

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-016-190

CLS 4100: Model United Nations

General Education Committee

Date: 10/31/2019

Executive Committee
Received and Forwarded

Date: 02/12/2020

Academic Senate

Date: 02/19/2020
First Reading
03/18/2020
Second Reading

TITLE OF REFERRAL: CLS 4100: Model United Nations

BACKGROUND:

This is a modification to title and course description to more correctly describe the course. The previous title, “The United Nations and the World: Historical Perspectives, Salient Issues, and Current Events,” leaves students confused, thinking it is a regular course about the UN in which any student can enroll. It is not a regular course, it is exclusively for students admitted to CPP's Model UN team. The change in title and catalog description of Model UN course is intended to more accurately represent this course. No other changes have been made to the course that has been approved under its previous title.

RESOURCES CONSULTED:

Office of Academic Programs

DISCUSSION:

Changing the title and the course description will help alleviate confusion for students wanting to enroll in the course without first being selected for the Model UN team. This will also be beneficial to faculty and support staff of the department having to explain to students why they will not be able to take the class.

RECOMMENDATION:

The GE Committee recommends approval of name and course description change for GE-016-190: CLS 4100 - Model United Nations (C3 & D4 Modified).

Curriculog printout provided for reference only. For latest information refer to Curriculog database

CLS - 4100 - Model United Nations

C. Course - New/Modify General Education

General Catalog Information

Department*

College of Letters, Arts, and Social Sciences

Proposal Type*

New GE Course Modify GE Course

Modification Summary Change title and catalog description of Model UN course to more accurately represent what this course already is. It is not a regular course, it is exclusively for students admitted to CPP's Model UN team. The current title and description leave students confused, thinking it is a regular course about the UN in which any student can enroll.

Establish or Modify Articulation Agreement*

Yes No

Subject Area*

CLS

Catalog Number* 4100

Formal Course Title* Model United Nations

Abbreviated Course Title* Model United Nations

Unit(s)*

(3)

C/S Classification*

C-05 (Seminar)

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*

Seminar

Contact Hours(s) Instruction Mode(s)*

Face-to-Face

Graded Only

Repeat for Credit*

May be taken multiple times

Repeat for Credit
Limit

3

If course may be repeated for credit, total units applicable to degree and max units per semester.

When Offered

Cross Listed
Course Subject
Area and Catalog
Nbr

Dual Listed
Course Subject
Area and Catalog
Nbr

Course Category
(select all that
apply)*

- Major Course
- Service Course (used in other programs)
- GE Course
- None of the above

GE Area/Subarea*

C3

D4

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description* Exclusively for students who have applied, and been accepted, to CPP's Model United Nations team. Serves as preparation for the team's annual Model UN conferences.

II. Required Coursework and Background (i.e. Enrollment Requirements)

Prerequisite(s)
(leave blank if
none)

Instructor consent required.

none)

**Pre or
Corequisite(s)**
(leave blank if
none)

**Concurrent (leave
blank if none)**

III. Course Note(s) (OPTIONAL)

Note(s)

IV. Expected Outcomes

**A. List the
knowledge, skills,
or abilities which
students should
possess upon
completing the
course.***

Upon completing the course the student should be able to:

Create written annotated bibliographies that serve as the foundation of a student's preparation and participation as a country delegate in the NMUN simulation.

Identify sources, gather primary source information, and construct reports based upon such information that accurately represents a country's diplomatic positions and ambitions.

Have the knowledge base and the speaking and negotiating skills necessary to participate in the collaborative committee sessions staged during the simulation.

Participate at the highest level in the largest student-administered conference in the world as an effective representative of the university. This will require the ability to evaluate and respond to arguments made by others, to propose resolutions, to collaborate in the construction of committee reports, and engage in discussion and debate in a manner that contributes to the functioning of the UN simulation for which the course prepares each student.

Have a thorough grasp of essential geographic facts as they relate to the 193 member states and 2 observer delegations that comprise the UN. Be capable of understanding how geographic and historical factors have affected international relations and be able to use this knowledge to both evaluate the arguments and proposals of others and construct written and oral arguments that accurately represent a country's diplomatic position in the past and currently.

Have a full understanding of the UN system, international organizations, major events in world history, the most important current events in international affairs,

the history, activities, and involvement of at least one member nation within the UN since the organization's inception in 1945, and present such knowledge in the form of an essay, with arguments and assertions properly supported by cited evidence, and topical speeches given in class and during conferences.

B. If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

C. Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping. *

The course synthesizes discipline-based skills, knowledge, and forms of inquiry from a range of disciplines: the most prevalent are History, Political Science, Economics, Sociology, Anthropology, Cultural Studies, Gender Studies, International Development, Agricultural Sciences, Literature, and Demography.

D. Describe how these outcomes relate to the associated GE Learning Outcomes listed below. *

For GE SLO --

1a: Students practice writing that analyzes the roots, causal factors, and potential solutions, related to a range of international and regional problems, topics and issues. They prepare position papers that they submit to the NMUN organizers who judge and rank their clarity, depth, quality, and comprehensiveness. This both develops and provides an opportunity to demonstrate mastery in relation to this SLO.

1b: Students compose speeches on topics in class, which the instructor

evaluate their effectiveness. This both develops and provides an opportunity to demonstrate mastery in relation to this SLO.

1c: Students conduct independent research on assigned topics and work with other students to develop position papers that accurately reflect the diplomatic position of the country and the committee assigned. This both develops and provides an opportunity to demonstrate mastery in relation to this SLO.

1d: Students develop written assignments and oral presentations that require broad and deep sources of evidence relating to the assigned country and the United Nations. This both develops and provides an opportunity to demonstrate mastery in relation to this SLO.

2b: Students participate in class assignments that require research on the historical development and cultural characteristics of the country assigned. This provides an opportunity to develop their knowledge and skills related to this SLO.

2d: The committee assignments require students to develop a knowledge base and apply analytical tools related to Cultural Studies, History, Political Theory, International Relations, Economics, International Development, Policy Studies, Sociology, International Trade, Gender Studies, and International Law. This both develops and provides an opportunity to demonstrate mastery in relation to this SLO.

3a: Charged with the challenge of representing a UN member state, students study the history and the current conditions in the assigned country in order to effectively represent its positions and ambitions in the NMUN simulation. The exercise develops students attainment of this SLO.

3b: In their preparations for class, during class sessions, and during the NMUN conference, students address, explore, and establish clear positions relating to a range of international issues, concerns, and actions. They also try to develop a consensus concerning these issues, concerns, and actions during the NMUN conference. This both develops and provides an opportunity to demonstrate mastery in relation to this SLO.

General Education Outcomes*

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

Ic. Find, evaluate, use, and share information effectively and ethically.

Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

V. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted

**Instructional
Materials***

Required readings may include:

Current works on the history and foreign relations of the country assigned to the team by the NMUN -these will vary each year.

Concerning the United Nations -

Kirsten Bookmiller, *The United Nations*. New York: Chelsea House, 2008.

Jussi M. Hanhimäki, *The United Nations: A Very Short Introduction*. New York: Oxford University Press, 2008.

Paul Kennedy, *The Parliament of Man: The Past, Present, and Future of the United Nations*. New York: Random House, 2007.

Colorado: Westview Press, 2012.

John Allphin Moore, Jr., and Jerry Pubantz, eds., *Encyclopedia of the United Nations*. New York: Facts on File, 2008.

John Allphin Moore, Jr., and Jerry Pubantz, *The New United Nations: International Organization in the Twenty-First Century*. Upper Saddle River, New Jersey: Pearson Education Inc., 2006.

John Allphin Moore, Jr., and Jerry Pubantz, *To Create a New World? American Presidents and the United Nations*. New York: Peter Lang, 2001.

Thomas G. Weiss, *The United Nations and Changing World Politics*. 6th ed. Boulder, Colorado: Westview Press, 2010.

Thomas G. Weiss and Sam Daws, *The Oxford Handbook of the United Nations*. New York: Oxford University Press, 2007.

Official Publications --

CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

United Nations Publications in print and online (e.g., the Charter of the United Nations, *Basic Facts About the UN*, *The United Nations at a Glance*).

All relevant mailings from the National MUN (including Background Guides and Delegate Preparation Guide)

www.nmun.org/ (The NMUN Home Page and Web site)

www.un.org/ (The UN Home Page and Web Site)

Relations.

Journals and Periodicals -

Periodicals that report on current events (e.g., *The New York Times*, *The Manchester Guardian*, *The Economist*, *The Nation*).

Academic journals that address current events, international trends, and historical analyses from both a global and national perspective (e.g., *Foreign Affairs*, *Foreign Policy*, *Journal of World History*, *American Historical Review*).

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

VI. Minimum Student Materials

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Materials*

Required texts in paper or electronic form, writing materials.

Online access to course management software, blog entries, online materials, electronic library databases, relevant external sites.

VII. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities*

A 'smart classroom' with projector and DVD capabilities and internet access. A chalkboard or whiteboard. Seating for 30 students with desks that can be moved about the room. Access to the campus library for individual and collective research activities. Access to online databases related to the United Nations, member states, and related topics.

VIII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

Topic I: International Organizations and Institutions before the United Nations

Topic II: Foundations -the context, circumstances, and forces that shaped the UN's creation

Topic III: Structure and Early Operations -the UN between 1945 and 1960

Topic IV: The UN's Evolution, Current Structure, and Operations

Topic V: Member State Perspective -the history, evolution, and issues of current import in relation to a particular nation

Topic VI: Problems and Proposals -research and drafting of Member State Position Papers

Topic VII: Presentation and Defense -student presentation and debate related to position papers

Topic VIII: Practice and Review --preparation for the NMUN Conference

IX. Instructional Methods

as the use of particular tools or software.

**Instructional
Methods***

The instructor will initially lead discussions and analyses of assigned readings and recent research. Over the course of the quarter, students will take more responsibility for leading the class session discussions.

Outside of class, students will work individually and in teams on assigned topics. This will involve individual and cooperative research in the library and online. By the middle of the term, students will present draft responses to questions relating to their UN committee assignments. These draft responses will form the basis of written and oral presentations that students will complete in class.

Students may participate in local or regional conferences during the term, which will help them better appreciate what takes place during the national conference in New York.

Students will complete a final draft of their position papers for presentation to the NMUN organizers prior to the deadline set by the NMUN organization.

Students will participate in simulations of committee discussion, debate, and resolution drafting. These simulations will acquaint them with the rules and procedures that reign during the conference.

A. Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

A. Student Assessment

Students will face objective tests that will measure their familiarity with the United Nations, its structure, and its development since 1945.

Students will face weekly tests of geographic knowledge, with a focus on country names, national capitals, and regional blocks and alliances.

Students will make weekly presentations in class that will develop their skills in constructing and delivering short, topical, and persuasive speeches that relate to international affairs, current events, and the national interests of a particular Member Nation.

Students will conduct independent research, guided by suggestions from the instructor, on topics that the instructor assigns them.

Students will make weekly reports about their research and their progress on the drafting of problem topic papers.

Students will produce written reports on assigned topics relating to the team's conference assignments.

Students will read, review, and critique the work of other team members.

Students will conduct independent research on the culture, history, political and social structure, material conditions, and international relations of the nation that is the focus of the team for the conference. Students will make presentations based on their research findings and engage in debate with other students during class sessions.

Objective tests on the UN, National History, and current events.

Drafts of research assignments.

Drafts of position papers.

Preparation and participation in class discussions

Structure and style of speeches

B. Course Assessment:

For the purposes of assessing the impact and effectiveness of the course, the instructor will track and assess two fundamental objectives that relate directly to the UN simulation and the team's attempt to represent a country in this international forum.

The position papers provide an ideal tool for assessing student development of their research and writing. The position papers are polemic in character, but all must represent accurately and effectively the historical and current concerns, ambitions, and positions of the country that the team represents each year. The instructor will conduct a comparison of early and final drafts to gauge how and how well students develop their ability to conduct broad, thorough, and appropriate research of printed and online materials.

points and positions of import to the country that the team represents, the instructor will track student performance in the speeches and debates that take place throughout the term in class. The instructor will focus on three concerns: Clarity, accuracy, and persuasiveness. He will rate student performance in these areas as insufficient, adequate, or superior. While student performance will vary, this assessment will effectively track how students develop their skills in this area.

B. Describe the required meaningful writing assignments to be included.*

The position papers provide an ideal tool for assessing student development of their research and writing. The position papers are polemic in character, but all must represent accurately and effectively the historical and current concerns, ambitions, and positions of the country that the team represents each year. The instructor will conduct a comparison of early and final drafts to gauge how and how well students develop their ability to conduct broad, thorough, and appropriate research of printed and online materials.

C. Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

The position papers provide an ideal tool for assessing student development of their research and writing. The position papers are polemic in character, but all must represent accurately and effectively the historical and current concerns, ambitions, and positions of the country that the team represents each year. The instructor will conduct a comparison of early and final drafts to gauge how and how well students develop their ability to conduct broad, thorough, and appropriate research of printed and online materials.

Concerning the ability of students to argue effectively and accurately represent points and positions of import to the country that the team represents, the instructor will track student performance in the speeches and debates that take place throughout the term in class. The instructor will focus on three concerns: Clarity, accuracy, and persuasiveness. He will rate student performance in these areas as insufficient, adequate, or superior. While student performance will vary, this assessment will effectively track how students develop their skills in this area.

D. If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

SLO	1a	1b	1c	1d	2b	2d	3a	3b
In-class assignments	D	D	D	D	D	D	D	D
Position Papers	D,M		D,M	D,M		D,M		D,M
Conference Committee Work	D	D,M	D,M	D,M		D,M	D	D,M

D: Develop

M: Demonstrate Mastery

XI. Course/Department/College Specific Requirements (OPTIONAL)

Department/
College Required
ECO Information
(Optional)

FOR OFFICE OF ACADEMIC PROGRAMS USE ONLY

AY Proposal Submitted **2019-2020**

AY Proposal Implemented

PS Academic Group **24-CLASS**

Organization 132-CLASS

Course Type Letters, Arts, and Social Sciences - All College

PS Course ID (for modified courses only) 006799

Impact Report (for modified courses only) Attached

FOR ACADEMIC SENATE OFFICE USE ONLY

Senate Referral Number GE-016-190

Senate Report Number