



IndianaMUNC VII

October Education Guide

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01



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Rules of Procedure

02 | Disruptiveness Chart

Chairs at IndianaMUNC VII will vote on motions in order of “disruptiveness” – how disruptive each motion would be to the overall flow of debate. This chart is meant to be used as a reference for delegates when making motions.

| Most Disruptive |
|--|
| Close Debate/Move into Voting Procedure |
| Adjourn Debate (“table” a topic) |
| Introduce Working Papers/Draft Resolutions |
| Extension of the Current Moderated Caucus |
| Unmoderated Caucus |
| Longest Moderated Caucus w/ most number of speakers (ie. 20 min, 30 second - 40 speakers) |
| Longest Moderated Caucus w/ next highest # of speakers (ie. 20 min, 1 minute - 20 speakers) |
| Next Longest Moderated Caucus w/ most # of speakers (ie. 10 min, 30 seconds - 20 speakers) |
| Next Longest Moderated Caucus w/ next highest # of speakers (ie. 10 min, 1 minute - 10 speakers) |
| Least Disruptive |

Disruptiveness – Moderated Caucuses

- Chairs must always look at the length of the total caucus first, followed by the number of speakers
- Extensions of the current moderated caucus are always more disruptive than unmoderated caucuses
- Delegates should ensure that the total caucus time is perfectly divisible by the speaking time

note: Chairs will absorb all remaining speaking time – total # of speakers per caucus does **not change if speakers do not use all their time*

03 | ROP Short Form

| Motion | Requires a Second? | Debatable? | Majority to Pass? |
|--|--------------------|------------------------|-------------------|
| Open the Speaker's List | No | No | Simple |
| Set the Speaking Time | Yes | No | Simple |
| Set the Agenda | Yes | Yes (2 for, 2 against) | Simple |
| Moderated Caucus | No | No | Simple |
| Unmoderated Caucus | No | No | Simple |
| Suspend the Meeting | No | No | Simple |
| Adjourn Debate ("table" a topic) | Yes | Yes (2 for, 2 against) | Two-thirds |
| Re-entertain an adjourned topic | No | No | Two-thirds |
| Close Debate | Yes | Yes (2 for, 2 against) | Two-thirds |
| Introduce Working Papers/Draft Resolutions | No | No | Simple |
| Re-order Draft Resolutions* | Yes | Yes (1 for, 1 against) | Two-thirds |
| Divide the Question* | Yes | Yes (2 for, 2 against) | Simple |

*these motions may only be entertained by the Chair once the committee has moved into voting procedure

04 | General Assembly Committees

There are two primary types of committees at IndianaMUNC: General Assembly (GA) and Crisis Committees. This education guide aims to give students and instructors insight on what to expect in IndianaMUNC VII GA committees. It will also include a primer on specialized committees, which are similar to GA committees with a few significant differences.

Introduction to GA Committees

The General Assembly (GA) is a fundamental format for Model UN committees and are often viewed as the more “traditional” type of Model UN committee. General Assemblies usually concern current global problems that are likely relevant for several regions of the world. The committee moves at a slower pace than a crisis committee, allowing delegates to combat these issues and be more thorough and methodical in their solutions to solve the committee’s problems.

GAs usually have a mix of less experienced and advanced delegates, as the slower pace allows delegates more time to react and serves as a good introduction to Model UN, but the skill ceiling on effective merging and diplomacy is high. Additionally, GAs feature a large number of delegates per room. Each delegate will most likely have less time to talk during moderated caucuses and therefore should focus on knowing what they want to say and saying it effectively when given time. In GA committees, it is important that delegates understand how to negotiate with a variety of delegations in order to make an impact in committee.

Flow of Debate

GA committees at IndianaMUNC must first work to **set the agenda**. This typically involves delegates debating the pros and cons of each topic via the **Speaker’s List**. After delegates have sufficiently debated their preferences for topics, delegates will motion to set the agenda in whichever way they see fit. At IndianaMUNC, Chairs will make a conscious effort to debate all three topics, but delegates may wish to spend more time on one topic and will thus choose to debate that topic first. Topics for committees can be found at indianamun.com/conference. Background Guides will provide substantial background information on each topic.

After the agenda has been set, delegates should focus on debating the first topic through **moderated caucuses**. Moderated caucuses allow for debate on specific sub-topics within the larger topic. For example, in a UNHCR GA committee on

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the topic of resettling refugees in the Middle East, a delegate might motion for a moderated caucus on “funding mechanisms for refugee camps.” At the same time, delegates should also be brainstorming potential clauses for **working papers** on the topic. A good delegate is often defined by their ability to multitask: writing clauses for working papers, making motions, and speaking often during committee. Delegates may also motion for **unmoderated caucuses** during this time, and as delegates start to accumulate clauses, unmoderated caucuses will happen more often in order to facilitate collaboration, form more stable blocs, and finalize working papers.

Your Chair will likely set a cap on the number of working papers he/she will accept, and delegates should take care to merge clauses/papers as necessary to meet this working paper cap. Delegates will submit their working papers to the Chair once they have finished their drafts. At this point, the Chair will likely look favorably upon **a motion to introduce working papers**. The manner in which working papers are introduced is usually left up to the Chair. Chairs may elect to simply read aloud all working papers, or they may ask a few of the sponsors to give a brief presentation on their paper or take a few **points of inquiry** from delegates. The Chair may also specify how many sponsors will be allowed to speak during each working paper introduction. Delegates may specify *how* they wish to introduce working papers, but ultimately, the Chair will decide how working papers will be introduced.

Once the working papers have been introduced, the committee will likely launch back into some more moderated debate. During this time, delegates may find it useful to send direct messages to other delegates with similar ideas and make plans for merging working papers to create **draft resolutions**. Draft resolutions must be approved by the Chair and will go through a rigorous editing process before being deemed a true “draft resolution.” Chairs at IndianaMUNC are encouraged to set a lower cap for draft resolutions than for working papers to facilitate further collaboration and merging. Delegates will work to merge their working papers into draft resolutions during unmoderated caucuses, which will likely be longer and more frequent than in previous sessions.

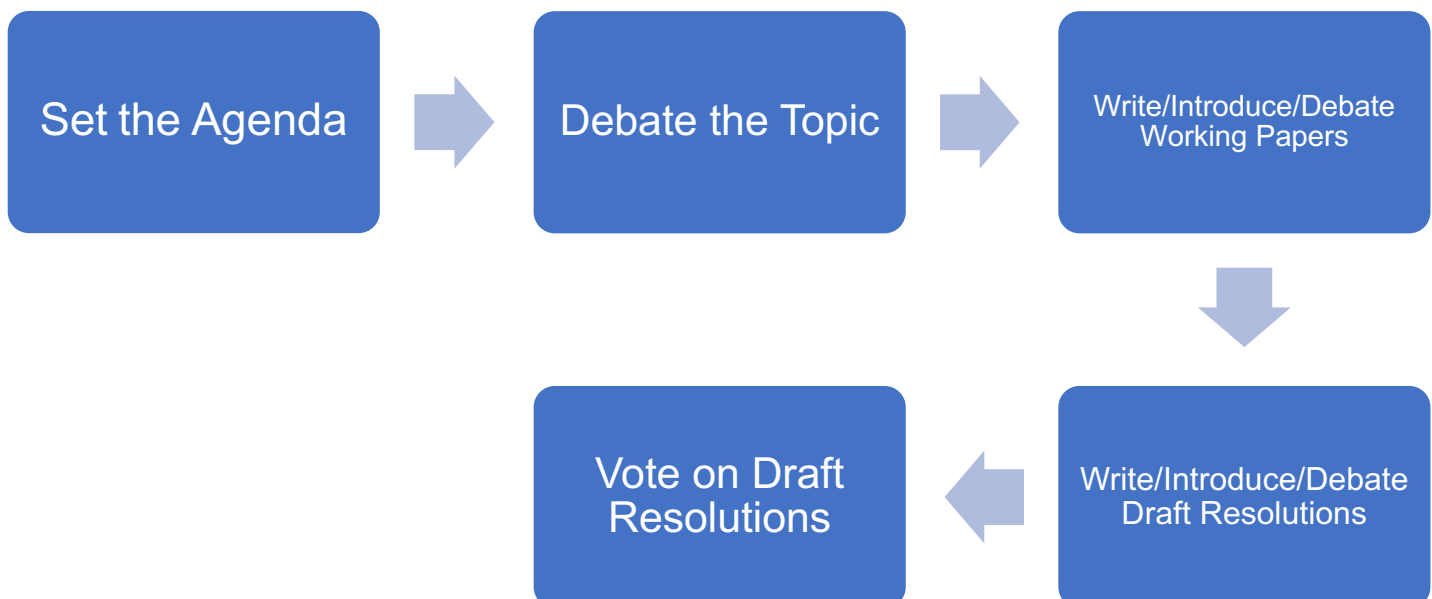
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Once all draft resolutions have been submitted, the Chair will entertain a **motion to introduce draft resolutions**. Again, the Chair will decide how draft resolutions are introduced, and the Chair may decide to introduce draft resolutions differently than working papers. Once all draft resolutions have been introduced, delegates should engage in more substantive, moderated debate on the pros and cons of each proposal.

After delegates feel that they have thoroughly debated the merits of each draft resolution, they may choose to submit amendments to the draft resolutions for consideration. Delegates may then **motion to introduce amendments**, and the Chair will conduct these proceedings at their discretion. He/she will likely read the amendments aloud, and if the amendment is unfriendly, the Chair will put the amendments to a vote during **voting procedure** before each of their respective draft resolutions is voted upon. The delegates will then vote on whether to adopt each draft resolution. At IndianaMUNC, committees may pass more than one resolution, but should note that if two clauses conflict, the resolution that was most recently passed will trump the former resolutions.

Delegates will repeat this process for the other two topics during the course of IndianaMUNC VII (if time permits it).

Flow of Debate – Simplified Diagram



07 | General Assembly Committees

GA Helpful Tips

- GA committees are research-heavy. Be sure to print out all of your research before the conference and organize it in a binder or folder, so that you can reference your research during speeches or when writing working papers/draft resolutions. This is still strongly urged for a virtual conference, as your video feed and note channel will likely take up a significant amount of screen space.
- In most GA committees, you will be representing a country. Make sure you feel prepared to discuss not only the three topics, but your **country's** positions on the three topics. Chairs at IndianaMUNC VII will know if you are off-policy for your country, as they write the Background Guide for your committee.
- Send direct messages. GA committees can be quite large, and it may be difficult to communicate with other delegates during committee in Zoom. In order to discuss policies with delegates far away from you, send messages to those you wish to work with.
- Make sure that your solutions in working papers and draft resolutions fall within the **purview** of your committee. If your finalized working paper/potential draft resolution falls outside of your committee's purview, your Vice Chair will let you know, and you will have to rewrite those sections.
 - *For a lesson plan on committee purview, consult the IndianaMUNC VII September Education Guide.*
- Speak as often as you can. GAs can be a bit intimidating, but the best way to show your Chair that you are engaged and knowledgeable on the committee topics is to make speeches. Chairs will specifically look for active participation in committee when determining awards.

08 | Specialized Committees

Specialized Committees Overview

The IndianaMUNC VII Specialized Committee functions as a slightly modified GA. Instead of representing bodies of the United Nations, delegates in Specialized Committees will represent committees such as regional or national councils or private boards. Delegates will still have a set of topics to choose from, and will debate these topics while proposing working papers and eventually draft resolutions. The other major difference is that Specialized Committees will feature an update during the course of debate on a topic. This update will change one or multiple elements of the situation and may require that delegates reevaluate their strategy and resolutions. Effective delegates will incorporate information from the update into their resolutions and will alter or expand upon the solutions they propose in order to address it. Additional updates may be given after debate is closed on a topic in order to inform delegates of the progress that their resolution(s) achieved with regards to the topic and update. Besides these couple unique aspects of Specialized Committees, all the rules of procedure and processes of GAs will carry over and be implemented in the same fashion.

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Lesson Plans

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Activity 1 | Writing Resolutions

Time Required: 20-45 minutes

Supplies Needed

- Stopwatch
- List of regional/ideological “blocs”
- One sample committee and topic
- For students: laptops/computers for research and writing

Purpose

- Resolutions are the backbone of GA committees, and learning to write a good resolution takes time. This activity will introduce students to the basic format and norms of GA resolutions, and will get them thinking about how to write a policy proposal from the viewpoint of a specific bloc/group of countries. By working in groups, students will also get a taste of what it’s like to work with others in crafting their solutions. Collaboration is a necessary skill for Model UN delegates, as your resolution is not likely to pass without the support of the committee.

Questions for Students to Consider

- What are your bloc’s underlying interests?
- What policies would you like to see enacted, and why?
- How can you persuade other blocs to adopt your proposal?

Schedule

Discussion and Overview

0-5 minutes

Use this time to explain to your students that this activity is meant to get them thinking about how to write a resolution, specifically from the viewpoint of a country (or in this case, several countries).

Divide students into 4-7 groups (depending on class size), with each group representing a different regional/ideological bloc. Example blocs include:

- North America and Western Europe
- Central and South America
- China and Southeast Asia
- Sub-Saharan Africa
- Economically Conservative Members
- Environmental Conservationists

Writing

20-40 minutes

Give students a sample committee and topic (i.e. ICJ; territorial disputes of the Arctic) and instruct students to write a resolution on the topic from the perspective of their respective blocs. Each bloc will submit one resolution. You may specify a required length if you choose.

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Activity 2 | Merging and Presenting Resolutions

Time Required: 30-45 minutes

Supplies Needed

- Resolutions/blocs from Activity 1
- Projector to present resolutions
- For students: laptops/computers for merging/rewriting

Purpose

- This activity gives students an introduction to the flow of a General Assembly committee. After writing their resolutions and briefly presenting them to the body, students will now have to work with another bloc to merge their resolutions – a process that must happen in every GA committee. In a GA committee, delegates must be able to reconcile their own beliefs and positions with those of the other delegates in committee in order to be productive and pass their resolution. Finally, students will present their finalized resolutions and may even field some questions on their proposals from the class. This activity also teaches delegates how to present their resolution effectively - in a clear, concise, and persuasive manner.

Schedule

Overview and Initial Presentations

5-10 minutes

Use this time to explain to students that in committee, they will likely need to merge their working papers with another bloc to submit a final draft resolution to the Chair. Explain that they will be working in their blocs from the last activity to 1) merge resolutions with another bloc and 2) present their final draft resolutions to the class

*You will want to have 1 student from each bloc **briefly** present their bloc's resolution, so that students know which blocs share their interests and who would be easy to work with.*

Merge Resolutions

15-20 minutes

*Give students some time to merge their resolutions. Each bloc **must** merge with at least one other bloc.*

Present Resolutions

10-15 minutes

Each new bloc will now present their merged resolutions. These presentations should be more formal, with longer speaking times and a Q&A session for each, if desired.

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Take Home Activities

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For this activity, have students put into action the principles of resolution-writing they learned in Activity 1. While writing a resolution in a large group may have allowed some students to take a more backseat role, for this activity, students will each write their own resolution. You can choose the committee, topic, and country to best suit your needs/expertise, but make sure that students follow proper IndianaMUNC Resolution Format, as shown below:

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Draft Resolution

Committee: [insert FULL committee name here]

Sponsors: [insert member states' FULL names here]

Signatories: [insert member states' FULL names here]

The [committee name],

-Begin Resolution-

[insert perambulatory clauses, separated by commas],

[insert operative clauses, separated by semicolons].

You may choose to have students peer-review each other's resolutions or make edits yourself! Happy writing!

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Name: _____

Outlining a Speech

Directions: Delegates may find it helpful to outline their speeches – specifically their opening speech – so that they can walk into the room feeling confident about speaking in front of the committee for the first time. Whether speaking for 30 minutes or 30 seconds, the best speeches look very similar: 1) an attention-getting introduction; 2) a topic sentence (or sentences); 3) evidence to support your claim; and 4) conclusion/reiteration of topic sentence. By practicing this format, delegates can learn how to speak clearly and confidently on the spot.

Choose a) one UN member state/committee position; b) one committee; and c) one topic, and fill out the following outline for a hypothetical “first speech.”

Position: _____

Committee: _____

Topic: _____

- 1. Introduction:** can be a quote, surprising fact/figure, or just a friendly greetings to the committee – anything that will grab your audience’s attention

- 2. Topic Sentence:** most Model UN speeches are short – the longest being ~2 minutes. Thus, you’ll want to make your speeches focused and concise. Don’t be too ambitious in your topic sentences. In other words, what is the **one** thing you want delegates in the room to get from listening to your speech?

- 3. Evidence:** can be a statistic from a reputable source, a powerful anecdote, or a trend over time. How can you make delegates in the room believe your claim?

- 4. Conclusion:** wrap up your speech neatly and concisely.

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IGA Simulation 2

16 | General Assembly Simulation 2

UN Conference on International Organization

Introduction to Committee

The United Nations Conference on International Organization (UNCIO) takes place in April 1945 close to the end of the Second World War, in the city of San Francisco, California. Approximately 50 allied nations, at the leadership of the United Kingdom, the United States, the Union of Soviet Socialist Republics (USSR), and Republic of China attended the conference. These four countries were also referred to as the Big Four. The UNCIO was a follow-up to earlier declarations and meetings that formed around the concept of a new international organization to succeed the League of Nations. The main basis of the UNCIO was the 1942 Declaration by the United Nations, 1943 Moscow Declarations, and 1944 Dumbarton Oaks Proposal.

The 1942 Declaration put forward an agreement between the Big Four and twenty- six nations whereby all signatories committed to “employ its full resources” and “cooperate with the Governments signatory” in pursuit of upholding the 1941 Atlantic Charter (Yale Law School Avalon Project, 2008), which established the goals of the United Kingdom and the United States in World War II. The 1943 Moscow Declarations laid out four declarations, the first concerning “General Security” whereby the Big Four acknowledged the importance of creating a “general international organization” based on state sovereignty (United Nations Information Organization, 2015). The 1944 Dumbarton Oaks proposal (The Dumbarton Oaks Conversations, 2017) advanced the international organization agenda by establishing its purposes; international peace, “friendly relations”, and a “center for harmonizing” international policy. With 50 allied nations and the Big Four in attendance, this committee is charged with finalizing the formation of the United Nations from a procedural and policy standpoint. Prior proposals and declarations, to now, have refined and outlined purposes.

Topic: Human Rights in a Post-World War Era

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History of the Problem

Violations of human rights, by both state and non-state actors, have taken place throughout world history. However, there exists no international definition of “human rights” that is codified. Individual states themselves have not consistently enforced any standard of treatment for civilians and military in times of war, for both its own citizens and belligerents. Due to the lack of legal recognition of human rights in some state-level settings and the international setting, the closest approach thus far has been the 1864 Geneva Convention. The Convention focuses on humanitarian law, or the law of war, which is governing the proper treatment of combatants and civilians in areas under siege. Humanitarian law ought not to be equated with human rights law with regards to definition, however humanitarian law can serve as background to the formulation of human rights law.

The 1864 Convention focuses on the “...amelioration of the condition of the wounded in armies in the field” (Yale Law School Avalon Project, 2008), governing mainly those in combat and prisoners of war, not civilians. Article 12 in particular calls for wounded or sick members of armed forces to be “respected and protected” in all circumstances. Going further, the article states that armed forces members should not be “...murdered, exterminated, subjected to torture or to biological experiences; they shall not be willfully be left without medical assistance and care.” Outside of the 1864 Geneva Conventions, there exist no other international legal frameworks for ensuring the health, wellbeing, and safety of individuals.

Current Situation

Accompanying the lack of international definitions or state-level definitions, human rights violations in different aspects continue to be executed around the world. In late 1937 to early 1938, the Imperial Army of Japan invaded the city of Nanjing, Republic of China and committed large-scale massacres and rape on the civilian population. Estimates of casualties and victims run anywhere from 50,000-300,000 dead (Nanjing Massacre, 2017).

With regards to proposed ideas for how human rights can be defined, there is an ideological split among members of the Permanent Five and their respective allies. Western nations look to define human rights as an international extension of political freedoms from the government granted to each individual, as prescribed in national documents such as the Constitution of the United States. Alternatively, the USSR and other socialist countries believe that human rights

when defined fully include economic and social freedoms protected by the government. Across the ideological spectrum, the central debate over how human rights must be defined in an international context is a moral and political question.

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Throughout the Second World War, Germany has committed genocide against the European Jewish population and several other groups such as homosexuals, ethnic Poles, and Jehovah's Witnesses, to name a few. Concentration and extermination camps have been setup throughout Germany where large numbers of civilians have been either mass murdered or sent into labor and torture. Casualty estimates for Nazi Germany's extermination and concentration camps run as high as 17 million (United States Holocaust Museum, 2017).

The League of Nations, to this point, has not had any ability to enforce the safeguarding of human rights and does not specifically highlight universal human rights across borders in its purposes and goals. Logistically, all resolutions or questions pertaining to policy actions by the League of Nations required a unanimous vote for passage (Tans, 2017). Legally, the Covenant of the League of Nations (the governing charter) had no definition for human rights in an international context (Tans, 2017). In sum, human rights currently have no international definition or enforcement, and under the League of Nations, has little chance of coming to fruition.

As the Axis nation come close to surrender, this is another opportunity for the Allied powers to forge a new international organization founded on mutual understanding and commitment to prevent another repeat of such atrocities. Progress has been made up to the Dumbarton Oaks Proposal, and the imperative on UNCIO is to now codify its goals and purposes for the next international organization regarding human rights. Specifically, UNCIO must be sure to set a universal definition that will encompass the Geneva Conventions and other preexisting legal approaches to human rights.

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Bloc Positions

The Big Four | (United States, United Kingdom, U.S.S.R, China)

The underpinning of the Big Four's position stems from the aforementioned Atlantic Charter, where the United Kingdom and the United States issued eight shared, postwar goals. Among the eight goals were the right to self-determination of people, and the "assurance that all the men in all lands may live out their lives in freedom from fear and want" (Yale Law School Avalon Project, 2008).

South American and Caribbean | (Bolivia, Colombia, Ecuador, Peru, Chile, Paraguay, Venezuela, Uruguay)

These nations signed onto the 1942 Declaration by United Nations alongside the Big Four that highlighted the Allies' motivation and purposes for their participation in the war (Yale Law School Avalon Project, 2008). This signage indicated their long-term support for the UN and international framework for human rights.

British Commonwealth | (Australia, Canada, India, New Zealand, South Africa)

While some of these nations face decolonization movements within their borders, their governmental directorates align with the United Kingdom in their support of expanding human rights internationally.

Middle East | (Lebanon, Iraq, Iran, Egypt, Turkey, Saudi Arabia)

With members such as Iraq overseeing the development of the Arab League, these nations support an international definition of human rights. However, these nations split with the international community on questions of enforcement.

20 | General Assembly Simulation 2

Questions for Consideration

- How should the United Nations define human rights within the context of the UN Charter?
- To what extent will the United Nations enforce their definition of human rights in other territories? How can it enforce this definition?
- How can the United Nations draw on past precedent for defining human rights for the future?
- What are political, economic, and legal barriers to setting an international definition for human rights?
- How will the United Nations respond to human rights violations from its own member-states?

Further Reading

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Burgers, J. H. (1992). The Road to San Francisco: The Revival of the Human Rights Idea in the Twentieth Century. Human Rights Quarterly, 14(4), 447-477. Retrieved from <http://humanrightsinitiative.ucdavis.edu/files/2012/10/burgerroadtosf.pdf>.