

The United Nations: Challenges and Change



THE CHOICES PROGRAM

Explore the Past... Shape the Future

History and Current Issues for the Classroom

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The Choices for the 21st Century Education Program is a program of Continuing Education and the Thomas J. Watson Jr. Institute for International Studies at Brown University.

The Choices Program develops curricula on current and historical international issues and offers workshops, institutes, and in-service programs for high school teachers. Course materials place special emphasis on the importance of educating students in their participatory role as citizens.

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The United Nations: Challenges and Change is part of a continuing series on international public policy issues. New units are published each academic year and all units are updated regularly.

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THE CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM is a program of the Watson Institute for International Studies at Brown University. CHOICES was established to help citizens think constructively about foreign policy issues, to improve participatory citizenship skills, and to encourage public judgement on policy issues.



The Watson Institute for International Studies was established at Brown University in 1986 to serve as a forum for students, faculty, visiting scholars, and policy practitioners who are committed to analyzing contemporary global problems and developing initiatives to address them.

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The Choices Approach to Current Issues

Choices curricula are designed to make complex international issues understandable and meaningful for students. Using a student-centered approach, Choices units develop critical thinking and an understanding of the significance of history in our lives today—essential ingredients of responsible citizenship.

Teachers say the collaboration and interaction in Choices units are highly motivating for students. Studies consistently demonstrate that students of all abilities learn best when they are actively engaged with the material. Cooperative learning invites students to take pride in their own contributions and in the group product, enhancing students' confidence as learners. Research demonstrates that students using the Choices approach learn the factual information presented as well as or better than those using a lecture-discussion format. Choices units offer students with diverse abilities and learning styles the opportunity to contribute, collaborate, and achieve.

Choices units on current issues include student readings, a framework of policy options, suggested lesson plans, and resources for structuring cooperative learning, role plays, and simulations. Students are challenged to:

- recognize relationships between history and current issues
- analyze and evaluate multiple perspectives on an issue
- understand the internal logic of a viewpoint
- identify and weigh the conflicting values represented by different points of view
- engage in informed discussion
- develop and articulate original viewpoints on an issue
- communicate in written and oral presentations
- collaborate with peers

Choices curricula offer teachers a flexible resource for covering course material while actively engaging students and developing skills in critical thinking, deliberative discourse, persuasive writing, and informed civic participation. The instructional activities that are central to Choices units can be valuable components in any teacher's repertoire of effective teaching strategies.

The Organization of a Choices Unit

Introducing the Background: Each Choices curriculum resource provides historical background to the issue and student-centered lesson plans that engage students in exploration of critical issues raised. This historical foundation prepares students to analyze a range of perspectives and then to deliberate about possible approaches to contentious policy issues.

Exploring Policy Alternatives: At the core of each Choices unit is a framework of three or four divergent policy options that challenges students to consider multiple perspectives. Students understand and analyze the options through a role-play activity. The setting of the role play varies depending upon the topic. It may be a Congressional hearing, a meeting of the National Security Council, or an election campaign forum. In groups, students explore their assigned option and plan short presentations making the best case they can for it. Each

group, in turn, is challenged with questions from their classmates. The ensuing dialogue demands analysis and evaluation of conflicting values, interests, and priorities.

Encouraging Deliberation: After analyzing the options presented, students enter into deliberative dialogue, listening to one another as they explore the merits and trade-offs of the alternatives presented, explore shared concerns, and begin to articulate their own views. For further information on deliberation go to <www.choices.edu/deliberation>.

Exercising Citizenship: Armed with fresh insights from the deliberation with classmates, students articulate original, coherent policy options that reflect their own values and goals. Students' views can be expressed in letters to Congress or the White House, editorials for the school or community newspaper, persuasive speeches, or visual presentations.

Note to Teachers

At the turn of the twenty-first century, the United Nations is at the center of world affairs. With 193 member states and a vast network of global agencies, the UN undertakes work ranging from environmental regulation to refugee resettlement. Since Franklin Roosevelt steered the UN's formation, the United States has provided leadership and wielded unmatched influence within the United Nations. Today, as the international community debates changes to the UN, the United States must consider the role it will play within the organization. Behind this question are the more fundamental questions of how the UN should fit into international affairs and what should be the U.S. role in the world.

The United Nations: Challenges and Change introduces students to the idea of “collective security,” tracing the emergence of the League of Nations to the formation of the United Nations. This historical background prepares students to consider the record of the United Nations since it came into being. Students will examine the UN's role in the world through an evaluation of three areas of UN work—the Security Council, peacekeeping, and human rights. Each of these sections draws on case studies to foster thoughtful consideration of the UN's achievements and shortcomings.

•**Suggested Five-Day Lesson Plan:** The Teacher Resource Book accompanying *The United Nations: Challenges and Change* contains a day-by-day lesson plan and student activities that help build critical-thinking skills.

•**Alternative Study Guides:** Each section of reading has two distinct study guides. The standard study guide helps students gather the information in the readings in preparation for analysis and synthesis in class. It also lists key terms that students will encounter in the reading. The advanced study guide requires that students analyze and synthesize material prior to class activities.

•**Vocabulary and Concepts:** The reading addresses subjects that are complex and challenging. To help your students get the most out of the text, you may want to review with them “Key Terms” found in the Teacher Resource Book (TRB) on page TRB-41 before they begin their assignment. An “Issues Toolbox” is also included on TRB 42-43. This provides additional information on key concepts.

•**Primary Source Documents:** Materials are included in the student text (pages 32-37) that can be used to supplement lessons.

•**Additional Online Resources:** More resources, including videos and lessons, are available for free at <<http://www.choices.edu/unmaterials>>.

The lesson plans offered here are provided as a guide. Many teachers choose to devote additional time to certain activities. We hope that these suggestions help you tailor the unit to fit the needs of your classroom.

Integrating this Unit into Your Curriculum

Units produced by the Choices for the 21st Century Education Program are designed to be integrated into a variety of social studies courses. Below are a few ideas about where *The United Nations: Challenges and Change* might fit into your curriculum.

U.S. History/Government: The founding of the United Nations at the end of World War II marked a new stage in U.S. history and foreign policy. U.S. leadership has played a defining role in the UN since its 1945 beginning. From President Roosevelt’s authorship of the organization’s founding documents, through the tense years of the Cold War, to the controversial peacekeeping missions and Security Council decisions of the late twentieth and early twenty-first century, the UN has been shaped by the attitudes and policies of the United States. Through an examination of the history of the UN as an organization, and a close look at some of the UN’s recent successes and failures, students can understand the integral role the United States has played in the UN. They will enter the current debates around the UN aware of the potential for U.S. influence in the process and conscious of how UN reforms will affect the United States.

World History: The deaths and catastrophes of the late twentieth and early twenty-first century—AIDS, genocides, civil conflict, terrorism, and starvation—beg questions about how today’s world came into being. *The United Nations: Challenges and Change* focuses on the development of a system of international cooperation, analyzing how the current situations in countries around the world have been shaped by this organization of states. In tracing the evolution of the

UN, students will follow shifts in the balance of world power. The current discussion over possible reforms to the United Nations marks an important moment in world history. States are demanding that the UN reflect the views of more countries. Students will enter into this debate and begin to think about how different U.S. foreign policy decisions have and will continue to affect the course of world history.

Global Studies/Current Issues: The transnational security threats of terrorism, infectious disease, nuclear proliferation, environmental degradation, and poverty occupy leading spots in the news today. *The United Nations: Challenges and Change* helps students to understand how the UN is uniquely situated to address such problems. It also introduces them to the challenges faced by the organization at the beginning of the twenty-first century. Students will have the chance, through readings, case studies, and two simulations, to view the current controversy about the role of the UN from a variety of perspectives before defining their own views.

International Relations: In *The United Nations: Challenges and Change* students learn about the making and breaking of treaties, the legitimization of war, the tensions involved in upholding international standards, and the challenge of mobilizing political will. Students examine how and why the UN came to be, and begin to understand how the organization functions. The unit illustrates the implications of organizing an international system of sovereign states. A series of contemporary case studies allows students to see international relations at work.

Reading Strategies and Suggestions

This curriculum covers a wide range of issues over a long period of time. Your students may find the readings complex. It might also be difficult for them to synthesize such a large amount of information. The following are suggestions to help your students better understand the readings.

Pre-reading strategies: Help students to prepare for the reading.

1. You might create a Know/Want to Know/Learned (K-W-L) worksheet for students to record what they already know about the United Nations and what they want to know. As they read they can fill out the “learned” section of the worksheet. Alternatively, brainstorm their current knowledge and then create visual maps in which students link the concepts and ideas they have about the topic.

2. Use the questions in the text to introduce students to the topic. Ask them to scan the reading for major headings, images, and questions so they can gain familiarity with the structure and organization of the text.

3. Preview the vocabulary and key concepts listed on each study guide and in the back of the TRB with students. The study guide asks students to identify key terms from the reading. Establish a system to help students find definitions for these key terms and others that they do not know.

4. Since studies show that most students are visual learners, use a visual introduction, such as photographs or a short film clip to orient your students.

5. Be sure that students understand the purpose for their reading the text. Will you have a debate later, and they need to know the information to formulate arguments? Will students write letters to Congress? Will they create a class podcast?

Split up readings into smaller chunks:

Assign students readings over a longer period of time or divide readings among groups of students.

Graphic organizers: You may also wish to use graphic organizers to help your students better understand the information that they are given. These organizers are located on TRB-8 and TRB-18. A graphic organizer for the options is provided on TRB-33. Students can complete them in class in groups or as part of their homework, or you can use them as reading checks or quizzes.

Comparing the League and the UN

Objectives:

Students will: Draw historical comparisons between the League of Nations and the UN.

Assess the priorities on which the League of Nations and the UN were founded and consider their own priorities regarding international relations.

Define key terms.

Required Reading:

Before beginning the lesson, students should have read the Introduction and Part I in the student text (pages 1-8) and completed “Study Guide—Part I” (TRB 5-6) or “Advanced Study Guide—Part I” (TRB-7).

Handouts:

“Comparing the League and the UN” (TRB 9-10)

In the Classroom:

1. Group Work—Divide students into small groups. Ask each student to fill out questions 1-2 of the handout with help from the group.

2. Establishing Priorities—Instruct students to complete question 3 individually once they have completed the preceding questions.

3. Tallying Responses—Read the list of “priorities” terms to the class, asking students to raise their hands for the values they listed first. For each term, ask those students whose hands are raised to explain their reasoning for prioritizing it first.

4. Comparing Responses—Allow students to ask questions of one another. Encourage students to ask questions seeking elaboration rather than placing judgement. For example, a good question might be:

When, if ever, should the international community overstep a state’s sovereignty and intervene in its domestic affairs?

Homework:

Students should read Part II in the student text (pages 9-24) and complete “Study Guide—Part II” (TRB 15-16) or “Advanced Study Guide—Part II” (TRB-17).

Name: _____

Study Guide—Part I

Vocabulary: Be sure that you understand these key terms from Part I of your reading. Circle ones that you do not know.

charter

international community

state sovereignty

diplomacy

nation

state

collective security

territorial integrity

treaty

human rights

self-determination

colonialism

veto

resolution

intervene

domestic affairs

1. List three reasons why the League of Nations failed.

a.

b.

c.

2. Which U.S. president led the international community in organizing the United Nations?

3. When and where was the UN Charter signed?

Date:

Place:

4. In your own words, define the following key principles of the UN Charter.

a. sovereignty:

b. self-determination:

c. territorial integrity:

5. Fill in the chart below.

UN organ	What it does

6. a. Which five states hold permanent seats on the Security Council?

b. What right do these permanent members have?

7. What is needed for a resolution to be passed by the Security Council?

8. Why do some states worry about the fairness of the Security Council?

9. By 1990, how had the UN changed since it was founded?

Foundations of the UN

Instructions: Use your reading to fill in the boxes below.

The League of Nations
Date it came into existence:
Why was it created?
What was the central principle of the League?

Why did the League of Nations fail?



Why was the UN created?
Date it came into existence:

The United Nations
<i>Below, list the three fundamental principles of the UN charter and give a one sentence definition for each.</i>
1.
2.
3.

Organs of the UN					
1.	2.	3.	4.	5.	6.

Comparing the League and the UN

Instructions: Working in groups, complete questions 1 and 2. Working independently, complete question 3. When you are finished with question 3, compare your responses to those of others in your group.

1. Fill in the table below, referring to the reading as needed.

	League of Nations	United Nations
What was the historical context for the organization's beginning?		
How did the organization propose to achieve international peace?		
Which countries were leading players in the writing of the founding document?		
Identify two leading criticisms of each organization.	a. b.	a. b.

2. Define in one sentence each of the following terms and indicate whether the term is identified with the League of Nations, the United Nations, both, or neither:

a. territorial integrity:

b. state sovereignty:

c. isolationism:

d. self-determination:

e. human rights:

f. collective security:

3. You are among a small group of individuals forging a new international organization. Your organization's objective, like that of the United Nations and the League of Nations before it, is to achieve international peace. What ideas will you prioritize in the founding of your organization? List three terms from question 2, in order of priority. In one sentence explain why you prioritized each as you have.

a.

b.

c.

Writing a Charter

Objectives:

Students will: Work cooperatively to write a charter.

Reflect on the process of charter-writing with respect to the founding of the United Nations.

Required Reading:

Students should have read Part I in the student text (pages 1-8) and completed “Study Guide—Part I” (TRB 5-6) or “Advanced Study Guide—Part I” (TRB-7).

Handouts:

“Writing a Charter” (TRB-12)

Note:

Students may find it helpful to refer to Chapter 1 of the UN Charter in the student text (page 32) as a guide for writing their charters.

You might also want to assign groups on the previous day to allow more time for the activity.

In the Classroom:

1. Getting Started—Read through the instructions as a class and assign students to groups of four.

2. Group Work—Explain to students that each group will write a charter for a high school sports conference. Instruct students to brainstorm and write as a group. Encourage students to participate actively and listen carefully.

3. Comparing Charters—Ask the presenter of each group to read the group’s charter to the class. After all groups have presented, make a chart on the board in which students can identify the similarities and differences among the charters. Encourage students to ask questions for clarification or elaboration of other groups.

4. Making Connections—Ask students to reflect on the charter writing process. What was most difficult? Were there differences of opinion that could not be resolved? Were all members pleased with the end product? Ask students to consider the context of the drafting of the UN Charter. What similar challenges might the drafters have faced? What other challenges did the drafters face? How might these challenges and differences of opinion have affected the language used in the charter?

Homework:

Students should read Part II in the student text (pages 9-24) and complete “Study Guide—Part II” (TRB 15-16) or “Advanced Study Guide—Part II” (TRB-17).

Writing a Charter

Instructions: Your small group is a committee of high school administrators representing a conference of schools in the city of Watsonville. The conference consists of five high schools. All the schools are known for their outstanding athletics. But in recent years the sports conference has faced growing concerns about poor sportsmanship among athletes and fans. Sporting events across the board have become aggressive on the field and overly rowdy in the stands. Two schools, in fact, refuse to shake hands after sporting events. Your committee has been appointed to create a conference sportsmanship organization to address this troubling situation before it worsens. The organization will create and enforce a code of sportsmanship for the conference. The organization's codes for sporting events will be binding for all athletes and spectators in the district.

Your job is to write the first chapter of the organization's founding document. Your charter should be approximately one page in length. It should outline the purpose of the organization, how it will achieve its aims, and the rules it will enforce. Your charter should not be simply a list of rules. Think also about how these codes of conduct will be enforced. By whom and with what consequences? Additionally, think about activities and programs that you may implement to improve sportsmanship, for example awarding a conference sportsmanship award for each sport.

Getting started: Your group should work collaboratively. Begin by brainstorming the goals of your organization. Then do the same thing for ideas about how the organization should work. Do the same to gather ideas for specific rules, and how they will be enforced. Your group should include a leader, a brainstormer, a scribe, and a presenter. The **leader** is responsible for getting the group started and keeping it on task. The **brainstormer** is responsible for making sure everyone's voice is heard and for writing down the ideas. The **scribe** is responsible for transcribing the charter to paper. You will write as a group. Finally, the **presenter** will present your charter to the rest of the class.

Questions to address:

1. What are the purposes and principles of your organization?
2. What are the rules for the sports conference?
3. What will be the consequences for players or crowd members who break these rules?
4. Who will have the authority to enforce the consequences? Individual schools? School district officials?
5. What types of programs will you institute to encourage good sportsmanship? Who will oversee such programs?

Role-Playing a UN Decision

Objectives:

Students will: Examine a hypothetical crisis from the perspective of another country.

Interpret the implications of a hypothetical UN resolution on the international community.

Explore and deliberate the possible responses to a hypothetical crisis.

Evaluate the UN decision-making system from a variety of perspectives.

Required Reading:

Students should have read Part II (pages 9-24) and completed the “Study Guide—Part II” (TRB 15-16) or “Advanced Study Guide—Part II” (TRB-17).

Scholars Online:

Short, free videos that you may find useful in this lesson are available at <http://www.choices.edu/resources/scholars_un_lessons.php>.

Handouts:

“Coping with Crisis” (TRB-19)

“Security Council Resolution #9737” (TRB 20-21)

“UN Member State Profiles” (TRB 22-27)

In the Classroom:

1. Briefing the Students—Distribute “Security Council Resolution #9737” and “Coping with Crisis” to all students. Assign each student the role of a UN member state described in “UN Member State Profiles,” and distribute the corresponding profiles to students.

2. Reading the Resolution—Have students read “Coping with Crisis.” Be sure students know that Avaroa is a fictional country. Read “Security Council Resolution #9737” as a class or in small groups. Much of the class period will be spent reading, comprehending, and discussing the resolution as a group. Inform

students that the resolution is written in the language of real Security Council resolutions and may be challenging. Direct students to Articles #4 and #5 for the crux of the resolution. This, like most resolutions, is more declarative than procedural. The thrust of the resolution as outlined in Article #5 simply calls on countries to impose economic sanctions.

3. Taking a Position—Have students read their assigned country profiles. Ask students to jot down ideas about whether their countries would support the resolution. Remind students that while there is no right answer, they should base their comments on the background provided in the country profiles. Divide students into groups according to the regional blocs. In those groups, each student should present his or her country’s reaction to the crisis and position regarding the resolution. Taking into consideration that only one country from each regional bloc will have a vote on the Security Council, students should use the remaining time to advocate for their interests, lobbying with other members of the regional bloc for a vote. (Students do not yet know which country in their regional bloc will have a vote on the Security Council.)

4. Preparing for the Vote—After you have reconvened as a class, take a vote of all students on the passage of the resolution. This represents a General Assembly vote. Next, the students representing the five permanent members of the Security Council should be asked to move to the front of the classroom. Choose the nonpermanent members by selecting one country from each regional area (Asia, Africa, Latin America, Western Europe, and Eastern Europe). For example, you may ask the students representing Indonesia, Tanzania, Brazil, Norway, and Romania.

5. The Security Council Vote—Remind students that the make-up of the Security Council in this role play is not accurate—the actual Council has fifteen rather than ten members and some regions send more than one nonpermanent member to the Council. Also,

remind each permanent member of their right to veto, but also of the fact that states rarely do so. Conduct the voting. Altogether the two rounds of voting should last only a few minutes.

6. Debriefing—Reflect with students on the UN voting process. Note whether the Security Council’s decision was different or the same as the General Assembly’s vote. Ask students to identify the countries whose votes had the most influence. Which had the least? Ask students whose assigned countries did not have a vote on the Security Council whether or not the final decision reflected the concerns they had voiced.

Ask students to express their opinions about the UN voting process and identify ways in which the process might be improved. You may want to show students Scholars Online videos relating to the UN Security Council and the UN’s ability to address human rights violations. Sample videos include: “What is the relationship between international human rights law and state sovereignty?” answered by Dennis Davis of the High Court of South Africa, “Why are there permanent seats in the UN Security Council?” answered by Paulo Sér-

gio Pinheiro of the Universidade de São Paulo, and “How has the ‘veto’ affected the UN?” answered by P. Terrence Hopmann of Brown University.

Suggestions:

In smaller classes, you may need to cut a few of the countries. Make sure not to eliminate any of the permanent members of the Security Council, and make sure to keep at least one country from each of the UN regional groupings (Asia, Africa, Latin America, Western Europe, and Eastern Europe). If you have a large class, you may want to assign two students to one country profile.

Time permitting, you may want to do the lesson over two days. On the first day, students could read the resolution and decide on their country’s position. On the second day, students could lobby, negotiate, and converse amongst themselves. Towards the end of class, you could hold the votes and debrief.

Homework:

Students should read “Options in Brief” in the student text (page 25).

Study Guide—Part II

Vocabulary: Be sure that you understand these key terms from Part II of your reading. Circle ones that you do not know.

mandate

representation

effectiveness

sanctions

ceasefire

disarmament

peacekeeping

peace enforcement

civil conflict

ethnic cleansing

democracy

humanitarian aid

development

regional organizations

NGO

1. Identify the key question corresponding to each of these issues surrounding UN reform.

a. Representation:

b. Mandate:

c. Effectiveness:

2. How was the Security Council divided over the issue of Iraq in 2002?

3. List two proposals that member states have suggested to reform the Security Council.

a.

b.

4. a. What was the aim of the UN peacekeeping mission in Bosnia?

b. How did this mission's limited mandate affect its ability to protect people in Bosnia?

5. What happened at Srebrenica?

6. What did the UN peacekeeping mission in Timor Leste do that no UN mission had ever attempted to do before?

7. What are two of the Millennium Development Goals?

a.

b.

8. What has been the greatest achievement of the UN in the area of human rights?

9. List five of the major elements of the Universal Declaration of Human Rights.

a.

d.

b.

e.

c.

10. Why did Former Secretary-General Kofi Annan suggest replacing the Commission on Human Rights?

11. a. What step did the UN take regarding Sudan in July 2007?

b. Why didn't the UN take this step earlier?

UN Reform

Instructions: Use your reading to fill in the boxes below.

Representation

Definition:

Why is this a source of controversy in the UN?

How could the UN be reformed to address these concerns?

List two case studies for REPRESENTATION below.

- 1.
- 2.

What issues or questions do these case studies raise about the UN?

Mandate

Definition:

Why is this a source of controversy in the UN?

How could the UN be reformed to address these concerns?

List two case studies for MANDATE below.

- 1.
- 2.

What issues or questions do these case studies raise about the UN?

Effectiveness

Definition:

Why is this a source of controversy in the UN?

How has the UN attempted to address this problem with respect to human rights?

List two case studies for EFFECTIVENESS below.

- 1.
- 2.

What issues or questions do these case studies raise about the UN?

Coping with Crisis

The recent kidnapping of Avaroanian Vice President Mitu has focused the international community's attention on Avaroa, a small, oil-producing South American country. Blamed on guerilla forces, the kidnapping is the latest in a series of attacks against the Avaroanian government. Leadership of the state has changed hands six times in the last decade, and the newly elected government has a shaky hold on Avaroa, especially its rural areas. An emerging democracy, the government uses political violence and intimidation to maintain control. The current president is a former general whose association with a militia group that kills unarmed civilians is thought to have intimidated voters into electing him.

A petroleum-rich nation, Avaroa's economy is at the mercy of constantly fluctuating oil prices. Because the government controls the oil industry, guerillas engage in drug-trafficking to finance their operations. The chaos of this unstable state creates informal markets through which foreign drug cartels can easily move and obtain drugs.

In an attempt to solidify its power, the government has created laws prohibiting freedom of expression, coming down particularly hard on anyone who speaks out against the government. This denial of freedom of expression, coupled with the country's lack of stable infrastructure and public transportation, cripples communication between Avaroanian citizens who wish to organize against the government. News about the state's rampant human rights abuses travels slowly; average citizens are either unaware of the atrocities being committed outside their communities, or they are scared into silence. Those who work to ensure basic human rights are seen as anti-government and

become the targets of harassment and sometimes violence. The government has been accused of numerous human rights abuses, including prohibiting labor organizations, exerting state control over the courts, abusing prisoners, and controlling the media.

In response to this repression, a number of guerrilla groups have formed to oppose the government. Leading up to the vice president's kidnapping, these groups had taken control of a number of villages in the countryside. Possibly due to the general public's fear of speaking out against the state, the guerillas do not have the popular support needed to overthrow the government. Instead they employ terrorist tactics to scare the Avaroanian government.

At the same time, loosely organized pro-government groups have been growing in number and strength. These militia forces are not officially government-sponsored but they have close ties to the military and it is clear that the government has turned a blind eye to their criminal actions. These groups often violently enforce the government laws that limit freedom of expression. Pro-government militia groups have also been condemned internationally for kidnapping journalists and for their widespread use of child soldiers.

Violence in the rural areas of Avaroa is widespread and deadly. In the last two years, hundreds of civilians have been massacred in attacks by pro-government groups and by the guerillas. This violence has forced thousands of civilians to flee across the borders, taking refuge in neighboring countries. A few such countries have sought UN aid to help them provide services for these refugees.

Security Council Draft Resolution #9737

Note to students: This resolution is written in the style and language of actual UN Security Council resolutions. You may find the language challenging. As you read, keep in mind that much of the text in this resolution is unnecessary to understanding the thrust of the resolution. Ask yourself, what specific actions does the resolution call on member states to take? What is the core message?

Germany, Britain: draft resolution

The Security Council,

Deeply troubled by recent developments in Avaroa, particularly the kidnapping of Vice President Mitu by rebel groups and by the fact that violent militia groups have claimed connections to the Government of Avaroa, expresses its intention to consider appropriate measures that might be taken against those individuals who threaten peace and the democratic process in Avaroa;

Condemning all violence, as well as violations of human rights, particularly against the civilian population;

Affirming the commitment of all Member States to the sovereignty, independence, unity and territorial integrity of Avaroa and its neighboring States;

Noting, with concern, that repeated acts of instability and unrest threaten efforts towards sustainable social and economic development;

Underlining that the Government of Avaroa and national authorities must remain committed to the promotion of the rule of law and human rights,

Noting that obstacles remain to Avaroanian stability, and determining that the situation in this country constitutes a threat to international peace and security in the region;

Reaffirming its full commitment to ensuring peace and stability in Avaroa;

1. *Urges* the Government of Avaroa and all parties concerned in the region to denounce

the use of and incitement to violence, to condemn unequivocally violations of human rights and of international humanitarian law;

2. *Demands* that the Government of Avaroa end the climate of impunity in Avaroa by identifying and bringing to justice all those responsible for the widespread human rights abuses and violations of international humanitarian law and insists that the Government of Avaroa take all appropriate steps to stop all violence and atrocities, and further requests the Secretary-General to report in thirty days, and monthly thereafter, to the Council on the progress or lack thereof by the Government of Avaroa on this matter and expresses its intention to consider further actions on the Government of Avaroa, in the event of non-compliance;

3. *Affirms* that internally displaced persons, refugees and other vulnerable peoples should be allowed to return to their homes voluntarily, in safety and with dignity, and only when adequate assistance and security are in place;

4. *Calls* upon all states to take urgent, effective measures to terminate all collaboration with the abusive government of Avaroa in the political, economic, trade, military and nuclear fields and to refrain from entering into other relations with that government in violation of the relevant resolutions of the United Nations.

5. *Requests* all States, pending the imposition of comprehensive mandatory sanctions against Avaroa, to take legislative, administrative and other measures, individually or collectively, as appropriate, to isolate Avaroa politically, economically, militarily and culturally, in accordance with the relevant resolutions of the General Assembly;

6. *Encourages* all Avaroanian parties to engage in dialogue in a spirit of compromise with a view to a lasting political solution;

7. *Requests* the Secretary-General to keep it informed on a regular basis of developments in the situation of Avaroa, the progress

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of a peace agreement, the action taken by the Avaroanian authorities following the Council's recommendations in the fight against impunity and the return of displaced persons to their homes, and to submit a report on these developments every three months;

Decides to remain actively seized of the matter.

UN Member State Profiles

United States: The United States is a permanent member of the UN Security Council and a prominent voice in the United Nations. As one of the richest countries in the world, the United States wields a great deal of economic, political, and military power globally. The U.S. military is the world's largest and its economy dominates world markets. The United States' power has given it a leadership role in the world that some contest or resent. The U.S. invasion of Iraq in 2003 created distance between the United States and its historical allies, but in recent years the United States has been working to take a more cooperative stance within the United Nations.

Relationship to Avaroa: Avaroa relies heavily on the United States as a trading partner. The United States has an interest in economic and political stability in Avaroa. Sanctions would strain U.S. oil imports. The United States has stated that strengthening democracy in Avaroa is a leading foreign policy concern, and has voiced commitment to working with the current government. Human rights groups are actively pressuring the U.S. government to take a strong stance against the Avaroanian government.

Russia: Russia, formerly part of the Soviet Union, is a permanent member of the UN Security Council. During the Cold War, antagonism deadlocked the Security Council. The now democratic Russia faces ongoing economic, political, and security concerns. In recent years, the central government of Russia has curbed the authority of provincial governments, which for many calls to mind its recent history of totalitarianism. Others argue that this is a necessary measure to fight terrorism. After the fall of communism and the breakup of the Soviet Union, U.S.-Russia relations have become more amiable and Russia has shown relatively less interest in foreign affairs.

Relationship to Avaroa: Russia has little economic interest in Avaroa. Having been widely identified as a state with a poor hu-

man rights record, Russia is unlikely to initiate intervention in Avaroa that may take the government to task on this issue. Russia is sympathetic to the Avaroanian challenge of stemming the tide of terrorism.

Britain: A permanent member of the UN Security Council and a founding member of NATO, Britain plays a prominent role in the international community. While Britain is a member of the European Union and holds strong ties to European countries, it also upholds a longstanding and close alliance with the United States. For example, the United Kingdom was a leader in the 2003 coalition to oust Iraq's Saddam Hussein. It has also taken the lead in many international efforts of the UN and NATO. Britain, once the greatest imperial power in the world, maintains some economic and political ties to its former colonies.

Relationship to Avaroa: The British government has repeatedly spoken out against the violence in Avaroa. The government has suggested that regime change may be the only way to ensure peace between the government and the rebels.

France: A leading European power and a permanent member on the UN Security Council, France is a powerful voice in the international community. France is a member of the European Union and contributes significantly to the European and world economies. French leaders, on principle, oppose intervention or sanctions in countries unless there is evidence of significant threat to the international community. France has a history of democratic socialist government, but in recent years the country appears to be moving in the direction of more conservative politics.

Relationship to Avaroa: The French government recently suggested that while the situation in Avaroa was deplorable, it did not warrant military intervention. France has stated that it opposes comprehensive sanctions

Name: _____

but that it would not veto a resolution suggesting sanctions.

China: China is the most populous country in the world and the only undemocratic permanent member of the UN Security Council. For over a half-century China was governed by a communist government that kept China politically, culturally, and economically closed to the world. But in recent years China has made strides towards opening its economy and society. Today, its economy is one of the largest in the world. China's communist government has been a source of international concern and scrutiny. Many see its liberalizing economy as a positive step toward democracy. But many remain concerned about possible political repression and China's history of human rights abuses. Most countries have taken a soft line in dealing with China for fear of losing a key trading partner or distancing China further from the international community.

Relationship to Avaroa: China is the leading known seller of arms to the guerrillas. China has not taken an official position on possible UN intervention, but it is widely assumed that it would resist the imposition of economic sanctions.

Brazil: Brazil is the largest and most populous country in South America and the world's fifth largest in the world in square miles. Its economy is among the world's largest and key to both regional and world markets. Brazil is one of the most economically unequal countries in the world, with a small wealthy class controlling most of the country's wealth while much of the rest of the population lives in poverty. Having emerged from dictatorship in the mid-1980s, Brazil's democracy is relatively young but robust. In recent years, Brazil has been known for its progressive politics. Brazilian leaders have led the world in efforts for social justice. Many of these efforts focus on challenging U.S. dominance around the world and giving developing countries a greater voice in the international community. To that end, many have lobbied for Brazil to take a

permanent seat on the UN Security Council to represent developing countries.

Relationship to Avaroa: Brazil is very concerned about regional stability and is interested in seeing Avaroa's government survive the crisis. The Brazilian government is skeptical of economic sanctions, expressing concern that sanctions would only increase illegal sales of drugs and arms in South America, destabilizing the region.

India: India is the largest democracy in the world. Its economy is large and rapidly growing, but the majority of its population continues to live in poverty. India is among a handful of states around the world that possesses nuclear weapons. Tensions run high between India and its neighbor to the north, Pakistan. Today the leaders of both states speak for peace, but terrorism and violence continues. A UN peacekeeping mission, established in 1949, remains in a border region between the states. India is a top contributor of troops to other UN peacekeeping missions around the world. As a growing economic power and the world's largest democracy, many contend that India deserves a permanent seat on the UN Security Council.

Relationship to Avaroa: India has offered peacekeeping troops to a prospective mission. Avaroa is a rising market for many Indian goods, but otherwise India has little foreign policy interests in the country.

South Africa: One of the founding members of the UN Charter, the UN denied South Africa voting rights between 1970 and 1994 because of its policies of racial segregation, or apartheid. Since South Africa became a democracy in 1994, it has played an active role in UN work. Today, it is a significant contributor of troops to UN peacekeeping missions. South Africa is a regional economic power and takes a leading political role in Africa. But unemployment and poverty remain grave concerns. In addition, South Africa's crime and HIV-infection rates are among the highest in the world. White South Africans (a Europe-

an-descended population) control most of the wealth in the country, but black South Africans control the South African government. Many argue that if Africa gets a permanent seat on the Security Council, it should go to South Africa.

Relationship to Avaroa: South Africa sells tanks and aircraft to the Avaroanian government. South Africa has not taken a position on the conflict on record, but it is unlikely it would oppose a resolution drafted by other prominent states.

Egypt: The most populous country in the Arab world, Egypt is a key leader in the Middle East. Historically, Egypt has played an important role in the peace process between Palestinians and Israelis, its neighbors to the north. In 2011, the people of Egypt staged mass protests and overthrew their government—an undemocratic and repressive regime that had been in power for three decades. This revolution was one of many that swept across North Africa and the Middle East in 2011. In what has become known as the “Arab Spring,” citizenries in these countries rose up in opposition to their repressive governments. Egypt is almost entirely Muslim and has strong ties to the West. It is a highly indebted country and receives a great deal of foreign aid, particularly from the United States.

Relationship to Avaroa: Egypt is largely impartial to the conflict but other states are placing a great deal of pressure on Egypt to support action in Avaroa.

Nigeria: Nigeria, a large West African country, recently became a democracy after years of military rule. Nigeria is an extremely oil-rich country. Despite the country’s mineral wealth, much of the country lives in poverty. Nigeria is Africa’s most populous country and contains one of the largest Muslim populations of any country in the world. Only half of the country is Muslim, and more than 40 percent practice Christianity. With more than 250 ethnic groups, Nigeria is tremendously culturally diverse. Religious and ethnic tensions

run high in many parts of the country. It is a major contributor of personnel to UN peace-keeping missions and also takes a leading role in Africa’s regional organization, the African Union (AU). For its size and regional importance, some nominate Nigeria as a deserving candidate of a permanent seat on the UN Security Council.

Relationship to Avaroa: Nigeria would welcome the additional oil sales that economic sanctions against Avaroa would bring, but has voiced neither support nor opposition to intervention.

Liberia: The West African country of Liberia has been ravaged by civil war for much of its recent history. In 2003, the United Nations brokered a ceasefire between warring parties, which led to the resignation of the country’s president. A peacekeeping force of more than nine thousand uniformed personnel remains in Liberia to provide security and support to the new government. The Liberian economy and population suffered tremendously from the civil war. The reconstruction of the country hinges on foreign aid, a great deal of which comes from the United States.

Relationship to Avaroa: Liberia has larger concerns about its relations with the powerful states on the Security Council than with Avaroa and is likely to vote with the majority.

Tanzania: Tanzania is a developing nation in southern Africa. A majority of Tanzania’s population relies on agriculture for its livelihood, but less than 5 percent of the country’s land is arable. The recipient of large amounts of international aid, Tanzania is highly indebted because much of this aid is in the form of loans. In addition to poverty and international debt, basic health care and HIV/AIDS, which afflicts about 5 percent of the population, are also concerns.

Relationship to Avaroa: Tanzania has offered exile to the leaders of the Avaroanian government, but otherwise has made little comment on the turmoil in South America.

Name: _____

Japan: As the third largest economy in the world, Japan is an economic powerhouse regionally and a leader in the global economy. Japan is technologically advanced and a leader in the fields of electronics. The island nation is also a significant player in regional politics. During World War II, Japan was an enemy of the UN's founding states, and it was not considered for permanent membership on the Security Council. As a current global power, many see Japan as an appropriate candidate for permanent membership. Today, Japan is a prominent voice in the UN and an important contributor of troops and resources to UN peacekeeping missions. It is also a top donor of international aid to poor countries.

Relationship to Avaroa: Japan sells arms to the Avaroanian government and has committed itself to helping the government establish peace and democracy in Avaroa. Japan provides a great deal of aid to the country and has argued that economic sanctions would only hurt the Avaroanian people.

Australia: For its size Australia is quite scarcely populated, with most people living in a few metropolitan areas. The country's interior is mostly arid "bush" not suitable for agriculture and undesirable for settlement. Australia remains a member of the British Commonwealth, recognizing the British monarch while having an independent government. Australia has one of the most advanced economies in the world. In recent years, Australia has developed extensive trade ties with China and other countries of Asia and the South Pacific. Australia upholds close relations with Britain and the other countries of the British Commonwealth, as well as the countries of the European Union.

Relationship to Avaroa: Publicly dismayed by the violence in Avaroa, Australia has taken an outspoken position against supporting either the rebels or the repressive Avaroanian government.

Pakistan: The predominantly Muslim state of Pakistan was formed when it separated from India in 1947. Pakistan is among a handful of states around the world that possesses nuclear weapons. Since the end of British rule in India, tensions between Pakistan and India have run high. Today the leaders of both states speak for peace, but terrorism and violence continues. A UN peacekeeping mission, established in 1949, remains in a border region of northern India today. Pakistan does not think the Security Council should have any permanent members.

Relationship to Avaroa: Pakistan is suspected of selling arms to the guerillas, but the country has not publicly admitted to this. It is unlikely to go against the international community in a decision on Avaroa.

Indonesia: Indonesia, which consists of nearly fourteen thousand islands, has suffered many years of economic mismanagement and military rule. The country's population is overwhelmingly Muslim and considered religiously moderate. It spans three thousand miles across the Pacific Ocean and is home to the largest Muslim population in the world. Following the attacks of 9/11, the Indonesian government supported all UN resolutions against terrorism. Still, the people of Indonesia had mixed opinions about the UN mission in Afghanistan and many participated in anti-American protests. Indonesia has also had problems with terrorism in recent years, which it has addressed with strong counterterrorism measures.

Relationship to Avaroa: Some members of the Security Council are pressuring Indonesia to vote against the resolution, but its president has expressed personal concern about the situation in Avaroa.

Iran: Since Iran's Islamic Revolution in the 1970s, the country has become progressively more distant from the international community. Formerly known as Persia, this region has long been an economic and cultural hub in the Middle East. Multiple ethnic groups compose

the Iranian population. Much of the country's population is Persian by descent rather than Arab, which is the ethnicity of the majority of people in neighboring countries to the west. Today, Iran remains highly autocratic, although some government leaders have made strides towards reform. The international community fears that Iran has been developing a nuclear weapons program. Some have deemed the Iranian government a sponsor of terrorism.

Relationship to Avaroa: Suspicious of the involvement of the West in Avaroa, a prominent Iranian official recently stated his belief that the United States is behind many of the human rights abuses of the Avaroanian state.

Argentina: Rich in resources, Argentina is one of South America's largest economies. The country experienced a severe economic crisis at the beginning of the millenium when it defaulted on its debt. While the economy has stabilized and showed signs of improvement, high unemployment and poverty persist and many Argentinians have yet to benefit from the economic recovery. Argentina's ties to the United States are close. Though it was hesitant to join the U.S.-led coalition in Iraq in 2003, Argentina was the only Latin American country to participate in the first Gulf War and in the 1994 UN operation in Haiti. It has also worked to restore relations with Brazil. Argentina hosted the 1998 UN climate change conference and has been a leading advocate for the nonproliferation of nuclear weapons.

Relationship to Avaroa: Argentina is concerned by the large number of Avaroanians flooding into Argentina as the crisis escalates. Argentina has offered to hold peace talks in Buenos Aires.

Dominican Republic: A longtime member of the UN, the Dominican Republic is the largest economy in the Caribbean. It shares the island of Hispaniola with the state of Haiti. Relations between the two countries are tense. Migrant workers and refugees from Haiti account for a significant minority of the population in the Dominican Republic. The

Dominican government has often sought international help for the people of Haiti to stem the flood of migration. Politically and economically, the Dominican Republic is dependent on the United States, its most important trading partner. It has also developed trade relationships and some loyalties to Western Europe, Japan, China, and Israel.

Relationship to Avaroa: Historically, the Dominican Republic has been a close ally of the Avaroanian government. At the same time, its close relationship with the United States means it is unlikely to take a stance opposing U.S. interests.

Mexico: Mexico has a close trading relationship with the United States and is an important player in the world economy. For nearly two decades, Mexico, the United States, and Canada have participated in a regional trading system called the North American Free Trade Association (NAFTA). NAFTA has had mixed effects in Mexico, promoting the growth of some industries and stifling the growth of others. Mexico is considered a middle-income country, but poverty is pervasive in many parts of the country. Like many Latin American countries, inequality in wealth is stark between the rich and the poor. A key international dispute revolves around Mexican immigration into the United States. Another concerns the trafficking of drugs over Mexico's borders.

Relationship to Avaroa: Much of Avaroa's international drug sales are believed to go through Mexico, including many sales to the United States. Mexico has identified severing illegal Avaroanian trade ties as a critical part of its efforts to fight drug trafficking.

Romania: A revolution in December 1989 marked the beginning of Romania's slow transition from the communist bloc to a democratic state that is now making strides towards integrating itself into western Europe. Romania joined NATO in 2004 and the EU in 2007. To this end, the state is working to stamp out

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corruption in its government. Romania supports broadening the Security Council.

Relationship to Avaroa: Little concern to Romania, the question of Avaroa is more important for Romania's relations with the rest of Europe. It is being pressured by Germany and the U.K. to support the resolution.

Ukraine: Though Ukraine achieved independence in 1991 with the dissolution of the USSR, it did not become democratic until the end of 2004. But the outcome of the first democratic elections were contested. In early 2005, Ukrainians staged a peaceful protest, known as the "orange revolution." They demanded a recount on the election that most deemed fraudulent. The Ukrainian government has expressed support for the expansion of Security Council membership.

Relationship to Avaroa: The president of Ukraine recently called for the return of freedom and justice to Avaroa and has urged the international community to take a more proactive stance to end the violence.

Germany: Germany is the region's most populous nation and lays claim to Europe's largest economy—the fourth largest economy in the world. As an Axis power during World War II, Germany was not included in the formation of the United Nations. The state was admitted as a full UN Member in 1973, and has since played an active role in UN work. Germany is considered a UN host country

because it houses a number of UN bodies' headquarters. Germany is also one of the top financial contributors to the UN. Germany supports comprehensive UN reforms, and in particular wants to enlarge the Security Council.

Relationship to Avaroa: With a significant German population in Avaroa and the recent abduction of a German journalist, Germany was among the first to press for intervening in the Avaroanian crisis. Recently, Germany has expressed concern that the conflict may not be solved until a new government is installed.

Norway: The Scandinavian nation of Norway is rich in resources, particularly oil, and enjoys the highest standard of living in the world. The country distinguishes itself by the extensive services it provides for its citizens, including health care and welfare. Norway is a leader in the European Union and makes significant contributions to its budget. The country is governed by a monarchy and parliament. It has a capitalist economy and its greatest export is oil. In fact, Norway is one of the top oil exporters in the world.

Relationship to Avaroa: Norway has offered equipment and resources for a potential peacekeeping mission in Avaroa, but is wary of the UN becoming embroiled in a protracted conflict. In support of a peacekeeping intervention, Norway is worried about talk of regime change.

Role-Playing the Three Options: Organization and Preparation

Objectives:

Students will: Analyze the issues and debate on U.S. policy towards the UN.

Identify the core underlying values of the options.

Integrate the arguments and beliefs of the options and the reading into a persuasive, coherent presentation.

Work cooperatively within groups to organize effective presentations.

Required Reading:

Students should have read “Options in Brief” (page 25).

Handouts:

“Presenting Your Option” (TRB-30) for option groups

“Expressing Key Values” (TRB-31) for option groups

“Undecided Senators: Hearing on the UN” (TRB-32) for subcommittee members

“Options Graphic Organizer” (TRB-33) for all students

In the Classroom:

1. Planning for Group Work—In order to save time in the classroom, form student groups before beginning Day Three. During the class period of Day Three, students will be preparing for the Day Four simulation. Remind them to incorporate the reading into the development of their presentations and questions.

2. Introducing the Role Play—Tell students that recent debates on the UN’s role in U.S. foreign policy have led the Senate to convene a special hearing. Within the Senate, opinions on the UN are divided among three distinct policy options. A number of the senators are undecided and will look to the option groups for compelling arguments.

3a. Option Groups—Form three groups of four students. Assign an option to each group. Distribute “Presenting Your Option” and “Expressing Key Values” to the three option groups. Inform students that each option group will be called upon on Day Four to present the case for its assigned option to undecided senators. Explain that option groups should follow the instructions in “Presenting Your Option.” Note that the option groups should begin by assigning each member a role.

3b. Undecided Senators—The remainder of the class will serve as undecided members of the Senate. Distribute “Undecided Senators.” While the option groups are preparing their presentations, undecided senators should develop clarifying questions for Day Four. (See “Undecided Senators.”) Remind undecided members that they are expected to turn in their questions at the end of the simulation.

4. Understanding the Options—Give all students a copy of “Options Graphic Organizer.” As they prepare for the simulation, students should begin to fill in the graphic organizer and use it to help them organize their thoughts. They should complete the worksheet during the role play.

Suggestions:

See our short video for teachers “Tips for a Successful Role Play” <www.choices.edu/pd/roleplay.php>.

In smaller classes, other teachers or administrators may be invited to serve as additional undecided members of the Senate. In larger classes, additional roles—such as those of newspaper reporter or lobbyist—may be assigned to students. You also may want to assign some students to represent UN members (profiles on TRB 22-27). Note that students will need to do additional research on member states’ opinions on UN reform.

Extra Challenge:

Ask the option groups to design a poster or a political cartoon illustrating the best case for their options.

Homework:

Students should complete preparations for the simulation.

Presenting Your Option

Preparing Your Presentation

Your Assignment: Recent debates about the UN have led the Senate to convene a special hearing on the U.S. relationship with the UN as well as UN reform. Your group consists of like-minded senators. Your assignment is to persuade undecided senators that your option should be the basis for U.S. policy. You will be judged on how well you present your option.

The hearings will culminate in the writing of a report to be presented to the UN General Assembly. The United States is the most influential member of the United Nations and its proposals hold a great deal of weight within the world body.

Organizing Your Group: Each member of your group will take a specific role. Below is a brief explanation of the responsibilities for each role.

1. Spokesperson: Your job is to organize your group's three-to-five minute presentation on the floor of the Senate. You will receive help from the other members of your group. Keep in mind, though, that you are expected to take the lead in organizing your group. Read your option and review the reading to build a strong case for your option. The "Expressing Key Values" worksheet and "Options Graphic Organizer" will help you organize your thoughts.

2. Policy Analyst: Your job is to explain how your option would improve the lives of people in the United States and serve U.S. interests around the world. Carefully read your option, and then review Part II of the

reading. Make sure that your area of expertise is reflected in the presentation of your group. The "Expressing Key Values" worksheet and "Options Graphic Organizer" will help you organize your thoughts.

3. Historian: Your job is to show how the lessons of history support your option. Carefully read your option, and then review Part I of the reading. Make sure that your area of expertise is reflected in the presentation of your group. The "Expressing Key Values" worksheet and "Options Graphic Organizer" will help you organize your thoughts.

4. UN expert: Your job is to show how the case studies of the UN described in the reading support your option. Carefully read your option, and then review the case studies in Part II of the reading. Make sure that your area of expertise is reflected in the presentation of your group. The "Expressing Key Values" worksheet and "Options Graphic Organizer" will help you organize your thoughts.

Making Your Case

After your preparations are completed, your group will deliver a three-to-five minute presentation to the U.S. Senate. The "Expressing Key Values" worksheet, Options Graphic Organizer, and other notes may be used, but remember to speak clearly and convincingly. After all of the groups have presented their options, undecided senators will ask you clarifying questions. Any member of your group may respond during the question period.

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Expressing Key Values

Values play a key role when defining the broad parameters of public policy. What do we believe about ourselves? What matters most to us? When strongly held values come into conflict, which is most important?

Most often, we think of values in connection with our personal lives. Our attitudes toward our families, friends, and communities are a reflection of our personal values. Values play a critical role in our civic life as well. In the United States, the country's political system and foreign policy have been shaped by a wide range of values. Since the nation's beginnings a commitment to freedom, democracy, and individual liberty have been a cornerstone of U.S. national identity. At the same time, many have fought hard for justice, equality, and the rights of others. Throughout U.S. history, people have spoken out when policies have not reflected their values and demanded that the government live up to the ideals of its citizens.

For most of the country's existence, the impulse to spread U.S. values beyond its borders was outweighed by the desire to

remain independent of foreign entanglements. But since World War II, the United States has played a larger role in world affairs than any other country. At times, U.S. leaders have emphasized the values of human rights and cooperation. On other occasions, the values of U.S. stability and security have been prioritized.

Some values fit together well. Others are in conflict. U.S. citizens are constantly forced to choose among competing values in the ongoing debate about foreign policy. Each of the three options revolves around a distinct set of values. Your job is to identify and explain the most important values underlying your option. These values should be clearly expressed by every member of your group. This worksheet will help you organize your thoughts. When you have finished the role-play activity you will be asked to construct your own option based on your own opinions. During this process you should consider which values matter most to you, and root your policy in those beliefs.

1. What are the two most important values underlying your option?

a.

b.

2. According to the values of your option, what should be the role of the United States in the world?

3. According to your option, why should these values serve as the basis for U.S. policy on UN reform?

Undecided Senators: Hearing on the UN

Your Role

As an undecided member of the U.S. Senate, you are considering issues relating to the U.S. relationship with the UN. Recent debates on UN reform have led the Senate to convene a special hearing on proposals regarding the U.S. relationship to the UN. Within the Senate, opinions on the UN are divided among three distinct policy options. The hearing will introduce you to three distinct proposals.

Your Assignment

While the three option groups are organizing their presentations, you should prepare two questions regarding each of the options. Your teacher will collect these questions at the end of role play.

Your questions should be challenging and designed to clarify the differences among the options. For example, a good question for Option 1 might be:

How will the United States address worldwide problems like climate change without the support of a strong international community?

During the hearing, the three option groups will present their positions. After their presentations are completed, your teacher will call on you and your fellow undecided senators to ask questions. The “Evaluation Form” you will receive is designed for you to record your impressions of the option groups. Complete Part I in class after the option groups make their presentations. Complete Part II as homework. After the hearings conclude, you may be called upon to explain your evaluation of the option groups.

Options Graphic Organizer

	According to this option, what are the major issues facing the United States today?	According to this option, what role should the United States play in the world?	According to this option, what is the purpose of the UN?	According to this option, what are the major problems of the UN?	According to this option, what is the solution to those problems?	According to this option, what role should the United States play in the UN?
Option 1						
Option 2						
Option 3						

Name: _____

Role-Playing the Three Options: Debate and Discussion

Objectives:

Students will: Articulate the leading values that frame the debate on U.S. policy on UN reform.

Explore, debate, and evaluate multiple perspectives on U.S. policy on UN reform.

Sharpen rhetorical skills through debate and discussion.

Cooperate with classmates in staging a persuasive presentation.

Handouts:

“Evaluation Form” (TRB-35) for the undecided senators

In the Classroom:

1. Setting the Stage—Organize the room so that the three option groups face a row of desks reserved for the undecided members of Senate. Distribute “Evaluation Form” to these senators. Instruct the undecided senators to fill out the first part of their “Evaluation Form” during the course of the period. The second part of the worksheet should be completed

as homework. Throughout the course of the simulation, all students should continue to fill out “Options Graphic Organizer.”

2. Managing the Simulation—Explain that the simulation will begin with three-to-five minute presentations by the option groups. Encourage students to speak clearly and convincingly.

3. Guiding Discussion—Following the presentations, invite undecided senators to ask clarifying questions. Make sure that each senator has an opportunity to ask at least one question. The questions should be evenly distributed among all three option groups. During clarifying questions, allow any option group member to respond. (As an alternative approach, permit clarifying questions after the presentation of each option.)

Homework:

Students should read the options (pages 26-31 in the student text) and complete “Focusing Your Thoughts” (TRB-37) and “Your Option Four” (TRB-38) in preparation for Day Five’s deliberation.

Name: _____

Evaluation Form: Undecided Senators

Part I

What was the most persuasive argument presented in favor of this option?

What was the most persuasive argument presented against this option?

Option 1:

Option 1:

Option 2:

Option 2:

Option 3:

Option 3:

Part II

Which group presented its option most effectively? Explain your answer.

Deliberating UN Reforms

Objectives:

Students will: Weigh the long-term consequences of individual proposed reforms.

Compare underlying values and assumptions about the significance of the UN with classmates.

Identify trade-offs implied by policy reforms.

Practice deliberative skills in small groups and learn from the input of classmates.

Required Reading:

Students should have read each of the three options (pages 26-31) and completed “Focusing Your Thoughts” (TRB-37) and “Your Option Four” (TRB-38).

Note:

This lesson is designed to familiarize students with the process of deliberation. Students will use the deliberative process as a tool to help them define their own opinions about UN reform. See Guidelines for Deliberation <www.choices.edu/deliberation> for additional suggestions on deliberation.

Handouts:

“Deliberating UN Reforms” (TRB-39)

“Reflecting on Deliberation” (TRB-40)

In the Classroom:

1. Debriefing the Role Play—Call on the undecided senators to share their evaluations of the option groups. Which arguments were most convincing? What were the main concerns addressed by each of the options? Invite students to share their policy recommendations from “Your Option Four” with the class. Encourage them to clarify the connection between their values and their policy recommendations. What values resonate most strongly among the students? What are the potential trade-offs of their options?

2. Preparing for Deliberation—Distribute the handouts. Read “Guidelines for Deliberation” as a class. Ask students how conversation of this nature will differ from the role play of the day before.

3. Organizing the Class—Divide your class into new groups of four or five students. Write three guiding questions on the board: “What are the long-term consequences of each proposed reform for the United States and for other countries?” “What values are prioritized by each suggested reform?” “What are the trade-offs of each proposal?” Inform students that these themes and the specific questions on “Deliberating UN Reforms” will be the subject of a written assignment.

4. Deliberating UN Reforms—Instruct students in each group to share their lists of proposed reforms written the night before (“Focusing Your Thoughts”). Have them deliberate the implications of each proposed reform using the questions you have written on the board as a guide for conversation. Encourage students to keep track of the conversation so that they will be able to address the points on “Reflecting on Deliberation.”

5. Reflecting on the Conversation—Have students work alone for the last ten minutes of class and jot down notes or ideas addressing the questions on “Reflecting on Deliberation.”

Homework:

Instruct students to write a one-page essay addressing their small group deliberation process and the ways in which their classmates influenced their proposed UN reforms. Students’ essays should respond to each of the questions posed on “Reflecting on Deliberation.”

Extra Challenges:

Encourage students to write their essays in the form of letters suggesting UN reforms to a member of Congress, the president, or the editor of a local newspaper.

Focusing Your Thoughts

Instructions

You have had an opportunity to consider three options for U.S. policy on UN reform. Now it is your turn to look at each of the options from your own perspective. Try each one on for size. Think about how the options address your concerns and hopes. You will find that each has its own risks and trade-offs, advantages and disadvantages. After you complete this worksheet, you will be asked to develop your own option on this issue.

Ranking the Options

Which of the options below do you prefer? Rank the options, with “1” being the best option for the United States to follow.

- ___ Option 1: Utilize the UN to Protect U.S. Interests
- ___ Option 2: Recommit the UN to its Founding Principles
- ___ Option 3: Scale Back the UN

Beliefs

Consider the statements below. Rate each of the statements below according to your personal beliefs:

1 = Strongly Support; 2 = Support; 3 = Oppose; 4 = Strongly Oppose; 5 = Undecided

- ___ International organizations should not put limits on self-defense.
- ___ The UN is capable of and responsible for alleviating poverty worldwide.
- ___ A world grounded in strong democratic principals will make us more secure.
- ___ The United States is the most powerful country in the world; this should be reflected in the structure of the UN.
- ___ Cooperating with other countries strengthens U.S. security.
- ___ The UN does not fairly represent poor and non-Western countries.
- ___ The United States should not be expected to ask permission from the United Nations for its foreign policy decisions.
- ___ Maintaining global security is the best way to ensure national security.
- ___ The United States cannot solve the world’s problems through the UN or otherwise. It is better to focus on problems at home.

Prioritizing Reforms

Your next assignment is to propose three reforms that you believe would most improve the United Nations. Consider the beliefs you have identified in this worksheet. Be sure also to consider the reform issues of UN representation, mandate, and effectiveness. Be as specific as possible. A good example of a proposal would be: *The UN Security Council should be expanded, but no new permanent members should be added.*

Your Option Four

Instructions: In this exercise, you will offer your own recommendations for U.S. policy toward the UN. Your responses to “Focusing Your Thoughts” should help you identify the guiding principles of your proposal.

1. What values and interests should guide U.S. policy toward the UN?

2. How should the UN be reformed? Why?

3. How might your option affect people in the United States?

4. How might your option affect people in other countries?

5. What are the two strongest arguments opposing your option?

a.

b.

6. What are the two strongest arguments supporting your option?

a.

b.

Deliberating UN Reforms

Guidelines for Deliberation

- Speak your mind freely, but don't monopolize conversation.
- Listen carefully to others. Try to really understand what they're saying and respond to it, especially when their ideas are different from your own.
- Avoid building your own argument in your head while others are talking. If you are afraid you will forget a point, write it down.
- Try to put yourself in someone else's shoes. See if you can make a strong case for an argument with which you disagree. This level of understanding will make you a much better advocate for whatever position you come to.
- Help to develop your classmates' ideas. Listen carefully and ask clarifying questions. For example, "Can you explain further what you meant by..."
- Paraphrase what someone has said to confirm your understanding of his or her

points. For example you might say, "So are you saying...?"

- Build off of each other. Refer specifically to other deliberators and their ideas. For example you might start your comment by saying, "As _____ said, I think we need to look at the issue of..."
- Be open to changing your mind. This will help you really listen to others' views.
- When disagreement occurs, don't personalize it. Keep talking and explore the disagreement. Look for the common concerns beneath the surface.
- Be careful not to discredit another person's point of view. For example you may raise a new concern by asking, "I see your point, but have you considered..."
- Do not be afraid to say you don't know or to say you've changed your opinion.

Guiding Questions for Discussion

Use the following questions to help guide your discussion with your group members.

1. What are the long-term consequences of each proposed reform for the United States and for other countries?
2. What values are prioritized by each suggested reform?
3. What are the trade-offs of each proposal?

Key Terms

Part I

charter	treaty
international community	human rights
state sovereignty	self-determination
diplomacy	colonialism
nation	veto
state	resolution
collective security	intervene
territorial integrity	domestic affairs

Part II

mandate	civil conflict
representation	ethnic cleansing
effectiveness	democracy
sanctions	humanitarian aid
ceasefire	development
disarmament	regional organizations
peacekeeping	NGO
peace enforcement	

Issues Toolbox

Globalization:

Globalization is an umbrella term that refers to the economic, political, cultural, and social transformations occurring throughout the world. The term reflects the increased interdependence of various countries and people today. Many periods in history have seen globalization of varying forms. Globalization today distinguishes itself by its speed and magnitude. Though the seeds of transformations were sown long before, the end of World War II marked the beginning of a new global era. The wave of globalization since 1945 has fundamentally changed the face of the international system and has dramatically altered the lives of people around the world.

Genocide:

In its strict legal definition, genocide refers to widespread murder with the intent to destroy—in whole or in part—a national, racial, religious, or ethnic group. Scholars calculate that there were more than forty million victims of genocide in the twentieth century. Most genocides have been perpetrated by governments against their citizens. Following the Holocaust, the United Nations drafted the Genocide Convention making genocide a crime and obligating signers of the convention to prevent, suppress, and punish genocide.

Nationalism:

Nationalism is a term to describe a people's strong sense of nationhood or loyalty to their nation. Particularly among nations that do not govern their own states, people are bound together by a sense of nationalism. Nationalism fuels debates about nations' rights to self-determination and the right to govern their own affairs. Throughout history nationalism has frequently been expressed as a belief in the superiority of one's own nation over all others. Extreme nationalism has been the source of numerous international conflicts, and played a significant role in both the First and Second World Wars. Nationalism is a relatively

new phenomenon, which some date back to the French Revolution in the late eighteenth century.

Somalia Syndrome:

The U.S. reluctance to get involved in certain conflicts abroad, often those involving ethnic strife, is commonly referred to as the Somalia Syndrome. The term refers to an incident in 1993 when U.S. troops stationed in Somalia on a UN humanitarian mission were involved in a clash with Somali militia. The conflict resulted in eighteen dead U.S. soldiers and nearly one thousand dead Somalis. Footage of U.S. troops being dragged through the streets aired in the United States. The sight of U.S. soldiers dying in a foreign conflict outraged the U.S. public. All U.S. troops were removed. The battle has made the United States far more cautious in responding to world humanitarian crises, especially in Africa.

Cold War:

The Cold War was the dominant foreign policy problem for the United States and the Soviet Union between the late 1940s and the late 1980s. Following the defeat of Hitler in 1945, Soviet-U.S. relations began to deteriorate. The United States adopted a policy of containing the spread of Soviet communism around the world, which led to, among other things, conflict in the UN Security Council. During this period both the Soviet Union and the United States devoted vast resources to their militaries, but never engaged in direct military action against each other. Because both the Soviet Union and the United States had nuclear weapons and were in competition around the world, nearly every foreign policy decision was intricately examined for its potential impact on U.S.-Soviet relations. The end of the Cold War forced U.S. policy makers to define a new guiding purpose for their foreign policy.

Diplomatic Relations:

A formal arrangement between states by which they develop and maintain the terms of their relationship. This often includes establishing treaties regarding trade and investment, the treatment of each other's citizens, and the nature of their security relationship. It also includes the establishment of an embassy and consuls in each other's countries to facilitate representation on issues of concern for each state.

Making Choices Work in Your Classroom

This section of the Teacher Resource Book offers suggestions for teachers as they adapt Choices curricula on current issues to their classrooms. They are drawn from the experiences of teachers who have used Choices curricula successfully in their classrooms and from educational research on student-centered instruction.

Managing the Choices Simulation

A central activity of every Choices unit is the role-play simulation in which students advocate different options and question each other. Just as thoughtful preparation is necessary to set the stage for cooperative group learning, careful planning for the presentations can increase the effectiveness of the simulation. Time is the essential ingredient to keep in mind. A minimum of forty-five to fifty minutes is necessary for the presentations. Teachers who have been able to schedule a double period or extend the length of class to one hour report that the extra time is beneficial. When necessary, the role-play simulation can be run over two days, but this disrupts momentum. The best strategy for managing the role play is to establish and enforce strict time limits, such as five minutes for each option presentation, ten minutes for questions and challenges, and the final five minutes of class for wrapping up. It is crucial to make students aware of strict time limits as they prepare their presentations.

Fostering Group Deliberation

The consideration of alternative views is not finished when the options role play is over. The options presented are framed in stark terms in order to clarify differences. In the end, students should be expected to articulate their own views on the issue. These views will be more sophisticated and nuanced if students have had an opportunity to challenge one another to think more critically about the merits and trade-offs of alternative views. See Guidelines for Deliberation <www.choices.edu/deliberation> for suggestions on deliberation.

Adjusting for Students of Differing Abilities

Teachers of students at all levels—from middle school to AP—have used Choices materials successfully. Many teachers make adjustments to the materials for their students. Here are some suggestions:

- Go over vocabulary and concepts with visual tools such as concept maps and word pictures.
- Require students to answer guiding questions in text as checks for understanding.
- Shorten reading assignments; cut and paste sections.
- Combine reading with political cartoon analysis, map analysis, or movie-watching.
- Read some sections of the readings out loud.
- Ask students to create graphic organizers for sections of the reading, or fill in ones you have partially completed.
- Supplement with different types of readings, such as from literature or media sources.
- Ask student groups to create a bumper sticker, PowerPoint presentation, or collage representing their option.
- Do only some activities and readings from the unit rather than all of them.

Adjusting for Large and Small Classes

Choices units are designed for an average class of twenty-five students. In larger classes, additional roles, such as those of newspaper reporter or member of a special interest group, can be assigned to increase student participation in the simulation. With larger option groups, additional tasks might be to create a poster, political cartoon, or public service announcement that represents the viewpoint of an option. In smaller classes, the teacher can serve as the moderator of the debate, and administrators, parents, or faculty can be invited to play the roles of congressional leaders. Another option is to combine two small classes.

Assessing Student Achievement

Grading Group Assignments: Students and teachers both know that group grades can be motivating for students, while at the same time they can create controversy. Telling students in advance that the group will receive one grade often motivates group members to hold each other accountable. This can foster group cohesion and lead to better group results. It is also important to give individual grades for group-work assignments in order to recognize an individual's contribution to the group. The "Assessment Guide for Oral Presentations" on the following page is designed to help teachers evaluate group presentations.

Requiring Self-Evaluation: Having students complete self-evaluations is an effective way to encourage them to think about their own learning. Self-evaluations can take many forms and are useful in a variety of circumstances. They are particularly helpful in getting students to think constructively about group collaboration. In developing a self-evaluation tool for students, teachers need to pose clear and direct questions to students. Two key benefits of student self-evaluation are that it involves students in the assessment process, and that it provides teachers with valuable insights into the contributions of individual students and the dynamics of different groups. These insights can help teachers to organize groups for future cooperative assignments.

Evaluating Students' Original Options: One important outcome of a Choices current

issues unit are the original options developed and articulated by each student after the role play. These will differ significantly from one another, as students identify different values and priorities that shape their viewpoints.

The students' options should be evaluated on clarity of expression, logic, and thoroughness. Did the student provide reasons for his/her viewpoint along with supporting evidence? Were the values clear and consistent throughout the option? Did the student identify the risks involved? Did the student present his/her option in a convincing manner?

Testing: Research shows that students using the Choices approach learn the factual information presented as well as or better than from lecture-discussion format. Students using Choices curricula demonstrate a greater ability to think critically, analyze multiple perspectives, and articulate original viewpoints. Teachers should hold students accountable for learning historical information, concepts, and current events presented in Choices units. A variety of types of testing questions and assessment devices can require students to demonstrate critical thinking and historical understanding.

For Further Reading

Daniels, Harvey, and Marilyn Bizar. *Teaching the Best Practice Way: Methods That Matter, K-12*. Portland, Maine: Stenhouse Publishers, 2005.

Assessment Guide for Oral Presentations

Group assignment: _____

Group members: _____

Group Assessment	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. The group made good use of its preparation time	5	4	3	2	1
2. The presentation reflected analysis of the issues under consideration	5	4	3	2	1
3. The presentation was coherent and persuasive	5	4	3	2	1
4. The group incorporated relevant sections of the reading into its presentation	5	4	3	2	1
5. The group's presenters spoke clearly, maintained eye contact, and made an effort to hold the attention of their audience	5	4	3	2	1
6. The presentation incorporated contributions from all the members of the group	5	4	3	2	1
 Individual Assessment					
1. The student cooperated with other group members	5	4	3	2	1
2. The student was well-prepared to meet his or her responsibilities	5	4	3	2	1
3. The student made a significant contribution to the group's presentation	5	4	3	2	1

Alternative Three-Day Lesson Plan

Day 1:

See Day Two of suggested Five-Day Lesson Plan. (Students should have read the Introduction and Part II of the reading and completed “Study Guide—Part II” before beginning the lesson.)

Day 2:

Assign each student one of the three options, and allow students a few minutes to familiarize themselves with the mindsets of the options. Call on students to evaluate the benefits and trade-offs of their assigned options. How do the options differ in their assumptions about UN reform? What are the implications of each option’s suggested reforms?

Homework: Students should complete “Focusing Your Thoughts.”

Day 3:

See Day Five of the Suggested Five-Day Lesson Plan.

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Colonialism in Africa ■ Weimar Germany ■ China
French Revolution ■ Haitian Revolution
U.S. Constitutional Convention ■ New England Slavery
War of 1812 ■ Westward Expansion ■ Spanish American War
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The United Nations: Challenges and Change

The United Nations: Challenges and Change provides an overview of the history of the UN, focuses on the organization's role in the world, and explores the ongoing debate about its role in U.S. foreign policy as well as how the UN might evolve.

The United Nations: Challenges and Change is part of a continuing series on current and historical international issues published by the Choices for the 21st Century Education Program at Brown University. Choices materials place special emphasis on the importance of educating students in their participatory role as citizens.

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