

MOCK UNITED NATIONS ASSEMBLY

Mock U.N. Assembly Dates: _____

You are expected to be in class on these days, and should let the instructor know if you anticipate being away. Accommodations will be made for legitimate absences.

Instructions:

Hold a mock U.N. Assembly with your class. Each student represents an assigned country (no substitutions). Your task is to demonstrate how the country you represent would most likely approach the list of resolutions (below) to be put before the United Nations.

- Illustrate your understanding of the issues related to each resolution. How do these issues affect the country you represent, given its location (strategic interests), its political situation (alliances, revolutions, etc.), and its recent history (mostly the last 25 years)?
- Demonstrate your understanding of the related ethical and political dimensions of the resolutions by referring to terms and ideas you have learned in Units 3 and 6.
- Substantiate your position to your own delegation and your country's leader. Do this by including references in your work, showing authoritative and current sources for your information. You must develop an informed opinion or critical response.
- In addition, demonstrate your ability to use parliamentary procedure during the U.N. Assembly. Perhaps allow several students to take a turn in the position of Secretary General of the U.N.—the moderator or facilitator of the discussion.

Resolutions to put before the United Nations:

1. Send a U.N. multinational military intervention force into the Sudan—against the wishes of the Sudanese government—to stop the crimes against humanity in the Darfur region.
2. Impose stronger economic sanctions against North Korea and Iran, to halt their actual or alleged nuclear-weapons programs.
3. Impose tougher sanctions on Syria and any nation doing trade with Syria, in order to press Assad's regime (as of 2012) to stop the abuse of human rights in the country.
4. Impose a moratorium (ban) on all whaling to save the whales; institute major cuts to ocean fishing to curb the depletion of fish stocks in international waters (now expected to collapse within 40 years).
5. Add stronger monitoring, enforcement, and sanctions for violations of the U.N.'s Universal Declaration of Human Rights—especially the use of torture—through the International Criminal Court, in The Hague, Netherlands.
6. Increase commitments from developed countries (G-20 nations) to meet their obligation of 0.7 percent of GDP for Official Development Assistance (foreign aid) to promote family planning and birth control, and help alleviate the suffering from AIDS, military conflicts, and poverty.



BLM 18.1 Continued

Suggested countries to represent:

A. The standing members of the Security Council (earliest to acquire nuclear weapons), who have veto power (if one votes against a motion, it is defeated; they also abstain):

U.S.
U.K.
China
Russia (has high whale intake)
France

B. Countries directly named in some resolutions:

Sudan
North Korea
Iran
Syria

C. Neighbouring countries directly affected by countries named in B:

Turkey
Egypt
Uganda
South Korea
Japan (has high whale intake)
Saudi Arabia
Iraq
Israel (has nuclear weapons)
Lebanon
United Arab Emirates

D. Additional countries:

India (has nuclear weapons)
Pakistan (has nuclear weapons)
Afghanistan
Brazil
Mexico
Venezuela (sustains a mutual defence pact with Iran)
Germany (united with U.S., U.K., and France against Iran)
South Africa (gave up its nuclear weapons)
Ukraine (gave up its nuclear weapons)
Norway
Kazakhstan (gave up its nuclear weapons)

E. Canada



BLM 18.1 Continued

Evaluation criteria: Examine this rubric to understand how your participation in the mock U.N. Assembly will be assessed.

Category	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
knowledge: 5 marks	Demonstrates little or no understanding of the issues.	Demonstrates some understanding of the issues.	Demonstrates good understanding of the issues.	Demonstrates excellent understanding of the issues.
thinking: 5 marks	Demonstrates few or no realistic responses to various resolutions. Demonstrates little or no critical inquiry into resolutions and/or an ability to respond on the Assembly floor as situations arise.	Demonstrates some realistic responses to various resolutions. Demonstrates some critical inquiry into resolutions and/or an ability to respond on the Assembly floor as situations arise.	Demonstrates many realistic responses to various resolutions. Demonstrates good critical inquiry into resolutions and/or an ability to respond on the Assembly floor as situations arise.	Consistently demonstrates realistic responses to various resolutions. Demonstrates excellent critical inquiry into resolutions and/or an ability to respond on the Assembly floor as situations arise.
communication: 5 marks	These marks are awarded for special exhibitions of oratory. Strong public-speaking skills during this exercise will be noted, but those less vocal will not be marked in this category. (Lack of participation, however, will cost students in the application category.)			
application: 5 marks	Shows little or no ability to enter into the role-playing and spirit of the U.N. Assembly, participating by actively listening even when not speaking on resolutions.	Shows some ability to enter into the role-playing and spirit of the U.N. Assembly, participating by actively listening even when not speaking on resolutions.	Shows good ability to enter into the role-playing and spirit of the U.N. Assembly, participating by actively listening even when not speaking on resolutions.	Shows excellent ability to enter into the role-playing and spirit of the U.N. Assembly, participating by actively listening even when not speaking on resolutions.

