



### Caring

- New values/interests
- Changes in attitudes/worldviews
- Develop respect/trust/compassion

### Human Dimension

- Positionality, bias, and social responsibility
- Learning about others (peers, local, global)
- Collaborative work
- Personal growth and appreciation

### Integration

- Connections btw ideas within course/btw disciplines/beyond classroom
- Co-creation of content, class environment
- Utilization of student diversity

### Learning How to Learn

- Successful navigation of course, effective engagement with subject, self-direction
- Involve students in research or practice-oriented learning, diverse approaches

### Application

- Skills/competence required for course/subject field
- Critical, creative, and practical thinking
- Professional projects and real-world problems?

### Foundational Knowledge

- Content to understand, ideas to construct
- Different ways of knowing to engage in
- Opportunities to challenge the constitution of knowledge and privilege in knowledge construction

#### LO7

**Reflect** upon changes in your understanding of global politics and your responsibility for a sustainable world as a result of learning and simulated experiences.

#### LO3

**Reflect** upon your own positionality in relationship to various competing responses to the core tensions at the UN.

#### LO6

**Integrate** personal learning and experience with that of your peers through collaborative group work and peer assessment.

#### LO4

**Develop** skills in critical thinking, research and communication, public speaking, and collaboration in relation to global governance and policy negotiation.

#### LO5

**Demonstrate** skills required by LO4 through active collaboration, negotiation, and presentation as part of a simulated negotiation of a current global issue, through class discussion activities, and in the submission of a major solo writing assignment.

#### LO1

**Describe** the three primary objectives of the UN and their associated institutional bodies.

#### LO2

**Develop** a critical understanding of two major tensions associated with the socio-political and economic structures of the UN: statism versus globalism and power versus representation.





**LO1**  
**Describe** the three primary objectives of the UN and their associated institutional bodies.

**LO2**  
**Develop** a critical understanding of two major tensions associated with the socio-political and economic structures of the UN: statism versus globalism and power versus representation.

**LO3**  
**Reflect** upon your own positionality in relationship to various competing responses to the core tensions at the UN.

**LO4**  
**Develop** skills in critical thinking, research and communication, public speaking, and collaboration in relation to global governance and policy negotiation.

**LO5**  
**Demonstrate** skills required by LO4 through active collaboration, negotiation, and presentation as part of a simulated negotiation of a current global issue, through class discussion activities, and in the submission of a major solo writing assignment.

**LO6**  
**Integrate** personal learning and experience with that of your peers through collaborative group work and peer assessment.

**LO7**  
**Reflect** upon changes in your understanding of global politics and your responsibility for a sustainable world as a result of learning and simulated experiences.

**Mid-Term 25%**

- Foundational Knowledge
- Application
- Competence

**Quizzes/Check-Ins 10%**

- Foundational Knowledge
- Equity
- Learning how to learn

**Position Papers 15%** (simulation)

- Resourcefulness, Connection & purpose
- Application + Policy + Presentation

**Country Overview 10%** (simulation)

- Global/Cultural knowledge
- Creative Skills + Presentation

**Final Paper 25%**

- Reflection & Connection
- Critical Thinking and Analysis
- Resourcefulness

**Participation 12%** (simulation)

- Caring, & resourcefulness
- Learning how to learn
- Integration, connections, purpose

**Peer Review & Debriefs 3%** (simulation)

- Caring & Equity
- Purpose

*Decolonial, Accessible, and Anti-Racist  
 Lecture Content &  
 Class Environment &  
 Discussions*



# POLS 366

## Course Planning

**Quizzes/Check-Ins** are 15min mc quizzes that are content focused to gauge comprehension of lecture and readings content. (possible learning reflection component?)

The **Mid-Term** is a large take-home synthesis evaluation with critical analysis questions on lecture content.

**FLIPPED** classes require students to view some short lecture content prior to class, where readings and other extending literature will be engaged with through active learning.

**Regular** classes are standard lecture-format. Students are expected to have completed some reading before.

**WEEK 11**

WED NOV 16 – **MID-TERM EXAM**

FRI NOV 18 – **INTRO TO NEGOTIATIONS SECOND POSITION PAPERS DEADLINE\***

**WEEK 8**

WED OCT 26 – Global Economic Management and Development **QUIZ/Check-in**

FRI OCT 28 – **FLIPPED Sustainable Development Goals ECOSOC SDG ACTIVITY**

**WEEK 5**

WED OCT 5 – From Human Dignity to Human Rights **QUIZ/Check-in**

FRI OCT 7 – **FLIPPED International Norms and Universal Human Rights COUNTRY TEAM EXERCISE**

**WEEK 2**

WED SEP 14 - The Structure of the United Nations

FRI SEP 16 – *Practice* **FLIPPED UN Security Council Resolution 1325 Policy Brief Activity**

**WEEK 12**

WED NOV 23 – **FULL ECOSOC PLENARY DAILY DEBRIEF**

FRI NOV 25 – **FULL ECOSOC PLENARY DAILY DEBRIEF**

**WEEK 9**

WED NOV 2 – Global Environmental Responsibility

FRI NOV 4 – **FLIPPED Confronting Global Risk – Climate Change REGIONAL MEETING EXERCISE**

**WEEK 6 – FALL BREAK**  
Oct 11-14

**WEEK 3**

WED SEP 21 – Collective Security and Peacekeeping **GROUPS CONFIRMED QUIZ/Check-in**

FRI SEP 23 - **FLIPPED Confronting Global Risk – War in Ukraine COUNTRY TEAM EXERCISE**

**WEEK 13**

WED NOV 30 – **FULL ECOSOC PLENARY DAILY DEBRIEF**

FRI DEC 2 – **SIMULATION DEBRIEF PEER REVIEW DUE DEC 5**

**WEEK 10**

WED NOV 9 – Where now for the UN? *Exam Review*

FRI NOV 11 - **FLIPPED POSITION PAPER PRESENTATIONS**

**WEEK 7**

WED OCT 19 - Legislating and Enforcing Human Rights

FRI OCT 21 – **FLIPPED Confronting Global Risk – Migration REGIONAL MEETING EXERCISE COUNTRY OVERVIEWS DUE**

**WEEK 4**

WED SEP 28 – Decolonizing UN Peacekeeping

FRI SEP 30 – Optional UNDRIP Teach-In **CLASS CANCELLED**

**EXAM PERIOD – FINAL PAPERS DUE**

DUE FRI DEC 9/12  
GRACE PERIOD TO DEC 19

~2,500 Words

**CHOICE BETWEEN:**

- Simulation Reflection
- Critical Policy Brief

**SIMULATION PRACTICE OR RELATED PARTICIPATION**

The simulation stems from the July 2022 UN General Assembly resolution on the Human Right to enjoy a secure and healthy environment. ECOSOC and its Regional Commissions are tasked with drafting an implementation guide for states to fulfill the obligations of this global agreement.

**COUNTRY OVERVIEWS** are a creative submission (video, infographic, etc) that summarize the country's relationship to the issue.

**POSITION PAPERS** are more formal documents which present country recommendations for implementation. Part of the guidance is to draw connections to relevant SDGs. They are graded on a presentation component.

**DAILY DEBRIEFS** are 5-10min surveys submitted after each plenary and a full 20-30min **PEER REVIEW** is submitted at the end of the negotiations.

