# MODEL UNITED NATIONS

FSS 3295 A

Prof. Miguel de Larrinaga

Winter, 2022

## Course Outline

**Class schedule:**  Tuesdays: 2:30-5:30

TBT 323

**Professor’s office hours:** By appointment

**E-mail:** Miguel.Larrinaga@uOttawa.ca

**Teaching assistant:** Galen Teschner-Weaver

Gweav050@uottawa.ca

Office Hours: by appointment

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

### Official Course Description

The aim of the course is to prepare students to take part in the National Model United Nations conference, held in New York from April 3 – April 7, 2022.

Classes will be held in person at TBT 323 unless otherwise outlined by the professor prior to the class taking place.

### Indigenous Affirmation

**ANISHNABE**

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.  
Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjin Odàwàng.  
Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.  
Nigijeweninmànànig ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

[Listen to the audio file](https://www.uottawa.ca/indigenous/file/129)

**ENGLISH**

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.  
We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.  
We acknowledge the traditional knowledge keepers, both young and old.  
And we honour their courageous leaders: past, present, and future.

### Inclusion

The Faculty of social sciences aims to be an equitable and inclusive institution, actively participating in ensuring the wellbeing of students, personnel and faculty members. The Faculty is committed to eliminating obstacles to student inclusion in accordance with the [Ontario Human Rights Code](http://www.ohrc.on.ca/en/ontario-human-rights-code). Obstacles can be based on age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, record of offences, sex and sexual orientation.

If you have experienced discrimination or harassment, you can seek confidential assistance through the University Human Rights Office to discuss your situation and/or [to file a formal complaint](https://www.uottawa.ca/respect/en/complaints).

The following uOttawa Campus based services are available to you and your fellow students.

* [uOttawa Counselling Service](https://sass.uottawa.ca/en/counselling) including Individual Counselling provided by uOttawa Counsellor, Pierre Bercy who specializes in anti-black racism;
* University of Ottawa Students’ Union (UOSU) [Ressources for/from the Black Community](https://www.seuo-uosu.com/resources-for-from-the-black-community/), [Centre for Students with Disabilities](https://www.seuo-uosu.com/services/centre-for-students-with-disabilities/), [Racialized and Indigenous Students Experience Centre](https://www.seuo-uosu.com/services/r-i-s-e/), [Womxns Resource Centre](https://www.seuo-uosu.com/services/womxns-resource-centre/) and [uOttawa Pride Center](https://www.seuo-uosu.com/services/pride-centre/)
* Anti-racism student committee (Email: [car.arc.uottawa@gmail.com](mailto:car.arc.uottawa@gmail.com))
* Mashkawazìwogamig: [Indigenous Resource Center](https://www.uottawa.ca/indigenous/about-us)
* [University of Ottawa’s Human rights office](about:blank) including [policies on accessibility](https://www.uottawa.ca/respect/fr/politiques-reglements/accessibilite).

### General Course Objectives

This course will give students the knowledge and skills necessary to participate in the National Model United Nations (NMUN) conference, held in New York, as a representative of Australia. Students will learn about the UN system, our represented country’s domestic and foreign policy interests, and multilateral diplomacy. They will investigate international issues, debate, deliberate, consult, and then develop solutions to the issues before their respective committees. Students will thus develop their research, analytic, communication, diplomatic, as well as their critical thinking skills.

The Model UN course is designed to acquaint students with the operations of, and issues affecting, the UN through the study of political positions of Member States. Upon successful completion of the course, students should be able to articulate Australia’s foreign policy, know the structures and procedures of the UN, analyze issues currently before the UN from an Australian perspective, and understand and competently use the rules of procedure, diplomatic protocol, and negotiating techniques common to UN delegates.

### Teaching Methods

The course is divided in two parts. The first part examines various topics relevant to the UN and to Australia, including its historical and geopolitical contexts and national interests, as well as the various security, social, economic, and environmental issues of primary concern to Australia. Students will also be introduced to NMUN simulation practice and rules of procedure during the first part of the course.

The second half focuses solely on preparatory UN simulations, giving students the opportunity to put into practice their knowledge and improve their diplomatic skills. More specifically, students will further exercise their knowledge of the NMUN rules of procedure, publicly articulate Australia’s positions on their agenda topics, negotiate multilaterally, draft UN resolutions and/or reports, and take part in formal and informal UN debates. All of this to make sure they are fully prepared for NMUN.

**Special note:** Independent research is essential to succeed in this course. The great majority of the knowledge learned will not be acquired in class lectures. This course requires skills not typically employed in regular academic courses. Frequent public speaking, teamwork, innovative research, and maintaining a professional and respectful environment at all times are crucial to this course and to a successful experience during the simulation in New York. Students must work together to create an atmosphere in which they feel comfortable taking risks and stepping outside their comfort zones, in order to ensure everyone develops necessary skills, including public speaking. Students must expect to be seriously challenged on all of these levels.

### Assessment Methods

#### Components of Final Mark

|  |  |  |
| --- | --- | --- |
| Evaluation format | Weight | Date |
| Class Participation | 10% | Full Semester |
| UN Committee Assignment | 10% | January 18, 2022 |
| Oral Position Paper Presentation | 5% | February 1, 2022 |
| Position Paper | 20% (15% and 5%) | February 7 and 21, 2022 |
| Midterm Take-Home | 20% | March 15, 2022 |
| Participation in NMUN | 15% | April 3 – April 7, 2022 |
| Final Report | 20% | April 19, 2022 |

**Class Participation:** Class attendance is required to successfully complete this course. Absences will be penalized, unless justified and approved by the professor.

Students are expected to read the required readings in advance of each class and to be prepared to actively engage the themes in group discussions and in-house simulations. In addition, students are expected to conduct their own research on their committee and agenda topics, as well as be able to communicate Australia-specific positions with respect to each of them. This will be done formally on February 1 with the oral position paper presentation, as well as during the class covering each student’s committee.

Most of the classes will include a simulation of a UN committee. Students are expected to attend these simulations well prepared to address the topics at hand. It is essential to have read the mandatory readings before class, including the sections of the committee’s background guide pertaining to the topics of the class. These simulations will allow students to practice multilateral diplomacy, test and improve strategies for formal sessions and informal caucuses, develop their public speaking abilities, and further their knowledge of Australia’s domestic interests and foreign policy. Students may be called upon to answer questions regarding their topics, their committee’s jurisdiction and role, and the NMUN rules of procedure throughout the course.

**In addition to in-house UN simulations, students are expected to take part in the Quebec Model United Nations and other preparatory simulations.** We will try to have at least two simulations with other schools. These will take place on a Saturday or a Sunday to be determined. We will try to have a schedule for those by the end of January to allow you to make arrangements to ensure your presence.

**UN Committee Assignment:** This assignment is due on the second class (January 18). With their partner, students will write a 4 to 5-page paper (single space, Times New Roman 12, margins of   
2.5 cm; length excludes bibliography and endnotes), explaining their respective committee’s history, mandate and purpose, jurisdiction, goals for the future, function within the UN system, membership, voting procedures, key resolutions and decisions, and main dynamics (including Australia’s role within the committee). This assignment will allow students to familiarize themselves with the UN system in general and their committee in particular. The assignment should be concisely written, as students will need to access this information when writing their position paper, as well as throughout the course (for example, to remind themselves of the limitations of their committee’s powers when crafting recommendations for action).

**Position Paper:** In groups of two delegates, students will represent Australia on a specific UN committee. Position papers provide a concise perspective of Australia’s positions on each of the three topics addressed by each committee. The position paper must include:   
(1) an overview of each topic before the committee,   
(2) Australia’s policies (domestic and international) with regards to each topic,   
(3) a summary of Australia’s contributions to the committee’s work and operations, and   
(4) original and thoughtful recommendations for action to be taken by the committee on each topic.

Section 4 is the most important, and the recommendations must be feasible and must directly address the issues identified in Section 1, and be consistent with the country’s interests, past work and policy objectives.

The position paper must utilize the highest diplomatic and academic standards, as well as present a coherent, grammatically correct, accurately punctuated text, devoid of personal opinion. This means remaining “in character,” that is, writing as if you were the official Australian permanent representative at the UN, as well as assuming that the people reading the document fully understand the topics.

All papers **must** be typed and formatted according to the example provided in the Committee Background Guides and the samples provided in class. This includes the following:

* Proper file name. For example: GA1\_Australia\_A
* Proper file extension: .pdf
* Proper usage of italics
* Analyse and cite pertinent resolutions, reports, treatises and judgments. Ex.: A/RES/61/295, Assembly/AU/Dec.369 (XVII)
* Focus less on the history of Australia, and more on foreign policy objectives concerning the committee’s issues, and Australia’s past *constructive* actions
* Study key speeches and documents from the Foreign Ministry and the Australian Permanent Representatives at the UN
* Recommendations should be specific and emphasize coordination with other bodies
* Length must **not** exceed two single-spaced pages
* Font must be Arial, size10pt.; one-inch margins
* Country name, school name and committee name clearly labelled on the first page
* Agenda topics clearly labelled in separate sections, centered and numbered
* National symbols (headers, flags, etc.) are not accepted
* Do not plagiarize the NMUN committee Background Guide, but use it as a guide

Plagiarism will not be tolerated. Students should be aware that position papers are read and evaluated by the NMUN staff that have expert knowledge of the topics and have prepared committee and agenda items for months. This enables them to identify and report occurrences of plagiarism. Although United Nations documentation is considered within the public domain, NMUN does not allow the verbatim re-creation of these documents.

Sample Position Papers are available in the Background Guides as well as online: <http://www.nmun.org/conferences/new-york/prepare-for-committee/position-papers.html>. In addition, Australia’s previous NMUN positions papers will be made available on Brightspace.

Position papers must be submitted (by email) on February 7, addressed to both the Head Delegate ([gweav050@uottawa.ca](mailto:gweav050@uottawa.ca)) and Professor ([Miguel.Larrinaga@uottawa.ca](mailto:Miguel.Larrinaga@uottawa.ca)). Graded and annotated position papers will be returned by email on February 14. Revised position papers must be resubmitted electronically to the Head Delegate on February 21 by 4:00 p.m. The first copy and the revised version are worth 15% and 5% of the final grade respectively.

The position papers will be sent to Australia’s Permanent Mission in New York, as well as to various members of the NMUN conference staff. **Teams with the best position papers in Committee receive an award in NYC!** The following criteria will be used to evaluate Position Papers:

* Overall quality of writing, proper style, grammar, etc.
* Citation of relevant resolutions/documents
* General consistency with bloc/geopolitical positions
* Consistency with the constraints of the United Nations
* Analysis of issues, rather than reiteration of the Committee Background Guide
* Outline of official policy aims within the committee’s mandate
* Neutral, respectful tone
* High substantive standards, adequate language, in-depth research
* Innovative, feasible, and well considered proposals

**Oral Position Paper Presentation:** Delegate pairs will give a 4-minute presentation (2 minutes per topic) on their respective committee’s Position Paper on February 1. Students will be assessed on the breadth and depth of their knowledge of the committee, the agenda topics, Australia’s positions and propositions, and their communication performance. Each student must present at least one topic.

**Midterm Take-Home:** The midterm take-home examination will consist of three or four essay questions. The midterm exam will allow students to further develop their formal and caucus strategies and recommendations for action. This assignment will be completed individually; however strong coordination with your partner to cover the various questions assigned is highly encouraged. It is also highly recommended that you read the Delegate Preparation Guide in order to strengthen your answers. The questions will be provided by March 1st. The midterm exams must be submitted electronically to the professor’s email by March 15.

**Participation in NYC:** Each student is expected to actively take part in NMUN. This includes actively participating in formal and informal debates, mastering the rules of procedures, remaining “in character,” respecting NMUN policies, codes of conduct and dress codes, as well as drafting working papers, resolutions and/or reports. You should aim to sponsor 2 to 4 working papers, and be fully knowledgeable of every working paper in your committee.

**Final Report**: Each committee delegation is expected to write a 20-25 page, double-spaced report (font size Times New Roman 12, one-inch margins) reflecting on their time and what happened over the course of NMUN. The objective is to link it all together and analyse (not just describe) your work in the committee. For instance, why did you choose to work on draft resolution X? How did you try to achieve your goals in committee? How did your recommendations address the issues raised in your committee? How did other delegates respond to these recommendations, and how did cooperation ensue from that point in committee?

The report must include:   
(1) an overview of the committee topics,   
(2) Australia’s general interests and specific goals and propositions regarding these topics, and;   
(3) your role in committee in attempting to achieve Australia’s objectives.

Part three must discuss the setting of the agenda, speeches in formal sessions, work in caucuses, as well as the draft resolutions/reports of your committee (and your position and vote regarding each of them), including sponsored and signed working papers.

Recommended Structure:

1. Introduction: purpose and context
2. Topic 1:
   1. Issues, problems, past work
   2. Three priorities (evidence-based)
3. Topic 2:
   1. Issues, problems, past work
   2. Three priorities (evidence-based)
4. Topic 3:
   1. Issues, problems, past work
   2. Three priorities (evidence-based)
5. Work in committee
   1. Rationale for setting the agenda
   2. Speeches made
   3. Caucusing strategies employed/working papers sponsored and signed
   4. Voting record and justification
6. Conclusion: overall assessment of goals and achievements

Reports must be submitted in electronic copy on April 19 to the professor’s office email. There will be a penalty of 5% per day of late submission (weekends not included). This also applies to assignments sent by email, and in this case, the time of receipt of the email by the recipient is guarantor of the time of delivery. Papers not submitted on or before the due time will thus automatically be penalized as follows:

* 1 day late: A paper which would have received a B+ will receive a B;
* 2 days late: the paper will receive a C+;
* 3 days late: the paper will receive a C;
* And so on.

##### Policy on class attendance, language quality and late submissions

##### Class attendance is necessary to successfully complete this course.

Your work will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor’s discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. **There will be a penalty for late submissions***.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Students who are excused for missing an exam will be required to write a deferred exam, except where the professor offers a re-weighting scheme which applies to the student’s case. Professors may decline to offer a deferred exam and instead re-weight the remaining pieces of work only if (i) the re-weighted scheme is indicated on the syllabus and (ii) it respects both the 25 percent rule (Academic Regulation 9.0) and the final exam rule.

**IMPORTANT:** All deferred final exams for courses at the Faculty of Social Sciences, except for SVS 3505, SVS 3515 and all ECO courses, will take place during the next term: in February for courses offered in Fall term and in July for courses offered in Winter term (please consult the [Important academic dates and deadlines webpage](https://www.uottawa.ca/important-academic-dates-and-deadlines/) to know the specific dates).

[Request for a deferred mark (“DFR”) forms](https://socialsciences.uottawa.ca/students/undergraduate-forms) must be completed for both midterms and final exams. Once completed, the form with supporting documentation (ex. medical certificate) will automatically be sent to the academic unit which offers the course. The request **must be completed within 5 working days of the exam** and must respect all the conditions of [Academic Regulation I-9.5](https://www.uottawa.ca/administration-and-governance/academic-regulation-9-evaluation-of-student-learning).

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

###### For your information: (use as needed)

**A penalty of 5%** will be given for each subsequent calendar day following the due date. This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

### Schedule

|  |  |  |
| --- | --- | --- |
| Date | Course | Assignments/Meetings |
| **Week 1** | Introduction and overview of the course and the United Nations |  |
| **Week 2** | An Overview of Australia’s History, Identity, Politics, and Foreign Policy |  |
| **Week 3** | Rules of Procedure, Resolution Writing, Caucusing Strategies/ Australia in the International Sphere / Mock Model UN |  |
| **Week 4** | Position Papers, Voting Procedures / Mock Model UN |  |
| **Week 5** | Mock Model UN |  |
| **Week 6** | No Class – Study Break |  |
| **Week 7** | Mock Model UN |  |
| **Week 8** | Mock Model UN |  |
| **Week 9** | Mock Model UN |  |
| **Week 10** | Mock Model UN |  |
| **Week 11** | Mock Model UN |  |
| **Week 12** | Mock Model UN |  |
| **Week 13** | NMUN-NYC (New York) |  |
| **Exam period** | NMUN Debrief |  |

### Important Resources

Mandatory readings for each class have been indicated in the following course outline. Most of the mandatory readings – proceeded by an asterisk (\*) – are available through the link provided, or through the listed resource in the Annotated Bibliography section of the relevant Background Guide. Students are expected to have done all the readings before class and be able to critically discuss the topic at hand in detail. Students will also be expected to answer questions regarding their topics, their committee, and the rules of procedure at any time during the semester.

It is strongly recommended that you purchase a three-ring binder (and a three-hole punch), in which you will include all relevant UN resolutions and resources pertaining to your committee topics, in addition to those that will be printed by the committee staff as the conference unfolds.

The NMUN course is based on individual, independent research, under the supervision of the professor, of your committee, topics, and delegation’s policies. In addition to the mandatory readings listed in the course outline, students are strongly encouraged to consult and the following readings and websites:

\*NMUN Policies and Procedures:

<http://www.nmun.org/policies_codes.html>

\*Delegate Preparation Guide:

<http://www.nmun.org/downloads/NMUNDelegatePrepGuide.pdf>

New Zealand’s comprehensive UN Handbook:   
<https://www.mfat.govt.nz/en/peace-rights-and-security/work-with-the-un-and-other-partners/un-handbook-2018-19/>

The PGA Handbook: A Practical Guide to the UN General Assembly: <https://www.unitar.org/ny/sites/unitar.org.ny/files/UN_PGA_Handbook.pdf>

UN Bibliographic Information System (Speeches, Resolutions, etc.)

<http://unbisnet.un.org>

Resolutions passed at previous NMUN: <http://www.nmun.org/about-nmun/conference-archives/new-york.html>

BestDelegate Website: <http://bestdelegate.com/resources/> - *One of the leading comprehensive resources for Model UN Delegates in general. Provides useful guides on Model UN tips, strategies, research, resources, how to write resolutions, etc.*

Archives: Australia: <https://foreignpolicy.com/tag/australia/>

Archives: Australia: <https://www.economist.com/search?q=australia>

BBC News: Australia country profile: <https://www.bbc.com/news/world-asia-15674351>

Students are advised to set up a “*Google News Alert”* for Australian related news

Kerem Turunc, *The Winning Delegate* (New York: Iuniverse Inc, 2nd edition, 2009). (This book is available at the library, and at Indigo, Chapters, or Amazon)

### Class Schedule

**11 January: Introduction and overview of the course and the United Nations**

**What to expect from this course**

**Introduction to the United Nations**

*\**Delegate Preparation Guide

<http://www.nmun.org/downloads/NMUNDelegatePrepGuide.pdf>

\*Smith, Courtney B. “Introduction to the Global Dance,” in *Politics and Process at the United Nations: The Global Dance*.” Boulder: Lynne Rienner Publishers, 2006:

<https://www.rienner.com/uploads/47d958f8700e6.pdf>

\*Paul Heinbecker, "The United Nations: The Motherboard of Global Governance in a Changing World," in Getting back in the game: a foreign policy playbook for Canada, 2nd ed. (Toronto: Dundurn, 2011), 101-119. *Available online through uOttawa Library*

\*Your Committee Guide:

<http://www.nmun.org/ny_committee_guides.html>

\*UN – Structure and Organization - <http://www.un.org/en/aboutun/structure> - *Understand your committee and how it works with other UN agencies*

*Further Reading*

United Nations, *Basic Facts about the United Nations*, New York: United Nations Publications, 2004. (Network)

**18 January: An Overview of Australia’s History, Identity, Politics, and Foreign Policy**

* UN Systems Assignment Due

Scan the following resources and save information most relevant to your committee:

\*Australia Country Brief: <https://info.australia.gov.au/about-australia/our-country>

\*Australia Ministry of Foreign Affairs and Permanent Mission to the UN (explore this website to gain information on Australia’s foreign policy on a variety of topics):

<https://www.dfat.gov.au/>

<https://unny.mission.gov.au/>

Articles on Australia’s unique relationship with the UN:

<https://www.dfat.gov.au/international-relations/international-organisations/un/united-nations-un>

<https://unny.mission.gov.au/unny/AustraliaatUN.html>

\*CIA World Factbook - <https://www.cia.gov/the-world-factbook/countries/australia/>

**25 January: Rules of Procedure, Resolution Writing, Caucusing Strategies/ Australia in the International Sphere / Mock Model UN**

**Simulation: General Assembly First Committee (GA 1):** Countering the Threat Posed by Improvised Explosive Devices

\*GA1 Committee Background Guide

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-ga1.pdf>

**Simulation: General Assembly Second Committee (GA 2):** Continued Implementation of the Third United Nations Decade for the Eradication of Poverty (2018-2027)

\*GA2 Committee Background Guide

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-ga2.pdf>

**Note:** For every simulation, read the section for the topic listed here in the Background Guide (and any other pertinent reference material highlighted in the section) to inform your work for class. In addition, skim the internet to gain a better understanding of your QMUN/Class assigned country’s position on the topics to discuss. This will help you develop resolutions and speeches more easily during class.

\*Video of Model UN procedure and debate flow: “Mock Model United Nations – The Movie.” <https://www.youtube.com/watch?v=aBh_RaX0gvs> (*11Minutes)*

\*Position Paper Specifications:

<http://www.nmun.org/ny_position_papers.html>

**1 February: Position Papers, Voting Procedures / Mock Model UN**

**Oral Position Paper Presentations**

**Simulation: General Assembly Third Committee (GA 3):** The Right to Privacy in a Digital Age

\*GA3 Committee Background Guide

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-ga3.pdf>

**7 February**

**Position Papers Due (by 11:59pm to** [**gweav050@uottawa.ca**](mailto:gweav050@uottawa.ca)**)**

**8 February: Mock Model UN**

**Simulation: Economic and Social Council Plenary (ECOSOC):** Strengthening Partnerships for Sustainable Development in Least Developed Countries

\*ECOSOC Committee Background Guide

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-ecosoc.pdf>

**Simulation: International Organization for Migration (IOM):** Migration and Racial Discrimination

\*IOM Committee Background Guide:

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-iom.pdf>

**14 February: Round 1 Position Paper Edits Returned to Students**

**15 February: No Class – Study Break**

**21 February: Revised Position Paper to be Submitted to** [**gweav050@uottawa.ca**](mailto:gweav050@uottawa.ca) **by 11:59 pm**

**22 February: Mock Model UN**

**Simulation: United Nations Children’s Fund (UNICEF):** Providing Violence Response and Access to Justice for Children and Youth

\*UNICEF Committee Background Guide:

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-unicef.pdf>

**Simulation: United Nations Environment Assembly (UNEA):** Drastically Reducing Maritime Pollution, including Plastic

**\***UNEACommittee Background Guide:

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-unea.pdf>

**1 March: Mock Model UN**

**Midterm Take-home questions distributed**

**Simulation: United Nations Relief and Works Agency (UNRWA):** Situation of and Assistance to Palestinian Women

**\***UNRWA Committee Background Guide:

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-unrwa.pdf>

**Simulation: Commission on Narcotic Drugs (CND):** The Emerging Challenges of Synthetic Drug Trafficking

**\***CND Committee Background Guide:

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-cnd.pdf>

**8 March: Mock Model UN**

**Planning for a representative from the Embassy of Australia to visit the class.**

**Simulation: Commission on the Status of Women (CSW):** Achieving Gender Equality in the Context of Climate Change

\*CSW Committee Background Guide:

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-csw.pdf>

**15 March: Mock Model UN**

**Mid-term Exam due at 2:30 p.m. to** [**miguel.larrinaga@uottawa.ca**](mailto:miguel.larrinaga@uottawa.ca%20)

**Simulation: International Atomic Energy Agency (IAEA):** The Future of Atoms: Artificial Intelligence for Nuclear Applications

\*IAEA Committee Background Guide:

<https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-iaea.pdf>

**22 March: Mock Model UN**

**Simulation: Food and Agriculture Organization (FAO):** Sustainable Aquaculture for Healthier Societies and Environments

\*FAO Committee Background Guide:

https://www.nmun.org/assets/documents/conferences/ny/ny22-bgg-fao.pdf

**29 March: Overflow**

**3 April – 7 April: NMUN-NYC (Virtual)**

**12 April: NMUN Debrief**

**19 April: Final Reports Due**

### Resources For You

#### [Sexual Violence Prevention](https://www.uottawa.ca/sexual-violence-support-and-prevention/)

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit [Sexual violence: support and prevention](https://www.uottawa.ca/sexual-violence-support-and-prevention/).

#### [Faculty Student Experience Centre](https://socialsciences.uottawa.ca/mentoring/)

The goal of the Student Experience Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Student Experience Centre is there to help students continue on their path to success.

A student may choose to visit the Student Experience Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Student Experience Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

#### [Academic Writing Help Centre](https://sass.uottawa.ca/en/writing)

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

* **Master the written language of your choice**
* **Expand your critical thinking abilities**
* **Develop your argumentation skills**
* **Learn what the expectations are for academic writing**

#### [Counselling Services](https://sass.uottawa.ca/en/personal)

There are many reasons to take advantage of the Counselling Service. We offer:

* Personal counselling
* Career counselling
* Study skills counselling

#### [Human Rights Office](https://www.uottawa.ca/respect/en)

##### Mandate:

To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

##### Contact information:

1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: [respect@uOttawa.ca](mailto:respect@uOttawa.ca)

#### [Academic Accommodations](http://sass.uottawa.ca/en/access)

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

* in person in [our office](https://sass.uottawa.ca/en/access)
* online
* by phone at 613-562-5976

##### Deadlines for submitting requests for adaptive measures during exams:

* midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself
* final exams:
  + November 15 for the fall session
  + March 15 for the winter session
  + Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

#### [Career Development Centre](http://www.sass.uottawa.ca/careers/)

Career Development Centre offers various services and resources in career development to enable you to recognize and enhance the employability skills you need in today's world of work.

#### [Campus Activities](https://www.uottawa.ca/communitylife/)

Student events aimed at fulfilling all sorts of student needs.

##### uoSatisfACTION

**SHAKE THINGS UP!**

Do you have any [comments on your university experience or suggestions on how to improve it](https://www.uottawa.ca/vice-president-academic/satisfaction?p=2)?

**Tell us!**

### Beware Of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

* engaging in any form of plagiarism or cheating;
* presenting falsified research data;
* handing in an assignment that was not authored, in whole or in part, by the student;
* submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the [Writing and Style Guide for University Papers and Assignments](https://socialsciences.uottawa.ca/students/undergraduate/writing-style-guide).

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

* a **grade of “F” for the assignment or course i**n question;
* an additional program requirement of **between 3 and 30 credits**;
* **suspension or expulsion** from the Faculty.

For more information, refer to the [Student’s Guide to Academic Integrity](https://www.uottawa.ca/vice-president-academic/sites/www.uottawa.ca.vice-president-academic/files/academic-integrity-students-guide.pdf) and the [Academic Integrity Website (Office of the Provost and Vice-President, Academic Affairs)](https://www.uottawa.ca/vice-president-academic/academic-integrity).