

# Engaging the United Nations, 2nd Ed.

## Instructors Guide

Congratulations on adopting *Engaging the United Nations, 2nd Ed.* for your course or Model United Nations club. Using this text will improve your delegate preparation and introduce them to the form and function of the United Nations as an institution. Instructors who used the first edition found it provides a useful structure and sequence to introduce students to concepts and required skills. As a Model UN advisor myself, I wrote the book to meet that purpose in my own course. This guide will assist you in integrating the book into your own training system if you are a long-time advisor and suggest a useful sequence and share strategies that have worked for others if you are a new advisor. In response to the COVID crisis of 2020, many schools are moving most if not all instruction online, so this version of the instructor's guide includes online exercises. It also presents the learning objectives and exercises in a more rigorous form that enables alignment between the activities an instructor uses and the learning objectives assessed by that activity.

The guide provides three elements to accompany each chapter of the book. The first is an outline of the chapter and a list of learning objectives. The second element is a test bank, which includes a few multiple-choice questions covering the content of the chapter and a few short answer or essay questions which can be used to assess learning or be given to students for study guide questions. The final element is a list of suggested activities to teach or review the content. This section will also include the material in Appendix A of the book on using the chapter exercises. While you already have this with your desk copy, it is included so you will have an electronic copy for your use.

Being an advisor is hard work. Using this guide along with the *Engaging the United Nations* textbook will make the training aspect of your program more effective so you can focus on the personal growth of your students. Watching my students grow through their participation in Model United Nations has been the most rewarding part of my professional career. It is my hope that you can share that experience.

Brian Dille Summer 2020

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# Chapter 5 Blue Helmets and Collective Security

## Chapter 5 Learning Objectives

1. Contrast the League of Nations and the United Nations in how they dealt with conflict between states.
2. Define collective security and give an example of it in use.
3. Relate the role 3rd party intervention plays in conflict resolution.
4. Indicate when mediation can be helpful and give an example.
5. Discuss the difference between Arbitration and Judicial Settlement.
6. Explain how a regional agency can be useful in conflict resolution.
7. Outline the powers possessed by the Security Council.
8. Compare peacekeeping, peacemaking, peace enforcement, and peace building as strategies for resolving conflict through 3rd party intervention.
9. Describe the role and powers of the General Assembly on security issues.
10. Explain how non-proliferation regimes operate.
11. Identify the distinction between refugees and IDPs.
12. Demonstrate the ability to find authoritative information on a topic on-line.
13. Identify the 3 foreign policy decision makers that a Model UN researcher should focus on.
14. Identify the lead agency at the United Nations for a given issue.

## Chapter 5 Outline

### Chapter 5 Content - Blue Helmets and Collective Security

1. A key role of the UN is to avoid big wars and contain or minimize small ones.
  - a. Conflict between states is inevitable, but violence resolution is avoidable.
  - b. League's focus was on making war illegal, arms control and disarmament, and ending crises.
  - c. The UN also promotes arms control, but its focus is on collective security
2. Collective Security is a treaty obligation to respond to an act of aggression, regardless of national interest.
3. 3rd party intervention occurs when the actors involved cannot resolve their conflict.
  - a. There are several types of intervention.
  - b. Chapter VI of the charter "obligates Member States who are involved in a dispute to "seek a solution through negotiation ... mediation ... arbitration ... judicial settlement, or resort to regional agencies or arrangements, or to other peaceful means of their own choice."
4. Negotiation is when disputants meet to discuss an issue or find a solution to conflict. It is joint decision-making. Chapter 2 discusses tactics. There are several strategies
  - a. Concede

- b. Escalate
  - c. Collaborate
  - d. Do nothing
5. Mediation is when a 3rd party facilitates negotiation. Can provide good offices or incentives to reach an agreement.
  6. Arbitration is when a 3rd party adjudicates a dispute. Both sides present their best argument.
  7. Judicial Settlement is when a 3rd party adjudicates a dispute in a legal setting, using rules of evidence and international law.
  8. Resort to a Regional Agency is possible when both parties belong to the same IGO.
  9. The Security Council (SC) oversees the collective security mission of the UN.
    - a. 5 victorious WW2 powers have permanent seats with vetoes. More on this in Chapter 7.
    - b. SC can impose political and economic sanctions on Member States.
    - c. SC resolutions are binding on all members.
    - d. The SC usually follows a slow and deliberative process before acting.
    - e. After the Iraqi Oil for Food experience, the SC began to shift to “smart sanctions” that target the ruling elite rather than the entire economy.
  10. The SC can create Peacekeeping missions to monitor or enforce peace agreements.
    - a. Peacekeeping uses lightly armed forces to assist an existing agreement. Can only be in a country if the host country accepts their presence.
    - b. Peacemaking uses heavily armed forces to impose an outcome on one or both sides of a conflict. The track record is not good.
    - c. Peace Enforcement is providing non-military security in situations where the conflict has ended, but the situation is unstable. It also includes providing incentives to both sides to keep their agreements.
    - d. Peace Building is trying to create the conditions for long-term peace by altering the societal foundations. This is positive peace, rather than negative peace, which is simply the absence of war.
  11. The SC has precedence on security matters, but the GA can act if the SC is unable to.
    - a. Greek Civil War
    - b. Korean War – Uniting for Peace Resolution
  12. Specialized agencies work together in a network of inter-agencies communication to form Non-Proliferation regimes
    - a. IAEA implements the NPT
    - b. Other agencies monitor the purchase of dual use material
  13. THE UNHCR is the lead agency to provide relief to those displaced by conflict.
    - a. Refugees are people who cross an international border in their flight.
    - b. If people flee to another part of their own country, they are termed internally displaced persons (IDPs)

#### Chapter 5 Skill – Effective Research Techniques

1. Research is necessary to gain competence on the issues discussed in Model UN.
2. Delegates need to know their country’s actual positions on the issues being debated.

3. Focus on the 3 foreign policy decision-makers: national leader, foreign minister, and UN Permanent Representative.
  - a. They are at apex of the policy process, they speak with authority.
  - b. Make sure you are researching the statements of current leaders.
4. Use authoritative sources, official documents not private editorials.
5. The New York Mission site is a great place to begin. The nation's foreign ministry website is also good.
6. For issue research, search within the lead agency on that issue, not the general UN website.
7. Look for speeches by these 3 leaders on your topic. Once you find that, you know your country's exact position.
  - a. UN library is a repository of speeches and votes.
  - b. As a last resort, can refer to ministerial statements on the topic from an IGO your country belongs to.
8. Develop practices that are efficient.
  - a. Focus on the lead agency
  - b. Search by leader name not country name, you are looking for speeches.
  - c. Use Boolean terms to limit search.
  - d. Avoid browser search engines unless you already know what you are looking for.

#### Chapter 5 Exercises

1. Assess a UN Peacekeeping mandate

## Chapter 5 Test Bank

1. Which of the following statements is most accurate?
  - a. Conflict between states is avoidable, but violence is inevitable.
  - b. Conflict between states is avoidable, and violence is also avoidable
  - c. Conflict between states is inevitable, but violence is avoidable.**
  - d. Conflict between states is inevitable, and violence is also inevitable.
2. What is the term for a treaty obligation to respond with military aid to an act of aggression on another country?
  - a. Balancing Alliance
  - b. Defensive Compact
  - c. Collective Security**
  - d. Non-aggression Pact
3. What is meant by the term "Third Party Intervention?"
  - a. It is used to describe a situation when a country not directly involved in a dispute becomes involved.**
  - b. It is used to describe a situation when a coalition to intervene in a dispute has at least three members.
  - c. It is used to describe a situation when a colonial power prevents a client state from allying with another state.
  - d. It is used to describe a situation when the UN gets involved after both neighboring states in a dispute and Great Powers have failed to resolve it.
4. Which of the following is NOT a negotiation strategy?
  - a. Offer a concession to entice the other side to respond with its own offer.
  - b. Collaborate with the other side to find a compromise solution.
  - c. Use special forces to quickly seize territory to alter the cost/benefit analysis of the other side.**
  - d. Hold pat with your current position and do nothing.
5. Which if the following is an example of mediation?
  - a. Singapore hosts a summit between US President Donald Trump and North Korean leader Kim Jong-un.**
  - b. The European Union imposes sanctions on Russia when it annexed Crimea after seizing it from the Ukraine.
  - c. England negotiates a trade agreement with the United States after leaving the European Union.
  - d. A monk sits in the wilderness chanting in the Lotus position.
6. What is it called when two parties to a dispute ask someone else to decide who is right?
  - a. Arbitration**
  - b. Mediation
  - c. Disputation
  - d. Reconciliation

7. What is used to resolve a dispute between two countries with judicial settlement?
  - a. **International law**
  - b. Virtual combat
  - c. Testimony given in the General Assembly
  - d. Judicial discretion
  
8. Which UN body has the authority to impose economic sanctions on a Member State?
  - a. The General Assembly (GA)
  - b. The Economic and Social Council (ECOSOC)
  - c. The International Court of Justice (ICJ)
  - d. **The Security Council (SC)**
  
9. Why do Security Council (SC) resolutions typically have more impact than General Assembly (GA) resolutions?
  - a. The GA must obtain a majority to pass a resolution.
  - b. **SC resolutions are binding on all Member States.**
  - c. Security issues are more complex than social or economic issues.
  - d. The permanent member veto is used less often in the GA.
  
10. Why did UN peacekeeping missions established in the 1990s fail so often?
  - a. The Cold War rivalry prevented the US and USSR from cooperating in these missions.
  - b. New military technologies meant combatants easily overwhelmed UN troops who had obsolete gear.
  - c. **Peacekeepers were sent to conflicts that did not have an existing peace agreement in place.**
  - d. None of the above, most missions in the 1990s were a success.
  
11. What was the Uniting for Peace resolution?
  - a. It was the resolution from the 1920s that tried to outlaw war.
  - b. It was the resolution that ended the Cold War.
  - c. It was the resolution that denounced terrorism after the attacks in New York on Sept. 11, 2001.
  - d. **It was the resolution that enabled the General Assembly to take over the funding of the Korean War.**
  
12. What is the network of agencies called that work together to monitor the sale of dual use technologies?
  - a. **Non-proliferation regimes**
  - b. The International Atomic Energy Agency (IAEA)
  - c. The United Nations Commission on Science and Technology (UNCTAD)
  - d. Collective security
  
13. What is the difference between a refugee and an Internally Displaced Person (IDP)?
  - a. Refugees are allowed to work in the host country, IDPs cannot.
  - b. Refugees fled their homes due to violence, IDPs left to seek employment.
  - c. **Refugees crossed an international border, IDPs did not.**
  - d. Refugees are typically unwelcome in their host countries, IDPs are welcomed.

14. When doing country-specific research, the three decision makers you should focus on are: the national leader, the foreign minister, and
- The Chief of Staff
  - The head of the armed forces
  - The UN Permanent Representative**
  - The Under-Secretary for Policy Development
15. Which of the following is an authoritative source to determine the US position on a policy issue?
- The Huffington Post
  - The State Department**
  - The New York Times
  - Twitter
16. Contrast the League of Nations and the United Nations in how they dealt with conflict between states.
17. Define collective security and give an example of it in use.
18. Explain how a regional agency can be useful in conflict resolution.
19. Chapter 5 lists several types of 3rd party intervention. Of these, which do you think is the most effective form of non-violent conflict resolution. Why?
20. Has the era of effective peacekeeping ended? What are the main challenges to peacekeeping in this day, and can they be overcome?



## Chapter 5 Teaching Strategies and Exercises

Peacekeeping is perhaps the most prominent part of the United Nations, so students will likely already know something about this chapter. The challenge then is not introducing new information, but countering already learned misconceptions!

### Classroom Exercises

1. It is always eye-opening to ask students which countries they think are the main contributors to peacekeeping operations, then pull up the list of actual contributors. Talk about why Great Powers have little to no presence in the UNPKO, and why three or four countries provide most of the troops. (LO5.2, LO5.3, LO5.8, LO5.12)  
<https://peacekeeping.un.org/en/troop-and-police-contributors>
2. The visible failure of high-profile peacekeeping missions is a dominant criticism of the UN students will probably be familiar with. Two effective responses are to use the failures to illustrate the limitations of peacekeeping as a tool, and to contrast the failures with cases of success. Have a class discussion on why some missions fail while others succeed. (LO5.8)
3. Spend some time going over the politics and logistics of peacekeeping missions. The book does not go into much detail on this, but it would be helpful to define what a mission mandate is, how missions are funded and staffed, and how the UNPKO operates. (LO5.2, LO5.3, LO5.8, LO5.12)
4. Non-proliferation regimes are not well known, but play a fascinating role in the global economy. The text uses an example of possible centrifuges being shipped to Libya (which happened in the 1990s). Pick another example of a dual use item and trace the path from producer, to shipper, to state consumer. This exercise would be powerful if students had to find the information, or done together as a class. (LO5.10)
5. The plight of refugees is central to the narrative of the comic in the book. At the end of this chapter, the UNHCR is introduced. There are lots of misconceptions about refugees and how easy it is for them to gain entrance to a host country. Take some time to outline the asylum process so students can see how long and difficult it is, how thoroughly they are vetted before gaining entry to a host nation, and how few of them complete the journey to admittance. Most communities have at least some refugees, so it might be helpful to explore your local refugee placement services and the local refugee population so students can see them as people not statistics or amorphous threats. (LO5.11)
6. Exercise 5.a) Assess a Peacekeeping Mandate. See the material below. (LO5.2, LO5.3, LO5.8, LO5.12)

### Online Exercises

Classroom activities 1, 5, and 6 above can be easily done online.

7. Review the information and resources at the Department of Political and Peacebuilding Affairs webpage for prevention and mediation. You might also look at the online Mediation Resources that committee makes available to its practitioners. On the discussion board in the class LMS, discuss the topic "Mediation efforts made by the UN are as likely to fail as they are to succeed." (LO5.3, LO5.4)  
<https://dppa.un.org/en/prevention-and-mediation>  
<https://peacemaker.un.org/resources>
8. Contrast the Court of Arbitration in the International Chamber of Commerce (ICC) with

the International Court of Justice (ICJ). In a well-written two page paper, discuss the difference between them in types of cases and the legal authority of their rulings. (LO5.5)

<https://iccwbo.org/dispute-resolution-services/icc-international-court-arbitration/>  
<https://www.icj-cij.org/en>

9. Using digital resources, compare the peacekeeping efforts of various regional organizations. Which one engages in peacekeeping the most? Which is most effective? (LO5.6)

[https://www.nato.int/cps/en/natohq/topics\\_52060.htm](https://www.nato.int/cps/en/natohq/topics_52060.htm)  
<https://unoau.unmissions.org/peacekeeping-planning-and-management>  
[https://eeas.europa.eu/headquarters/headquarters-homepage/430/military-and-civilian-missions-and-operations\\_en](https://eeas.europa.eu/headquarters/headquarters-homepage/430/military-and-civilian-missions-and-operations_en)  
<http://www.oas.org/sap/peacefund/PeaceMissions/>  
<https://asc.fisipol.ugm.ac.id/2018/05/30/asean-un-peacekeeping-operations-international-day-un-peacekeepers/#:~:text=To%20date%2C%20ASEAN%20countries%20have,male%20and%20180%20female%20personnel>  
<https://anzacday.org.au/peace-keeping>

## Assessing a Peacekeeping Mission Mandate

### Objective

This exercise will combine this chapter's areas of security and research by examining a current peacekeeping mission. Students will demonstrate competence in the research methods needed to be a successful delegate by finding the information requested for this assignment. In addition, by looking closely at actual peacekeeping missions and their mandates, students will gain a deeper understanding of how peacekeeping mission operations are conducted.

### Setup

Students will go to the Department of Peacekeeping Operations (DPKO) website (<http://www.un.org/en/peacekeeping/>) and either select, or be assigned by the instructor, a review of a current peacekeeping mission. The debrief will work best if the students research different DPKO missions. Students should identify the following details of their assigned mission:

- Name of Mission
- One-paragraph summary of the context for the mission. Why are the blue helmets there?
- Number of DPKO Troops currently deployed:
- Countries supplying those troops:
- What country is in local command of the mission?
- Current year budget for the mission:
- Countries supplying those funds:
- Security Council resolution establishing the mission:
- One-paragraph summary of the mission mandate:
- One-paragraph assessment of the progress of the mission:

In addition to the general mission information, students should approach the mission from a country-specific viewpoint. If early in the preparation process, the instructor should assign a country to each student, focusing on Security Council members and countries in the affected region. If later in the preparation process, students should use the country they are representing at conference. From the assigned country's point of view, answer the following questions:

- Does your country support or oppose the mission?
- What element of the mission mandate would your country like to see removed or added?
- What additional step can the global community take to help resolve the underlying issue that necessitated this mission?
- Attach at least two PDFs of the sources you used for this country-specific information.

## **Debrief**

After the research has been submitted, have a class discussion comparing the scope and scale of each DPKO mission.

- Is there a pattern between the size of the mission and the rules of engagement in the mandate?
- Can you tell from the DPKO website if a mission is peacekeeping, peacemaking, or peacebuilding?
- Which countries provide the most troops to these missions?
- Which provide the leadership?
- Which provide the most funding?
- What insights are gained by these comparisons?

In addition to discussing the details of the missions, discuss the research experience.

- Is the DPKO website more or less user friendly than expected?
- How easy or difficult was it to find the country-specific information?
- What successful search strategies can be shared with classmates?
- Was the research experience worthwhile? Why or why not?

## Chapter 5 Exercise Worksheet

### Assessing a Peacekeeping Mission Mandate

Name \_\_\_\_\_

Following the directions given by your instructor, give the following information for your assigned mission from the DPKO website: <http://www.un.org/en/peacekeeping/>.

1. Name of Mission \_\_\_\_\_

2. Write the purpose of the mission.

3. Number of DPKO Troops currently deployed \_\_\_\_\_

4. Countries supplying those troops.

5. Country in local command of the mission \_\_\_\_\_

6. Current year budget for the mission \_\_\_\_\_

7. Countries supplying those funds.

8. Security Council resolution establishing the mission \_\_\_\_\_

9. Summarize the mission mandate.

10. Assess the progress of the mission.

Answer the following from your assigned country's perspective:

11. Does your country support or oppose the mission?

12. What element of the mission mandate would your country like to see removed or added?

13. What additional step can the global community take to help resolve the underlying issue that necessitated this mission?

14. Attach at least two PDFs of the sources you used for this country-specific information.

During your class debriefing session, answer the following:

15. Is there a pattern between the size of the mission and the rules of engagement in the mandate?

16. Can you tell from the DPKO website if a mission is peacekeeping, peacemaking, or peacebuilding? \_\_\_\_\_

17. Which countries provide the most troops to these missions?

18. Which countries typically provide the leadership? Which provide the most funding? What insights are gained by these comparisons?

In addition to discussing the details of the missions, discuss the research experience.

19. Is the DPKO website more or less user friendly than expected?

20. How easy or difficult was it to find the country-specific information?

21. What successful search strategies can be shared with classmates?

22. Was the research experience worthwhile? Why or why not?