs are specifically included as programs eligible for IRA funding according to the Chancellor's memo on Instructionally Related Activities (EP&R83-58, section II.G.1).

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3. What is the instructor's level of participation in this funded course activity?

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The faculty member meets weekly with the class during scheduled times. Early in the semester, the course work emphasizes understanding of the United Nations system. Students also begin to undertake supervised research of the assigned country and to As the Model United Nations of the Far West Conference approaches, greater emphasis is placed on helping students develop the hands-on skills which make them successful delegates (e.g., knowledge of parliamentary procedure, public speaking, negotiation and compromise, and leadership skills).

I have reviewed this Instructionally Related Activities Budget Request in its entirety:

IRA Program Director Name: Noah Zerbe

IRA Program Director Signature:

Department Chair Name: John Meyer

Department Chair Signature:

