Diplomacy as Pedagogy, Pedagogy as Diplomacy: Diplomatic Simulations, Constructivism, and the 2030 Sustainable Development Agenda

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the 2030 Sustainable Development Agenda

by

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ABSTRACT

Diplomatic simulations, or simulations of international or regional organizations (i.e. Model United Nations), present great opportunities that extend beyond the pedagogical value suggested by limited literature. Operationalizing constructivism as both a pedagogical and international relations theory illuminates the implications of diplomatic simulations on participants, diplomacy, and multidisciplinary research. To accomplish this, this exploratory study first performs a thorough literature review to synthesize relevant works. An exploratory content analysis is then employed on documents in a Model United Nations simulation to investigate its utility in accomplishing the United Nations' 2030 Sustainable Development Agenda, particularly Sustainable Development Goal (SDG) 4: Quality Education. Findings suggest that while diplomatic simulations develop skills and knowledge of international relations, they also impact actual diplomacy by disrupting ethnocentrism, exporting political agents, and norm diffusion. Diplomatic simulations can also be used as nontraditional data sources and research methods, providing a unique solution to resource-constrained research endeavors.

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DEDICATION

This thesis is dedicated to my parents, whose sacrifices I will always try but never be able to repay. You are the light of my eyes and I thank you for your unconditional love and support that enables me to know no limits.

To my siblings, Ahmad, Faisal, and Hana, whose companionship is perfect happiness.

To my soul sisters, my found family, Hebah, Ansley, and Jamila, whose passion and power are unrelentingly inspiring.

To Dr. Syed Rashid Naim, whose wisdom and guidance allowed me to pursue a pathway that I can smile about, every day, for the rest of my life.

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1   INTRODUCTION

The world of academia is characterized by a continued search for effective and engaging educational tools. Pedagogical theories are developed and employed to understand the value of emerging learning mechanisms and determine the feasibility of their incorporation in mainstream curricula. Diplomatic simulations (simulations of international and regional organizations), specifically Model programs, are no exception to this. As an individual who has been involved with Model programs, namely Model United Nations and Model Arab League, since middle school, I am motivated to formally investigate how and why these programs were able to dramatically transform my sense of self as well as my understanding of the world – and why I consider the Model programs to be the most impactful experience in my academic career.

Initial reflection points me to the various skills developed in the Models that I benefit from in my personal, academic, and professional life. Being tasked with speaking in front of hundreds of Model conference participants, staff, judges, and faculty advisors in a persuasive and succinct voice honed my public speaking skills and self-confidence. I witnessed teammates gain increased control of their stutters as a result of the program's public speaking training. I learned about the emotional intelligence needed to engage in negotiations, particularly when faced with ego or opposition. Stepping out of my own perspective and advocating for positions that I might not believe in myself was also an invaluable development, especially considering the real-life demands of navigating a highly politicized and polarized society. Model programs were also important to my social life – my team, whom I was responsible to and traveled extensively with, became my on-campus family and support system.

In regards to academic benefits, Model programs demand quality research and writing on various global issues in the perspectives of the many Member States of the international

organization being simulated. This allowed me to increase my general knowledge on international politics and history. Participating in Model programs that were held in other countries elevated this – I was able to put faces to facts and see, first-hand, the implications of what I was studying and advocating for. It also fostered a love for research methods and the systematic study of international affairs, motivating me to enroll in graduate school to study international and comparative politics.

Furthermore, I enjoyed many benefits to my professional life. The interview for my job as legal assistant and social media strategist at an international law firm consisted largely of discussing my experiences in the Model programs. This employer now requests that I recruit talent from the Model programs at my university. I was also recruited to join the team of a regional youth development organization, the Balkans Youth Council, as programs director after chairing a Model Arab League program in Bosnia and Herzegovina. Lastly, being that Model programs simulate real legislative organizations that utilize Robert's Rules and engage in standard resolution-writing, I was able to promptly adjust to participating in lobbying efforts at the Georgia Capitol during my time as communications director of a civil rights organization. Acquiring and being successful in these positions directly parallels the achievement of my peers – one of the key markers of the success of Georgia State University's Model programs is the many former MUNers in leadership positions.

Although diplomatic simulations have existed for decades, they are not as mainstream or global as they could be, nor is access equitable – participation in and availability of Model programs is dependent on privilege, access to resources, and funding. In addition, pedagogical research evaluating their value is limited both in quantity and in scope. Case in point, much of the literature on diplomatic simulations argue its pedagogical value without examining

multidisciplinary utility or exploring how the simulations can have real impacts on actual diplomacy, politics, and society. It is therefore imperative to examine how diplomatic simulations establish "diplomacy as pedagogy and pedagogy as diplomacy" (Sarson et al., 2019, p. 108).

This exploratory study will accomplish this through: 1) conducting a thorough literature review, 2) examining constructivism as a pedagogical theory (to explain the mechanisms that diplomatic simulations engage to produce the outcomes presented in the scholarly works) and an international relations theory (to examine its real impacts on diplomacy and society), 3) illustrating the arguments by way of an exploratory content analysis on Model United Nations documents to showcase how the programs can be used to meet international goals, specifically Sustainable Development Goal (SDG) 4: Quality Education, and 4) exploring how diplomatic simulations, executed as quasi-experiments, can be utilized as nontraditional research methods and data sources through means including, but not limited to, analyzing participant-produced documents (like the content analysis in this study) and surveying, interviewing, or observing participants.

2   MODEL PROGRAMS AS DIPLOMATIC SIMULATIONS

Model programs are diplomatic simulations of regional and international organizations. Participants are assigned a country (Member State) to represent in the simulation (that differs from the country they are originally from). They are also assigned a committee or agency being simulated by the conference – each committee maintains its own purpose, scope, and responsibilities and examines its own set of global issues chosen by a volunteer student staff. As "delegates" from their assigned country, participants engage in a rigorous research process to become knowledgeable on their country's history, politics, and foreign policy in the context of

the topics they are addressing in committee. At the conference, delegates are tasked with exercising institutional parliamentary procedures through Robert's Rules to engage in discussions with the goal of devising solutions to the issues at hand. Solutions are delivered in either resolution-writing or report-writing formats and are voted on by the body, although majority of committees are resolution-writing committees. Effective (successful) delegates will perform in a manner that furthers the interests and values of the countries they are assigned to, rather than their personally held interests and values.

2.1   The Fora

Delegates exercise their knowledge and skills as strategy through various fora. The first is through formal debate (speaker's list) and moderated caucus, which are public speaking fora. With up to 193 Member States and up to two students per delegation in a committee, students can be tasked with speaking to approximately 400 people. The second is through the unmoderated caucus in which delegates are free to approach others to discuss pertinent topics. Unmoderated caucuses are negotiation and informal discussion fora. The third is through the working paper forum where they engage in critical thinking and collaborate on solutions. The fourth is through draft-resolution forum, as a critical analysis, surveying, problem-solving, and negotiation mechanism. Lastly, the voting forum is the exercise of democracy and power dynamics, particularly in the Security Council with veto powers present.

2.2   Documents in Model Programs

Participants interact with or write three documents: background guides, position papers, and resolutions. Background guides describe the historical, economic, and political context of the committee and present the major topics that the committee will be addressing during the conference. It is written by the committee director or chair (student volunteers) and are typically

around 15-20 pages long. Position papers are written by delegates to present their country's position on the issues the council is addressing, what their country has done previously to address the topic, and solution proposals. There is a strict page limit of two pages per delegation (Appendix A – Sample Position Paper). Resolutions, as the name suggests, are solutions written by members within the committee through collaboration. They consist of preambles (a uniform position on and understanding of the issue) and operative clauses (the details of the solution or action). Resolutions are typically around two pages long, but there is no page minimum or maximum.[1]

2.3   Delegate Timeline

1. Students are assigned a country and committee.

2. They then undergo a research period on their country's history, politics, & foreign policy, committee mandate and responsibilities, and topic research.

3. They write and submit position papers.

4. Delegate training begins and covers public speaking, debating, rules of procedure and voting, resolution writing, and negotiation and caucusing.

5. Mock (practice) sessions are held.

6. Conference.

7. Debriefing.

2.4   Individual and Group Goals

The combination of individual and group goals in Model programs provides a unique sense of responsibility, motivation, and competition. The individual goal is to become the *power*

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[1] To access samples of background guides and resolutions, go to https://www.nmun.org/about-nmun/conference-archives.html

delegate. The power delegate is the participant who exercises the most influence in committee throughout its duration. They set "the tone of the debate by introducing key ideas and become, as a result, the most referenced delegate in the room" (Coughlin, 2013, p. 332). Being the power delegate requires confidence, accurate knowledge on policy and global politics pertaining to the topic(s) of the committee, effective private and public communication skills, consistency, a collaborative approach, and that the other delegates recognize their competence and credibility. To succeed in promoting and achieving the interests of their assigned country, a power delegate needs to "select, organize, and convey information clearly and persuasively" (Dittmer, 2013, p. 494). The group goal is to receive the highest overall delegation award by being the team with the best average performance in all committees. This encourages each individual to internalize a personal responsibility for the group performance, effectively boosting motivation.

2.5 Versatility

Many Model programs exist, including, but not limited to, Model United Nations (MUN), Model Arab League (MAL), Model African Union (MAU), Model European Union (MEU), and Model North Atlantic Treaty Organization (MNATO). The most popular simulation is Model United Nations, with 400,000 students all over the world and at all educational levels participating every year (United Nations, n.d.). Consequently, much of the literature (and the study conducted in this thesis) focuses on the Model United Nations. However, possibilities exist beyond the listed programs as Model programs are versatile – conference structures and procedures can be used as a foundation to simulate any regional or international organization. As an example, a colleague and I designed the first ever Model World Bank in December 2020, hosted by the Balkans Youth Council (BYC), a Balkans youth development nongovernmental organization headquartered in Albania.

Because diplomacy is inherently a multidisciplinary practice that requires cohesive and collaborative approaches from practitioners in various fields to address a plethora of world issues, Model programs can be used to serve goals in other disciplines besides international politics. The programs can also engage students studying any major and indulge a plethora of interests that students may have (see Appendix B – Sample Committee and Topic List from Model United Nations Conferences). Some examples of this include:

Table 2.5.1 Multidisciplinary Uses of Model Programs

Simulation	Location	Discipline or Topic	Comments	Source
Medical Model United Nations (World Health Organization)	India	Medicine	A resource-limited university in India piloted a Medical Model United Nations (simulating the World Health Organization) to curb the following issues: poor health research literacy; a lack of evidence-based decision-making in both practice and policy; lack of professional skills training in communication, teamwork, leadership, and critical thinking; and professional/clinical tribalism that prevents multidisciplinary teamwork in healthcare settings. Organizers argue that the program was able to produce "citizen clinicians" that would engage with policy to improve healthcare.	Godinho et al., 2017
Model United Nations	Japan	Journalism	A university in Japan organized a Model United Nations and integrated a journalism element for students studying the discipline. Participants are assigned partners, often strangers, and are tasked with preparing a report on the conference proceedings. This constitutes direct training for individuals	Caldwell & Musty, 2020, p. 1

			wishing to pursue translating in conference and diplomatic settings.	
Model United Nations	Turkey	Interpreter Training	A university in Turkey organized a Model United Nations as a part of its interpreter training and curriculum. A study on this MUN suggests that it is imperative for translators to maintain a working level of knowledge of world affairs and cultural relations to improve translation quality and efficiency. Participants were able to acquire relevant terminologies in various fields; gain world knowledge; and develop skills such as public speaking, writing, research, and note-taking; and self-evaluation and reflection. The authors argue that the simulation was able to effectively preface upcoming courses in the curriculum such as "Translation of Texts on Law and International Affairs," "European Union Studies and Translation," and "Simultaneous Conference Interpreting."	Hastürkoğlu, 2019, p. 915-923

Model United Nations	Indonesia	English to Speakers of Other Languages (ESOL)	A study conducted in a university in Indonesia found that participation in Model United Nations conferences increased speaking scores in ESOL students measured by five indicators: pronunciation, fluency, grammar, vocabulary, and comprehension. The reason behind this, the article argues, is due to four occurrences: 1) students were exposed to (and utilized) diplomatic vocabulary that was then used in position papers, draft resolutions, and speeches; 2) students were presented with many opportunities to publicly speak to their committee during formal session or in groups during unmoderated caucuses which increased fluency and confidence in their verbal skills; 3) since language written in working papers is checked by the Dais, students were able to strengthen their grammar; and 4) from activities conducted before the conference (reading background guides and formulating position papers) to closing ceremony, students honed their comprehension skills, strengthened by debate and discussion throughout the conference.	Nasution & Sukmawati, 2019, p. 51
Model Arctic Council	Alaska, United States of America	American Involvement in the Arctic	A university in Alaska organized a Model Arctic Council (MAC) to increase awareness about American involvement in the Arctic. Researchers suggest that "MAC strengthens the Arctic Council by expanding awareness of its work and by building leadership capacities in students who may be future delegates to the Arctic Council."	Ehrlander & Boylan, 2018, p. 100

2.6   Variance Across Model Programs

It is important to note that Model teams (and diplomatic simulations) occur in varied

formats, such as courses, extracurricular clubs or student organizations, a classroom assignment,

a scrimmage, or interscholastic competitions (Ripley et al., 2009, p. 56). This entails different

approaches to training, varied levels of commitment and incentive, and imbalanced accessibility

to resources. Consequently, learning outcomes can be skewed in the favor of students

participating in these programs in a course format, suggesting the need for streamlining the

Model programs, encouraging their execution as part of a curriculum, rather than as clubs, and

providing programs with ample resources and funding.

3   MODEL PROGRAMS AT GEORGIA STATE UNIVERSITY

The inclusion of this section serves two purposes. The first purpose is to provide insight

on well-established Model programs that function as both courses and student organizations.

This will help exemplify the content presented in the previous section. The second purpose is to

further understand the context behind my motivation to pursue this topic.

3.1   The Courses

Three Model programs are offered at Georgia State University (GSU): Model United

Nations (MUN), Model Arab League (MAL), and Model African Union (MAU). Both the MUN

and MAL programs have consistently won the top award in regional, national, and international

conferences over the past 18 years of existing. The newly restarted MAU program also won

awards at both the regional and national competition in its first two years. All three of these

programs exist as 4000-level three-credit political science courses – MUN exists as its own

course and MAL and MAU exist as a combined course as they share similar institutional

procedures. Students are expected to enroll in the course for two semesters to maintain the

integrity of the team as well as to allow for the full impact of the program. The first semester course counts towards their electives and the second semester course counts towards their major if it is political science. After two semesters of enrollment and satisfactory performance, students qualify to attend fully funded international conferences.

3.2 The Curriculum

The curriculum is extensive and covers both knowledge and skill development (see Appendix C – Sample Georgia State University Model United Nations Syllabus). Lesson plans include: the history, politics, and foreign policy of the assigned country or countries; an overview of the creation and operations of the regional or international organization being simulated; position paper writing; rules of procedure; resolution-writing; caucusing and negotiating; debating; and public speaking. Since time in class is limited, several weekend seven-hour mock sessions are held to practice skills and solidify comprehension of class exercises.

3.3 The Student Organization: Roles, Responsibilities, and Leadership Opportunities

Although the programs' daily activities are conducted in a classroom setting, they are also simultaneously run as student organizations that are highly dependent on student initiative, leadership, planning, and teamwork. There are many roles to be assumed by students: 1) the *student board members* who lead the team and assist the faculty advisor with decisions and administrative tasks, 2) the *head delegate* who serves as the liaison between the team and conference staff before and during conference, 3) the *veterans* who participated for at least two semesters and are responsible for mentoring new students (typically we partner up one veteran and one new student for each delegation), 4) *conference secretariat, chairs, and staff* in high school conferences executed by our students (participation is mandatory as a part of the

curriculum), and 5) the *representatives to the academic teams fee council*[2] who are responsible

for securing funding for the programs.

3.4   Student Feedback

"Model Arab League (MAL) has given me experiences and comradery that has helped me going into my professional and adult life. The ability to communicate, write, debate, and work with people who don't share the same view as my own are all skills I honed while in Model Programs and I wouldn't trade that for the world. In addition to the great cultural exchange from MAL, the friendships and knowledge I've gained from the program have set me apart from many of my colleagues in my Master's program and helped me with networking across fields."

"Model United Nations (MUN) made me confident that what I have to say is of importance. I also became more skilled in articulating my thoughts on the spot. This enhanced my speaking skills and negotiation skills too - in disagreements, I became the peacekeeper. As someone who hopes to get into the messy world of politics and law, these skills are important to me because in the real world, you don't always get 20 minutes to respond and react to something someone says. You must do it immediately and efficiently. It also taught me that in a room full of men, what a woman has to say is of equal importance and I shouldn't feel terrified to speak just because they can speak louder. MUN helped me realize the space I take up in a room as a woman is valued and should be valued. I used to get so overwhelmed when the ratio of men to women was unbalanced but I've become more self-assured through Model UN. I 100% believe that if I had not done Model UN, I would still have trouble with public speaking and wouldn't know the worth of what I have to say."

"Model programs are a necessity for any student. The programs teach students so much more than what a regular classroom does – and this goes for everyone, regardless of major or focus. Students have the ability to interact with students that are not from their school, state, or even country. We are given the opportunity to learn about countries we probably never thought of or never visited – it gives you a world of experience and knowledge to draw from. It teaches you public speaking, it teaches you how to negotiate and defend, how to network, how to work with someone you have never met before, and the only thing in common that you have is the reason that you're there. It teaches you a lot more – it teaches you about self-confidence and how to manage egos. I think that the biggest impact for me was the confidence it gave me personally – the ability to stand up in a room full of strangers, know what I'm talking about, be able to say 'this is what I think

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[2] The Model programs, as academic teams, are fully funded by GSU through student activity fees. Up until recently, each year, the Student Activity Fee Committee allocates lump sums to fee councils (Model programs fall under the "Academic Teams Fee Council") and colleges that then sub-allocate the funds to member organizations through a majority-student or all-student council. Each academic team within the Fee Council is represented and enjoys equal voting power. In 2021, the process changed due to COVID-19 constraints and the desire to centralize the allocation process as a best practice. Now, the Student Activity Fee Committee directly allocates funding to student organizations through a majority-student council consisting of representatives from each fee council.

we should do instead,' and have the confidence to move in the direction that I want to move in."

"Model programs teach many lessons that can be translatable in most academic or professional settings. For many, this is one of the first times they conduct in-depth research on a particular topic, and often have to keep researching to stay current on policy for the conferences. Alongside this, Model programs help advance technical writing skills. Being able to know what you are talking about and be able to articulate that in both spoken word and on paper, are skills that can help anyone outside of the programs. Another advantage of Model programs for those involved is the use of partnerships and teams. This helps many come out of their shells and learn to work with one another to accomplish a goal."

"The Model United Nations program has impacted my understanding and knowledge of the Sustainable Development Goals – I used to not know anything about them before. The program helped me understand where and what purpose they serve. They helped me become more aware of the impact that I was having and making sure that anything I was doing was in line with the Sustainable Development Goals. I am more aware, for example, of how I am treating the environment or the privilege and opportunities that I have."

"The knowledge of the Sustainable Development Goal (SDGs) was crucial to me. I've always known about SDGs but due to MUN, I began incorporating them into my conversations and daily life. I have more of an urgency to meet the goals now that I know them well. And I want to advocate for more people in every aspect of policy to make the SDG goals more approachable. We are so far away from them – but they are goals we can achieve if we gave it a genuine, collaborative try. We have the means to – we do."

"Model Arab League impacted me to become defensive of policy in WANA on a personal level especially for the states that I represented during my time in MAL. I view a lot of international decision-making processes through an eye of collective security now."

"My involvement in the Model Arab League impacted my life in multiple aspects— academically, personally, and globally. It facilitated the following: understanding of multiple perspectives, insight and reflection of my own worldview, an appreciation for sharing real world experiences, and a support system that challenged me to want better for myself, my communities, and human beings. Since the beginning of MAL, I have grown as a person. The nature of the class is political and having a safe space to question how I perceive the world around me was critical to my learning and growth. Through MAL, I learned the importance of research and appreciated travel as a way of research that enables us to understand how society, politics, and culture affect every layer of our human existence. As a part of MAL, I discussed issues that I find important with very diverse people. Although I do not always agree with other approaches, I learned to be exceptionally tolerant about perspectives different from my own. In addition, the opportunities that I have had because of MAL shaped me into the global citizen I am today. MAL has taken me to regional, national, and international conferences. During my national conferences in D.C, I was able to visit the embassies and interact with

ambassadors. These trips shed insight on how Western countries perceive and approach Middle Eastern politics in ways that I would not have gotten elsewhere. Lastly, MAL allowed me to set expectations for myself on how I wanted to create impact. I was able to do this by sharing my experiences in Palestine as a classmate but also as a leader within the MAL community. My time in leadership positions gave me the opportunity to facilitate dialogue and create the same space that was created for me. As chair and as part of the secretariat, I was able to create a space where students from all backgrounds can learn from one another, a space where global citizens can appreciate education, culture, diversity, and human experiences. MAL truly set the foundation for who I am and want to be as a learner and leader. I am truly privileged because of the education, opportunities, and experiences I have gotten from MAL."

"Model Arab League opened many doors for me. Before participating in Model Arab League, I did not have experience in the policymaking process- it was something I wanted to do, but always seemed out of reach. My high school did not offer any sort of competitive academic outlet, aside from academic bowl, so this was one of the first opportunities for me where I could use both my strengths - a competitive spirit and a drive to learn. I poured myself into research and was able to find pride in my skills as an orator and a writer. Model Arab League also helped me see the world and meet people different than myself. It is something rare to be able to find something that makes you look forward to working, but I found myself looking forward to the different conferences and practices. Although it was a team, it also felt like a family. Additionally, it helped me to be able to travel outside of the US, which I did not think could happen to me. In my family, it was very rare to go abroad (outside of military service), let alone to the Middle East. I was able to visit Turkey, and work with students in Morocco. Truly, Model Arab League opened my eyes to a life bigger than Georgia and showed that others had those ambitions as well."

"The biggest thing Model Arab League taught me was working within a time limit. By having a set amount of time to say something, or work on something, it helped me become more efficient and effective at what I was communicating. This is a skill I have used in almost every professional setting I have been involved in. Accompanying this is learning the skill of technical writing. I have used this skill in many academic outlets, and in my graduate school career, this has been the most used skill for me. In addition, Model Arab League taught me to dress well. I learned how to dress for conferences and look stylish doing so. I previously thought that business clothes were not meant to be individualized. However, in Model Arab League conferences, I learned how to dress professionally, but also showcase my style and personality. From interviews for jobs to my internships, being able to dress professionally but still showcasing myself through my clothes has been crucial."

3.5   External Recognition

The efficacy and success of the Model programs at GSU is externally perceived. Case in point, they have been used as a successful recruitment tool for both the university and the

political science department as state legislators, law firms, local nongovernmental organizations, and other employers turn to GSU Model programs to recruit talent.

As discussed, Model programs are perceived to be a powerful tool in advancing academic, professional, and social goals. However, it is imperative to develop streamlined mechanisms to collect data on Model programs in a more systematic (and universal) manner as part of the continued evaluation of outcomes to develop and adjust the programs as needed. The upcoming discussion on constructivism provides a theoretical foundation to understand the programs more wholistically so as to lay down the groundwork for evaluative processes and best practices.

4   ADOPTING CONSTRUCTIVISM AS A THEORETICAL FRAMEWORK

This thesis argues that Model programs should be examined through constructivism as a pedagogical theory as well as an international relations theory. As a pedagogical theory, constructivism is applied to examine the mechanisms through which the Model programs engage student learning and promote skill development. As an international relations theory, constructivism is applied to examine the way in which Model programs manifest the constructivist practice and ideation of the identity and the Other, language and communication, norms and norm diffusion, assemblage, and crisis.

The amalgamation and analysis of constructivism as both a pedagogical and international relations theory sets the stage to understand what Sarson et al. suggests diplomatic simulations to be "diplomacy as pedagogy, pedagogy as diplomacy" (2019, p. 108). Often, scholarly works on diplomatic simulations will simply focus on diplomatic simulations as a pedagogical tool and the way in which diplomacy as practiced on the international stage constructs (the pedagogical value of) diplomatic simulations. Additional attention, which this thesis will provide, needs to be paid

to the way diplomatic simulations can influence the practice of international relations and diplomacy itself.

4.1 Constructivism: An Overview

Imperative to this discussion is an overview of the general arguments and positions of constructivism. Constructivism, coined by Nicholas Onuf in 1989, argues that the human world is *constructed* by the actions and interactions of actors. Conversely, social relations *construct* people and their ideas, identities, beliefs, and interests (Onuf, 2013, p. 4). As such, one begins with deeds (behavior or action) and not facts as facts are in and of themselves constructions, whether they are social or natural (Peltonen, 2017, p. 3). It is through an intersubjective social context that meaningful behavior or action comes to fruition (Hopf, 1998, p. 173).

Three basic ontological positions exist under constructivism. The first position maintains that "normative or ideational structures are important and matter as much as, if not more than, material structures," positioning ideas at the focal point (Collins, 2019, p. 71). The second position argues the importance of identity – identities preface ideas and interests. The last position regards the mutual constitution of agents and structures (Collins, 2019, p. 72). Relating this back to the second position, identities of agents are constructed as they interact with their social structure and social structures are constructed as they interact with identities. In other words, "people make society, and society makes people" in "a continuous, two-way process" (Onuf, 2013, p. 4).

What links people and society, and the process through which they construct each other, is rules and norms. Rules and norms are "guidance devices" that indicate *what* one *should* do, where the "*what* in question is a standard for people's conduct in situations that we can identify as being alike and can expect to encounter" and the "*should* tells us to match our conduct to that

standard" with the expectation of consequence if one fails to follow the rule or norm. Identifying who the active participants or *agents* are in a society is made possible by rules and norms. It is important to note, however, that agents do not necessarily mean people – a social construction that maintains the ability to act on behalf of people is an agent, effectively positioning constructs such as the state (government) as an agent (Onuf, 2013, p. 4; Kratochwil, 1991, p. 7-14).

In summary, constructivism contends that contrary to empiricism, we do not simply observe a world that is "there" for us to observe; "rather, the social world is one of artifice, continuously constructed through our own deeds, conceptualizations, perceptions, languages, rules, and norms" (Peltonen, 2017, p. 5). Understanding this is imperative to conceptualizing diplomatic simulations, specifically Model programs, wholistically – diplomatic simulations are constructed by the actions and ideas of the agents (participants posing as Member States) and simultaneously construct the participants, their identities, and ideas. In addition, Model programs provide the social context (and structure) that is provided to participants as they make meaning of the world, its inhabitants, and its issues. However, there are certainly pre-constructed aspects to a Model conference that participants are tasked with navigating. That is, the practice of diplomacy in and of itself is a pre-constructed set of spoken and unspoken rules that participants are expected to adhere to. They are also expected to interact with the international norms set by the international organization being simulated (and reinforced by conference staff).

5   CONSTRUCTIVISM AS A PEDAGOGICAL THEORY: DIPLOMACY AS PEDAGOGY

The following section examines constructivism as a pedagogical theory in order to understand the mechanisms through which the Model programs engage student learning and promote skill development. Constructivist Learning Theory (CLT) allows one to comprehend the

dynamics and elements of a Constructivist Learning Environment (CLE) and how Model

programs constitute a CLE. A detailed look into the variety of learning models Model programs

employ is presented, specifically simulation-based learning, experiential learning, problem-based

learning, deep learning, and Youth-Adult Partnerships (Y-APs).

5.1   Constructivist Learning Theory (CLT)

The origins of constructivist learning theory (CLT) date back to Immanuel Kant's take on

whether characterizations of situations and objects are established and absolute or constructed

and fluid. Kant argues that learning is exercised as a mutually reinforcing relationship between

theory and application (or practice). The theory "predicts that by constructing external

representations of scientific phenomena, learners are building an internal mental model of the

phenomena'' (Asal & Kratoville, 2013, p. 133). The aforementioned "mental model" typically

exists as experiences that prevent the disconnect of what is being taught and what is thought to

be as applicable to real life by the student. In other words, students learn theory when they

conceptualize real life scenarios and experiences to which the theory can be applied. This is

because learning, according to CLT, is the "active process in which learners construct their own

meaning and build internal and personal representations of knowledge," (a process also

identified as active learning) thus suggesting that learning is actively constructed by the learner

(Vermetten et al., 2002, p. 265). Active learning contrasts the inability for traditional lecture

models to capture the attention and imagination of students who are socialized by the digital era

(Crossley-Frolick, 2010, p.184).

A central element of the constructivist learning model is the Zone of Proximal

Development (ZPD) (Duarte, 2019, p. 267). The ZDP is "the zone that comprises the range or

spectrum between the current level of development of an individual, determined by the

independent solution of problems, and the level of development that can reach (potential), determined by means of the solution of problems with the support of a guide, these being a teacher or individuals with a higher level of ability" (p. 268). In other words, the ZDP differentiates between the learning an individual can accomplish on their own and what they are able to accomplish with a guide or instructor. As aforementioned, cognitive changes are set in motion as individuals interact with their social environment and create meaning out of them, equipping them with the ability to execute a task they would otherwise be unable to do. Therefore, greater individual development derives from interaction; "students must structure situations where they participate actively through social interaction" (p. 267).

Educational mechanisms that employ CLT are identified as Constructivist Learning Environments or CLEs. CLEs maintain eight characteristics and goals:

1. Provide experience in and appreciation for multiple perspectives and representations of reality.

2. Represent how naturally complex the real world is.

3. Allow students to engage in the knowledge construction process rather than reproduction (thus, the role assumed by the teacher is the facilitator of this process).

4. Allow students to interact with authentic tasks to contextualize the material and avoid abstraction.

5. Provide real-world, realistic, and relevant case-based learning environments.

6. Foster and encourage ownership in the learning process, self-awareness, and reflective practice.

7. Enable students to construct knowledge dependent on context and content by way of multiple modes of representation.

8. Curate a space for the collaborative construction of knowledge by way of social experience and negotiation (Honebein, 1996, p. 11; Jonassen, 1994, p.35).

The rise in popularity of CLT in modern times occurred to meet the needs for higher quality education and vocational skills development, the modern job market, and an increasingly globalized knowledge society due to the information age (Obendorf & Randerson, 2013, p. 353). In addition, studies have shown that in order for students to feel a sense of belonging to a course, discipline, or institution, it is imperative to cater to the various learning styles of students – constructivist learning environments allow for this (Obendorf & Randerson, 2013, p. 353).

Approaches derived from CLT include simulation-based learning, problem-based learning, experiential learning, deep learning, and youth-adult partnerships (Y-APs). The following sections will examine these approaches, provide evidence that diplomatic simulations utilize them, and discuss the pedagogical value delivered by diplomatic simulations as a result of incorporating them.

5.1.1   Simulation-Based Learning

Given that it is inherently understood how simulation-based learning (SBL) is present in diplomatic simulations, it is logical to begin with a discussion about SBL. Simulations constitute an interactive environment (simulated reality that engages both person-to-person and person-to-group relations) with the objective of producing real world choices to export real behaviors (Lori, 2014, p. 39). In other words, "well-designed simulations provide a believable, reality-based situation to which students can apply theory, thereby using theory to construct a mental model" (Asal & Kratoville, 2013, p. 133). The decision-making process required from simulation participants engages higher order thinking skills compared to traditional class settings – students experience the increased ability to view problems and their root causes wholistically and execute

a winning simulation strategy (Lori, 2014, p. 39; Jones & Bursens, 2013, p. 3). Simulations accomplishing cognitive and affective learning exemplify the aforementioned higher order thinking. In terms of diplomatic simulations, cognitive learning is "enhanced through the factual information gained, putting into use concepts such as negotiation, organization, and power, and, through learning, also the actual processes and 'real world' structures that must be navigated in order to successfully complete the simulation" (Jones & Bursens, 2013, p.3). As for affective learning, or emotional maturation, students are more self-aware and develop confidence in their capabilities and efficacy (Jones & Bursens, 2013, p.3).

Simulations are specifically elected by political science educators because it allows for the long-term retention and use of concepts, facts, and theories to analyze and navigate situations, reflect on their own observations of the situations, engage in problem-solving, and develop ideas that are unique to them. Simulations also allow students to experience a situation (even though simulated) that they would experience at a much later stage in their lives or perhaps never at all, but would still benefit from as global citizens (Jones & Bursens, 2013, p. 3-4). Diplomatic simulations in particular go beyond typical international organizations undergraduate courses by exploring the

> "importance of negotiation, bargaining, diplomacy, contingency, incentive structures, and strategy in the context of such organizations," the "significant limits that international organizations face, in large part due to intergovernmental approaches to problem solving and jealously guarded prerogatives of state sovereignty," and "confront how the rules of diplomacy and the unequal distribution of power among state and nonstate actors complicate coordinated responses to problems spanning across national borders" (Crossley-Frolick, 2010, p. 185-6).

In addition, diplomatic simulations provide the opportunity for students to engage with primary documents such as resolutions and reports deriving from negotiations to become familiar with international organization writing styles. The aforementioned optimal outcomes are made possible by leveraging the "fun" that students describe diplomatic simulations to be (p. 186).

A great advantage of simulations is its adaptability of purpose, though diplomatic simulations present three specific purposes: 1) to examine decision outcomes by understanding the interaction between hard and soft power in formulating policy positions; 2) to explore negotiation and institutional dynamics; and 3) to develop group identities (a more incidental purpose) (Usherwood, 2013, p. 3).

According to Crossley-Frolick, successful simulations maintain the following criteria:

1. careful design and assessment,

2. clearly stated objectives,

3. clear rules of procedure and protocol,

4. sufficient background information,

5. good student preparation for role-playing, and

6. debriefing and reflection (2010, p. 185).

The literature emphasizes the importance of debriefing and reflection as it is often overlooked as a key element of a simulation (Asal & Kratoville, 2013, p. 139; Bradberry & De Maio, 2019, p. 100; Crossley-Frolick, 2010, p. 185; Engel et al., 2017, p. 177; Ginn et al., 2011, p. 11; Hammond & Albert, 2020, p. 445; Leib & Ruppel, 2020, p. 349; Levy, 2018, p. 433; Matzner & Herrenbrück, 2017, p. 279; Obendorf & Randerson, 2013, p. 360; Switky, 2004, p. 46). Debriefing allows for students to fully digest their experiences and reflect on the important connections between ideas, experience, and theory. An effective debriefing protocol will ask

participants to Describe, Explain, Predict, Prescribe, and Participate (DEPPP). This can look like

describing the events through one's role and role of others, how to improve if the simulation was

done again, likes and dislikes, and what is unrealistic for the simulation. In addition,

incorporating a written debriefing maximizes impact of the simulation following the oral

debriefing as students can include peer and group conversations in their reflections (Crossley-

Frolick, 2010, p. 192-3).

5.1.2   *Experiential Learning*

Simulation-based learning denotes experiential learning. Experiential learning dates to

Socrates through his promotion of active learning through inquiry-based practices (Bradberry &

De Maio, 2018, p. 96). It is defined as "learning from experience or learning by doing [that]

encourages reflection about the experience to develop new skills, new attitudes, or new ways of

thinking (Lewis & Williams, 1994, p.5). It is suggested that "experiential learning opportunities

advance civic engagement, career development, cultural and community awareness, appreciation

of diversity, and leadership" (Bradberry & De Maio, 2018, p. 98). Three things must occur to

constitute an effective experiential learning program: 1) students must engage in and perform an

activity that is a concrete experience, 2) students reflect on observations and experiences, and 3)

students generalize and apply what was learned to real-life situations to encourage an evolving

process of learning in which one experience informs the next (p. 97).

5.1.3   *Problem-Based Learning (PBL)*

Problem-based learning posits that students experience an easier time learning if what

they are learning is of need to them. A learning environment can facilitate this "need" when the

goal is to solve a problem. This method of learning is particularly effective in collaborative

problem-solving – not only will students be motivated to find and apply information, but it will

also promote an interactive environment in which they explain their findings to others and build knowledge together (Asal & Kratoville, 2013, p. 134). Benefits of PBL include "increased inclusivity, deep learning, better retention of knowledge, development of critical and analytical skills, greater student interest and the development of key employability skills" (Hale, 2006, p. 85). The benefits of PBL are perceived by students – research has shown that students graduating high school after 2000 are more open to and engaged by problem-based learning as the teacher relinquishes control of the classroom, becomes more of a guiding or facilitating force, and places the students at the center of learning (Crossley-Frolick, 2010, p. 185).

The ultimate goal of a diplomatic simulation is to solve real world issues, just as the organization being simulated actually does. Examining the problem and devising solutions occurs through both an individual and group process. First, participants examine the way in which their assigned country has addressed the issue and identify shortcomings (to keep in mind and remedy by promoting their interests during the simulation) and effective strategies (to present to the committee so as suggest its large-scale adoption). Then, participants deliberate, in detail, the merits of solutions until it is feasible to put to a vote. What makes the problem-solving process so increasingly impactful in diplomatic simulations is participant access to experts. The Dais, consisting of the director that chose and researched the topics being discussed and chairs that have years of experience as delegates, provide participants with feedback on what constitutes effective solutions as well as resolution-writing. Faculty advisors typically hold doctorates in relevant subjects and present themselves as a resource to students. In addition, simulation organizers invite expert guest speakers working directly with the organization being simulated or organize visits to the embassy of the country students are assigned to.

5.1.4   Deep Learning

Deep learning is "an increased ability to connect, synthesize, and abstract knowledge, while surface learning is evident where students merely pick up one or two aspects of a task…in other words, surface learners learn by memorizing facts, while deep learners learn through understanding" (Haack, 2008, p. 396). Deep learning presents four levels of knowledge or cognition: factual, procedural, conceptual, and metacognitive. Factual knowledge is knowledge needed to effectively solve problems. Procedural knowledge is knowing how to do things. Conceptual knowledge is the understanding of how ideas are connected. (Engel et al., 2017, p. 172). Metacognitive knowledge, or metacognition, "is the monitoring, regulating, and controlling [of] one's own processes such as thinking, problem-solving, comprehending, reasoning, memory and learning" (Hastürkoğlu, 2019, p. 916). Metacognitive realization (as well as novel learning) occurs when an individual understands the variance between previous and current thoughts about the topic being examined (p. 916). While factual and procedural knowledge are easily developed and measured in educational mechanisms (acquisition of knowledge and skillset), changes in conceptual and metacognitive knowledge is more difficult to achieve (and prove).

In one study of diplomatic simulations, conceptual change was operationalized as changes in attitudes. The study found that as a result of participation, changes in attitudes did occur, with students aligning more with international relations theories (particularly realism as it pertains to the way states behave in the international system as well as their motivations behind acting) (Jesuit & Endless, 2018, p. 205). Participants are able to interact with international relations theory through diplomatic simulations because of the way in which theory influences the actual international organization, particularly social constructivism, realism, liberalism, and other critical theories (such as neo-Marxism, neocolonialism, and feminism) (Engel et al., 2017

p.177). Students also became more convinced of how individuals influence policy outcomes, including on the world stage (Jesuit & Endless, 2018, p. 205).

In a study by Engel et al., conceptual changes are operationalized as the way in which IR theory is learned and applied while metacognitive changes are operationalized as professional skill development (2017, p. 171). The authors suggest that an examination of student self-reflections yielded evidence of deep learning of the theories and accurately being able to see the link in practice in the simulation (p. 177-9). In particular, students learned communication and public speaking, institutional procedures, negotiation skills, capacity to think on one's feet, diplomacy, problem-solving, research and professional writing, teamwork, confidence, the use of pertinent technology as aid, clarity on future career pathways, and the ability to act impersonally (p. 179-180).

5.1.5   *Youth-Adult Partnerships (Y-AP)*

Diplomatic simulations present the opportunity for developing youth-adult partnerships (Y-APs). Youth-adult partnerships are defined as

> "(a) multiple youth and multiple adults deliberating and acting together, (b) in a collective [democratic] fashion, (c) over a sustained period of time, (d) through shared work, (e) intended to promote social justice, strengthen an organization and/or affirmatively address a community issue" (Levy, 2016, p. 15).

The preparation process preceding a diplomatic simulation (as well as the simulation itself) meet these criteria. It is through the youth-adult developmental partnership that youth hone the skills necessary for organizational participation and political engagement. Specifically, students engage in group decision-making which develops mastery, confidence, and emotional well-being. In addition, engaging in a democratic process, feeling connected to a powerful social

group or community, and discussing controversial issues in an open climate increases political efficacy and interests. Developmental relationships empower youth through the following process: first, adults intentionally provide guidance and scaffolded teaching and second, adults gradually withdraw this guidance. This process is characterized as bi-directional in which instead of deciding the content they are exposed to and the activities they partake in, adults engage their needs and interests - the balance of power shifts from adults to youth (Levy, 2016, p. 14-5).

5.2 Outcomes of Diplomatic Simulations as CLEs

Now that the learning mechanisms employed by diplomatic simulations have been established, it is feasible to perform a more detailed examination of learning and developmental outcomes as presented in the literature.

5.2.1 *Knowledge Acquisition*

Participating in diplomatic simulations allowed students to:

Table 5.2.1 Knowledge Acquisition Outcomes in the Literature

Outcome(s)	Source(s)
Increase factual, procedural, and self-evaluated knowledge about international and multilateral issues, regardless of participating in a small, in-class simulation, regional conference, or a national conference.	Leib & Ruppel, 2020, p. 349-350; Calossi, 2018, p.425-6
Understand and conceptualize IR theories and concepts as well as protracted conflict. Students are forced to examine their own idealism as they explore the difference between theory and practice as well as the complications arising from an unequal distribution of power. Participation also engaged critical and analytical thinking.	Coticchia et al., 2019, p. 247-8

"Increase their general knowledge, develop a more realist orientation towards international relations, and place more emphasis on the importance of individual agency in world affairs."	Jesuit & Endless, 2018, p.198
Gain insight on how voting rules and procedures can either influence or determine policy outcomes, how national sovereignty is impacted by voting systems exercised in the international sphere, and how voting systems can incentivize cooperative policies over pursuing national interests or do the opposite.	Switky, 2004, p.41
Learn about "consensus-building, operating within political constraints, preserving political flexibility, and avoiding political ill-will" as well as "the responsibility and challenge of individual and group research that eventually culminates in national policy positions and concrete proposals on pressing global problems."	Hazleton, 1983, p. 96-7

5.2.2   Skill Development

Participating in diplomatic simulations allowed students to:

Table 5.2.2 Skill Development Outcomes in the Literature

Outcome(s)	Source(s)
Strengthen communication skills.	Coticchia et al., 2019, p. 247
Engage in and receive constructive criticism as well as participate in public speaking that allows for becoming a highly skilled advocate, including in introverted students.	Ripley et al., 2009, p. 58; Crossley-Frolick, 2010, p.196
Develop skills such as time management, meeting hard deadlines, constructing and executing a diplomatic strategy that keeps in mind and adapts to a variety of personalities, and being responsible to peers, conference staff, faculty advisors, and themselves.	Bradberry & De Maio, 2018, p. 96

Hone skills (besides technical skills) sought after by employers such as: curiosity, creativity, grit, digital awareness, contextual thinking, and humility. In the simulation, this shows up as: curiosity (exploring world issues and asking good questions to find answers in the experience); creativity (devising creative solutions to assigned issues and designing a diplomatic strategy that creatively bypasses obstacles); grit (to persist and endure the socially, mentally, and physically exhausting and challenging simulation); digital awareness (utilizing technology to conduct research, communicate with other delegations, and collaborate on resolutions in real time); contextual thinking (recognize global patterns and synthesize interests and ideas being shared in the simulation to create wholistic solutions even in ambiguous or difficult contexts); and humility (recognizing areas of growth or weaknesses and being open to learning or delegating tasks in a caucus based on strengths).	Bradberry & De Maio, 2018, p. 96-7
Gain expertise in "formal language, debate, public speaking, negotiation, empathy and teamwork, developing a global and intercultural awareness and citizenship, the interactions between individuals and their context, and collectively finding solutions to problems."	Duarte, 2019, p. 275
Work through obstacles to strategy such as out-of-character or disruptive delegates or procedural delays.	Hazleton & Jacob, 1983, p. 97
Advance critical, team, problem-solving, communication, personal and career, autonomous and goal-setting, influencing change, time management and organization, and creative skills, regardless of gender and race.	Hammond & Albert, 2019, p. 452
Improve their self-evaluation regardless of their academic background.	Calossi & Coticchia, 2018, p. 425-6

5.2.3 Impacts on Pathways

Participating in diplomatic simulations allowed students to:

Table 5.2.3 Pathway Outcomes in the Literature

Outcome(s)	Source(s)
Experience empowerment, decrease uncertainty in career pathways, and increase interest in international relations-related academic pathways, particularly political science and languages. Students who already entertained the possibility of careers in international relations become more specific – that is, instead of desiring work in "international organizations," they identify "diplomatic officer" or "EU official" as their desired profession.	Coticchia et al., 2019, p. 258-9
Transform themselves into agents.	Duarte, 2019, p. 275
Pursue further undergraduate research in topics inspired by their experiences in the simulation.	Obendorf & Randerson, 2012, p. 10
Feel inspired to change academic majors related to international relations.	Hammond & Albert, 2019, p. 452

A study conducted by Bradberry and De Maio also found that 59% of participants attended graduate or law school, 77% of participants graduated in four years in less, 77% of participants were employed after graduations if not in graduate school, 67% of participants were employed within three months of graduation, and 29% were employed within four to eight months of graduation. The authors do not argue a causal relationship, but there is no grade point average (GPA) requirement to join the Model United Nations program that was studied and the program offers "external motivation for students to stay on track; positive peer influence,

camaraderie, and support; and mentorship from faculty coordinators, judges, diplomats, and other professionals" (2018, p 102-5).

In addition, diplomatic simulations as a study away program have been used to curb identified issues of low retention stemming from a lack of institutional connectedness, faculty attitude towards students, and student access to teaching faculty outside of the classroom. At Augusta University, the Model United Nations program serves as both a three-credit hour program that suggests its own social integration through teamwork and mutual responsibility in the team as well as a "study away program" with a "trip component [that] facilitates a university life outside the classroom that provides connectedness to the university, faculty, and fellow students… in a way that cannot be achieved in the traditional classroom setting and is similar to what is found in study abroad trips" (Ginn et al., 2011, p.7). Thus, academic integration, social integration, and intellectual development are accomplished. Setting up the program as a study away program has other advantages, including minimizing the administrative responsibilities for faculty advisors and students being eligible for study abroad scholarships (p. 1).

6   CONSTRUCTIVISM AS AN INTERNATIONAL RELATIONS (IR) THEORY: PEDAGOGY AS DIPLOMACY

Model programs manifest the international relations (IR) constructivist practice and ideation of the identity and the Other, language and communication, norms and norm diffusion, assemblage, and crisis.

6.1   Conceptualizing the Other: Identities as a Construct

As briefly mentioned, imperative to the performance of global politics (as well as domestic society) is the existence and conceptualization of identity. Identities underline expectations and predictable patterns of behavior and provide actors with a level of certainty and

order that fosters functionality. The identity strongly implies "a particular set of interests or preferences with respect to choices of action in particular domains, and with respect to particular actors" (Hopf, 1998, p. 174-5). When contextualizing the state, the main agent in diplomatic simulations, one understands its identity to be cognizant of its preferences and, consequently, the actions it may or will take. The construction of identity is interactive and not controllable by the owner – it is the intersubjective social structure that assigns meaning to identity depending on who (or what) is perceiving it. Therefore, "a state understands others according to the identity it attributes to them, while simultaneously reproducing its own identity through daily social practice" (Hopf, 1998, p. 175).

Because the social categorization or identity construction process operates in an intersubjective social structure, negative constructs are apt to arise, namely through stereotyping. Out-group homogeneity, or the perception that individuals of the Other are more similar than what reality suggests – it is commonplace and results in real consequences such as prejudice and discrimination. This occurrence extends beyond the individual and to the state – that is, as a state's perceived power, culture, and policy motivations becomes skewed, so do decisions and reactions towards that state (Shannon, 2019, p. 220).

Diplomatic simulations maintain the "capacity to highlight subjective, intersubjective, and contested understandings" and "building meaning through problem-solving," effectively challenging stereotypes and potentially changing attitudes towards the Other (Morgan, 2003, p. 351). It is particularly designed "to overcome national ethnocentrism by affirming the existence of multiple perspectives on world issues and by establishing a deliberative process through which these different interests and perspectives can be negotiated" (Coughlin, 2013, p. 320). This is especially the case for national and international conferences – they provide participants

with cross-national interaction in a structured conference setting, giving students more realistic engagement with different national and cultural attitudes. At Georgia State University, Model students are constantly reminded to "stop thinking like an American" in an effort to disrupt Ameri-centric thought within students and encourage a mentality that welcomes and processes various (and sometimes conflicting) perspectives.

6.1.1 Empathy and Role Play in Diplomatic Simulations: Means of Conceptualizing Identity

The study of international relations is often done through ethnocentrism, or the superimposition of the assumptions and values of one's own culture on other cultures and nations. While empirical and analytical examinations are vital to conceptualizing global affairs, empathy is needed to appreciate subtle complexities and therefore disrupt ethnocentrism (Stover, 2005, p. 207). Freud suggests that empathy ''plays the largest part in our understanding of what is inherently foreign . . . in other people'' (1923, p. 108). There is a notable link between empathy and diplomatic simulations due to its role-playing element; "a critical breakthrough in the preparation of any delegation comes when its members start to refer to their country assignment as 'we,' rather than 'they'" (Hazleton & Jacob, 1983, p. 97). Empathy within role-playing exists as a continuum, as shown in the diagram below:
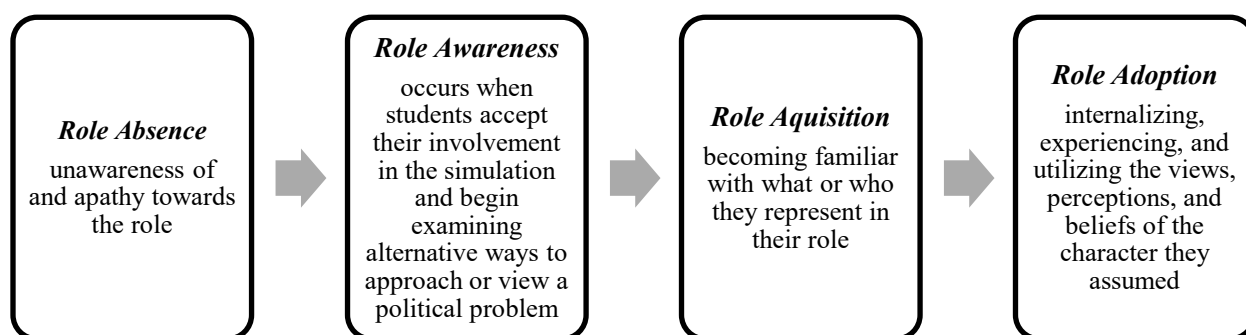
Figure 6.1.1.1 Role-Playing as a Continuum

In order for students in diplomatic simulations to achieve role adoption, Stover suggests several steps:

1. Motivate and generate interest and excitement in students by choosing simulation topics that are important to them and the community more broadly.

2. Conduct intersubjective research that allows students to examine issues through the perspective of the role they are playing.

3. Amplify and reinforce responsibility for acting on behalf of the individual or institution by "continuous inter-team communication that encourages members to adopt the interests and values of their group" (211). The use of information and communications technology (ICT) to communicate can pave the way for more intense and prolonged role adoption.

4. Include experts, professionals, and other individuals with experience or high stake in the roles and topics being simulated (2005, p. 210-1).

6.1.2   *Model Arab League: Challenging Perceptions of the Arab and Muslim Worlds*

Extensive research exists on the negative perceptions of Arabs and Muslims (and countries with Arab or Muslim majorities) within the Western world. Anti-Arab and anti-Muslim prejudices are performed on the stage of Orientalism, an ideology defined by Edward Said in 1978 that promotes "a dualism between the West and Islam that justifies superiority and imperialism by the West by portraying Others as less human" (Shannon, 2019, p. 221). These perceptions have real consequences, such as mosque burnings and other attacks, harassment, distrust, and government-sanctioned surveillance.

Model Arab League, a simulation of the League of Arab States, directly challenges Islamophobia and anti-Arab sentiment. Participants are first introduced to Arab-centrism through the selection of the topic agenda that only includes issues that directly impact Arab states. They

are also instructed to prioritize Arab sources and promote Arab self-sufficiency by utilizing Arab League (rather than United Nations) agencies and resources and collaborating with Arab non-governmental organizations (NGOs) and non-state actors for initiatives as much as possible. In addition, through simulation proceedings, participants enjoy deliberations from the perspectives of the 22 Arab states present, effectively promoting the conceptualization of Arab plurality. A study (Shannon, 2019) reveals evidence of the aforementioned. It found that Model Arab League increased general knowledge on the ethnic and religious demographics of represented Arab countries, decreased unfavorable perceptions of Muslims, decreased unfavorable perceptions of Arabs, and facilitated positive changes to perceived intentions of assigned countries (p. 229-236).

6.2   Language and Communication in Crisis Management

Language, with its action-oriented and performative nature, assumes a constitutive role that maintains the power to construct reality. Through this, it is understood that as language is utilized by multiple actors, multiple meanings and realities are produced and compete for legitimacy (Zhao, 2020, p. 100, 105).

> As such, "crisis communication is more than just a simple transmission of crisis information; it is also a medium for the negotiation and construction of meaning" in which "crisis response strategies, such as the discursive devices of justifications, disclaimers, attributions, and blaming, are forms of social interactions. Social actors employ language to construct particular versions of events, to excuse or validate their own behaviors, to fend off criticism, or to otherwise allow them to maintain credibility in a crisis" (p. 101, 105).

Social responsibility, too, is constructed through communication and dynamic social interaction. In other words, crises highlight the interaction between objective facticity and subjective meaning. A triggering event, or a specific man-made event that can be identified in time and place, becomes a crisis through social perception and definition communicated through language (p. 104). False claims or hoaxes easily exemplify this, as does the way in which the American people hoarded and fought over resources when the COVID-19 pandemic was falsely framed to be precursing Martial Law.

Diplomatic simulations largely charge participants with crisis management and prevention. Participants engage in crisis management in two ways: 1) deliberate solutions to pre-assigned issues over the duration of the full conference, moving at the pace that the committee sees fit or 2) by responding to a surprise crisis that simulation organizers require immediate attention to, operating within a facilitated time constraint. The simulation utilizes the same construction process of crisis by way of language and communication to create a space in which participants internalize the crises and world issues to the point of being compelled to solve them. This suggests that diplomatic simulations strongly coincide with the real operations of the organization being simulated as the "triggering events" that participants are communicating into crisis are the same events shared by real ambassadors. They are also expected to follow the same communication rules and employ the same technical language as real ambassadors, including avoiding incriminating the country they are representing. The true difference between the proceedings of the diplomatic simulation and the actual organization being simulated is the "meaning" that is constructed in the varied intersubjective social contexts.

6.3   Diplomatic Simulations as Assemblages

> Assemblages are
>
> "comprised of [heterogeneous] objects and their connections, which combine to make up
>
> interconnected arrangements with their own functional properties and capacities. An
>
> object can be anything that has an effect on the world: humans, technology, animals,
>
> policies, or opinions. An assemblage can be any arrangement of objects: a football team,
>
> a zoo, a large-multinational, or a language classroom. Key to an assemblage is its co-
>
> functioning; that an object's capacities only become realized in relation to other objects"
>
> (Matthews, 2019, p. 281).

Conceptualizing assemblage allows one to understand the world as constantly becoming in

which assemblages engage an affective experience of participation as objects are reworked and

develop co-agency with the other objects within the assemblage.

Diplomatic simulations can be identified as an assemblage comprised of role-playing

humans and material objects such as placards, laptops, gavels, document, and others that produce

"affects, attitudes, and memories that shape future geopolitical action" (Dittmer, 2013, p. 495). A

diplomatic simulation is "not a 'faux' diplomacy; rather it is a virtual one with effects on actual

geopolitics through its reproduction of a particular state-centric liberal order and an associated

core-periphery structure inherited from colonialism" (p. 495). This is because "world politics is

not just about how states interact within the condition of anarchy; more fundamentally, it is about

the ways in which people are embedded in structures that produce both states and world politics.

MUN is such a structure" (Coughlin, 2013, p. 321). Understanding this is made possible by

positioning diplomatic simulations as an object that exists within the inter-state system's

assemblage. This is evidenced by the perception, recognition, and promotion of diplomatic

simulations as an experience with real impact with examples including, but not limited to, regional organizations such as the League of Arab States analyzing student resolutions, academic and professional spaces viewing participation in diplomatic simulations as a competitive attribute in applicants, international and regional organizations maintaining a direct relationship with Model programs and often providing ambassadors or personnel as speakers, mentors, and experts for students to engage with for their conferences. In addition, diplomacy exported by simulations "can work to upend long-standing patterns and gridlocks within actual diplomacy, if not through the direct importation of policies hashed out in university backrooms then through the direct importation of diplomatic professionals who have been shaped by the experience of gameplay in their past" (p. 495).

The impacts of diplomatic simulations on true diplomacy can also be evaluated through Diamond and McDonald's conceptualization of multi-track diplomacy (MTD). MTD allows one to conceive "diplomacy as a flexible and informal activity that consists of multiple interconnected tracks" and "thus enables seeing and utilizing diverse fields of human experience and activities as a network of international diplomatic practices" (Sarson et al., 2019, p. 110). There are nine tracks to MTD: 1) government, 2) professional conflict resolution, 3) business, 4) private citizens, 5) research, training, and education, 6) activism, 7) religious, 8) funding, and 9) public opinion and communication (Diamond & McDonald, 1996, p. 11-15). A diplomatic simulation is "a form of multi-track diplomacy itself, with a further advantage of consolidating international relationships on longer timescales by building foundations for future collaborations in areas such as academics and government" (Sarson et al., 2019, p. 110).

6.3.1 Developing Political Efficacy

Considering diplomatic simulations as assemblages means understanding participants as agents that act (or will act) in manners that impact geopolitics. This is further solidified by the literature as it pertains to evaluating the way diplomatic simulations develop political efficacy in participants. A study conducted by Calossi and Coticchia found that

> "students' political efficacy increased during the process of becoming active, central participants in their Model UN club, which involved repeated opportunities for engaging in political tasks and preparing for those tasks, all within a context of supportive, politically engaged peers. Having numerous chances to participate in politically oriented problem solving and to thoughtfully prepare for these experiences appeared to help participants identify the nuances involved in thriving in such a community and enabled them to actively engage once they felt prepared to do so. Overall, these findings suggest that ongoing opportunities to be involved in a socially supportive group engaged in interactive, politically oriented tasks can support young people's development of political efficacy" (2018, p. 434).

Levy suggests that the participants' political efficacy, interests, and attitudes developed in a Model United Nations program can be used to predict future political participation. In fact, the study, which examined student motivations behind political engagement, found that students referenced their participation in Model UN conferences as a significant motivator. This offers an explanation as to why the Campaign for the Civic Missions of Schools considers simulations to be a best practice to foster civic engagement in young people (Levy, 2016, p. 14).

6.4 Norms and Norm Diffusion

Norms are "collective understandings that make behavioral claims on actors...they constitute actor identities and interests and do not simply regulate behavior" (Checkel 1998). There are various types of norms that are recognized by scholars across disciplines, including regulative norms (norms that influence, constrain, or order behavior), constitutive norms (norms that construct new kinds of actions, actors, and interests), and prescriptive norms (norms that indicate what majority of a social group approves of). Norms by nature prompt a moral assessment of behavior, causing actors to undergo moral justification for actions challenged by emerging norms. The communication that occurs as a result is significant and can be studied (Finnemore & Sikkink, 1998, p. 891-2).

It is important to note that there is a difference between domestic and international norms, although domestic and international norms can be increasingly intertwined by a "two-level norm game". International norms can begin as or operate through the filter of domestic norms. Conversely, debates regarding domestic norms can depend on international norms for strength (Finnemore & Sikkink, 1998, p. 893)

Norms becoming functionally influential requires a three-stage process, known as the norm "life cycle": stage one is the emergence of the norm ("norm emergence"), stage two is broad acceptance of the norm ("norm cascade"), and stage three is internalization. The norm life cycle begins with the work of norm entrepreneurs, who are responsible for convincing a critical mass (who become the norm leaders) to embrace the norm. Because domestic norms are intertwined with and inform international norms, norm entrepreneurship can happen at two levels: a member of civil society convincing other individuals of a norm and states convincing other states of a norm. The second stage consists of a "dynamic of imitation as the norm leaders

attempt to socialize other states to become norm followers" with varying motivations such as "pressure for conformity, desire to enhance international legitimation, and the desire of state leaders to enhance their self-esteem". In the third and final stage, internalization, norms are no longer extensively debated and taken for granted (Finnemore & Sikkink, 1998, p.895).

Table 6.4.1 Stages of Norms (Finnemore & Sikkink, 1998, p.895)

	Stage 1 *Norm emergence*	*Stage 2* *Norm Cascade*	*Stage 3* *Internalization*
Actors	Norm entrepreneurs with organizational platforms	States, international organizations, networks	Law, professions, bureaucracy
Motives	Altruism, empathy, ideational, commitment	Legitimacy, reputation, esteem	Conformity
Dominant Mechanisms	Persuasion	Socialization, institutionalization, demonstration	Habit, institutionalization

6.5   Using Diplomatic Simulations to Implement The 2030 Agenda: A Content Analysis

To exemplify and further support the arguments made throughout this thesis, I will perform an exploratory content analysis on Model United Nations (MUN) documents (N=7,737). I am specifically examining how MUN can be used to accomplish the 2030 Sustainable Development Agenda by: 1) offering information on how youth are interacting with the concepts of the Agenda and 2) simulating the norm life cycle discussed in the previous section.

6.5.1   The 2030 Agenda

January 1, 2016 marked the official launch of the ambitious 2030 Agenda for Sustainable Development. Adopted unanimously by all 193 United Nations Member States in September 2015, the 2030 Agenda calls for the global achievement of 17 Sustainable Development Goals (SDGs), as follows: 1) No Poverty, 2) Zero Hunger, 3) Good Health and Well-Being, 4) Quality

Education, 5) Gender Equality, 6) Clean Water and Sanitation, 7) Affordable and Clean Energy,

8) Decent Work and Economic Growth, 9) Industry, Innovation, and Infrastructure, 10) Reduced

Inequalities, 11) Sustainable Cities and Communities, 12) Responsible Consumption and

Production, 13) Climate Action, 14) Life Below Water, 15) Life on Land, 16) Peace, Justice, and

Strong Institutions, and 17) Partnerships for the Goals (United Nations, n.d.). The

implementation of the SDGs, along with continued practice of sustainable practices beyond

2030, requires a rigorous education and awareness campaign. This is reflected in SDG target 4.7,

which states,

> "by 2030, ensure that all learners acquire the knowledge and skills needed to promote
>
> sustainable development, including, among others, through education for sustainable
>
> development and sustainable lifestyles, human rights, gender equality, promotion of a
>
> culture of peace and non-violence, global citizenship and appreciation of cultural
>
> diversity and of culture's contribution to sustainable development" (United Nations, n.d.).

The United Nations presents the following indicator (4.7.1) to measure the success of the

aforementioned target: "extent to which (i) global citizenship education and (ii) education for

sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c)

teacher education; and (d) student assessment" (U.S. General Services Administration, 2015).

6.5.2 *Global Citizenship Education (GCED) and Education for Sustainable Development (ESD)*

It is then understood that the United Nations identifies that the curriculum needed to

globally accomplish the SDGs involves two elements: Global Citizenship Education (GCED)

and Education for Sustainable Development (ESD). The United Nations Educational, Scientific,

and Cultural Organization (UNESCO) is responsible for galvanizing and leading the

international community to implement GCED and ESD (along with the Education 2030 Agenda in general) through capacity development, advocacy, and policy guidance (UNESCO, 2021). At the core of ESD and GCED is the belief that students are change-makers and that the aim of this education is to equip students with the knowledge, skills, attitudes, and behaviors to work towards a more peaceful, equitable, and sustainable future for all people – on an individual, collective, local, and global basis. ESD and GCED combine knowledge (cognitive content) such as human rights education, peace education, environmental education, sustainability education, global education, citizenship education, and gender education as well as competencies such as problem solving, critical thinking, empathy, global solidarity and respect for diversity (UNESCO, 2016).

6.5.3 Methods

The content analysis is performed on Model United Nations background guides, position papers, and resolutions from the National Model United Nations (NMUN) – New York conference. NMUN is a non-governmental organization that is a United Nations Academic Impact member and holds a formal relationship with the United Nations Department of Global Communications. It is the largest and oldest university-level Model United Nations in the world (NMUN, n.d.). NMUN maintains a public archive of all background guides and participant-written resolutions. The only three years that position papers were made accessible for this study are 2016, 2017, and 2021 (the first ever virtual NMUN conference due to the COVID-19 pandemic).

The documents allow for a total of 7,737 observations, broken down as follows:

Table 6.5.1 Observations

	Background Guides	Position Papers		Resolutions	
2016: Conference A	21	1310	2880	147	301
2016: Conference B		1570		154	
2017: Conference A	21	1381	2766	151	289
2017: Conference B		1385		138	
2021: Conference A	21	772	1275	85	163
2021: Conference B		503		78	
Total (N=7,737)	**63**	**6, 921**		**753**	

Measuring GCED and ESD: The Coding Scheme

The International Bureau of Education (IBE)[3] and the Global Education Monitoring (GEM) Report[4] team created a coding mechanism to conduct preliminary studies on National Curriculum Frameworks (NCFs) aiming to move framework and indicator development for the Education 2030 agenda along. This coding scheme will be used in this study.

The coding scheme consists of nine categories (Human Rights; Gender Equality; Peace, Non-violence, and Human Security; Health and Well-Being, Sustainable Development; Interconnectedness and Global Citizenship; Competencies; Pedagogical Approaches and Methods; and Assessment) that reflect GCED and ESD, both in terms of content knowledge and

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[3] *The International Bureau of Education (IBE) is a leading UNESCO institute that promotes a global understanding of curriculum issues. The center provides practical support to ensure equitable quality education for all within the framework of the 2030 Agenda for Sustainable Development (International Bureau of Education, 2016).*

[4] *"The Global Education Monitoring (GEM) Report is an editorially independent report, hosted and published by UNESCO. At the 2015 World Education Forum, it received a mandate from 160 governments to monitor and report on: progress on education in the Sustainable Development Goals (SDGs), with particular reference to the SDG 4 monitoring framework as well as the implementation of national and international strategies to help hold all relevant partners to account for their commitments, as part of the overall SDG follow-up and review process"* (UNESCO).

competencies. The categories are divided into sub-categories, informed by UNESCO recommendations, that detail aspects such as how each category is to be comprehended and which aspects are present in the curriculum (see Appendix D – UNESCO Coding Mechanism). This study is only concerned with content knowledge, so the Competencies; Pedagogical Approaches and Methods; and Assessment categories are not included. Application of the coding scheme involves searching for key terms or words related to GCED and ESD in each document – they key terms derive from crucial UNESCO reports. Necessary to this study was the inclusion of a supplementary coding scheme I created to specifically measure mentions of each of the 17 Sustainable Development Goals (see Appendix E – Coding Scheme for the Sustainable Development Goals). This will allow for a look into how the Sustainable Development Goals are being interacted with by the conference participants. The entire process is automated through the use of the qualitative analysis software, NVIVO.

6.5.4   *Findings and Analysis*

The goals of this study are to 1) determine how youth, as both conference volunteer staff and participants, are interacting with the concepts related to the 2030 Agenda and 2) understand how the norm life cycle is being simulated. As aforementioned, the committee Dais (composed of the director, assistant director, and chair) is responsible for selecting the topic agenda and writing the background guide outlining these topics. Before the conference, participants provide the Dais and committee with their position papers. During the conference, participants work collectively to write resolutions to the issues being debated.

The norm life cycle (and the agents (youth) required to put it into motion) provides a basis for understanding how the 2030 Agenda concepts (the norms) are being engaged. The directors and chairs are the "norm entrepreneurs." Through the background guides, they are

operating as agenda-setters and introducing (as well as making the case for) the norms. The delegates become "norm leaders" and institutionalize the norm through their position papers and in-conference negotiations, even if the norm did not come directly from the background guides. Finally, group internalization occurs and translates into solutions informed and carried by collaborative work, exemplified by resolutions. This is operationalized in the study by examining mentions of norms from the background guide, to position papers, and to resolutions as a timeline.

The findings indicate that Model United Nations conferences successfully diffuse the concepts (norms) of the 2030 Agenda. 100% of the key words measured by each indicator of the coding scheme are present in at least one of the documents being analyzed (the background guides, position papers, or resolutions) when analyzing each year separately. The following charts showcase the average percent of mentions of the key words in all indicators within a category (Gender Equality; Health & Well-Being; Human Rights; Interconnectedness & Global Citizenship; Peace, Non-Violence, And Human Security; Sustainable Development; and the 17 Sustainable Development Goals (SDGs)) in each document type per year.
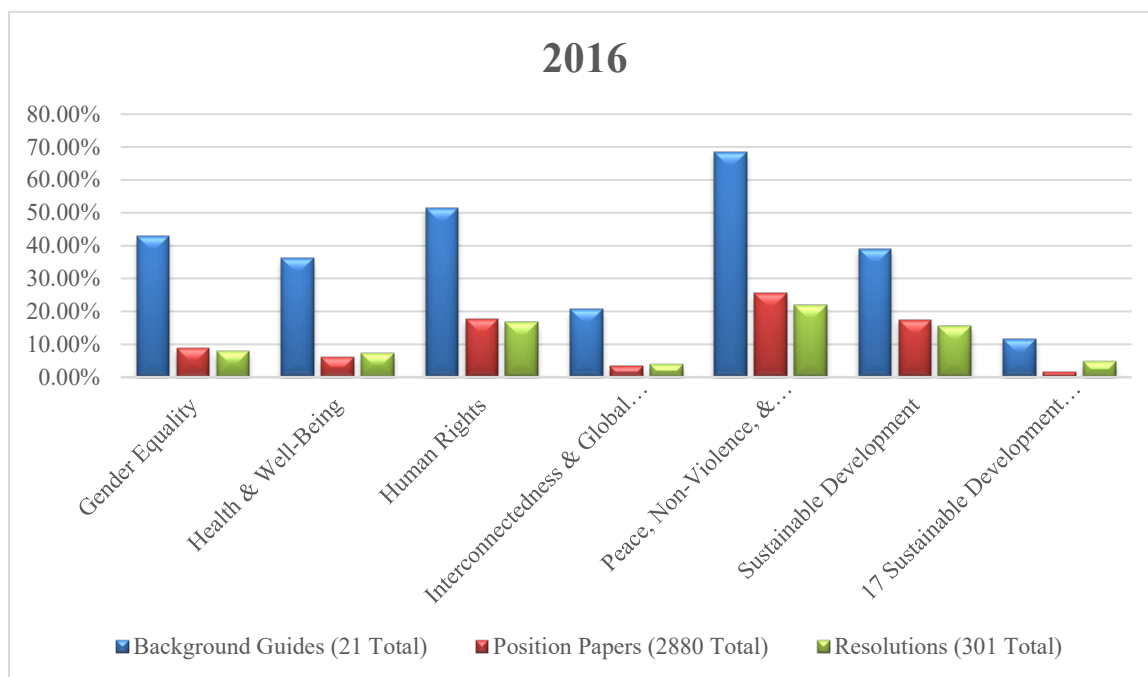
Figure 6.5.4.1 Average % of Mentions in 2016
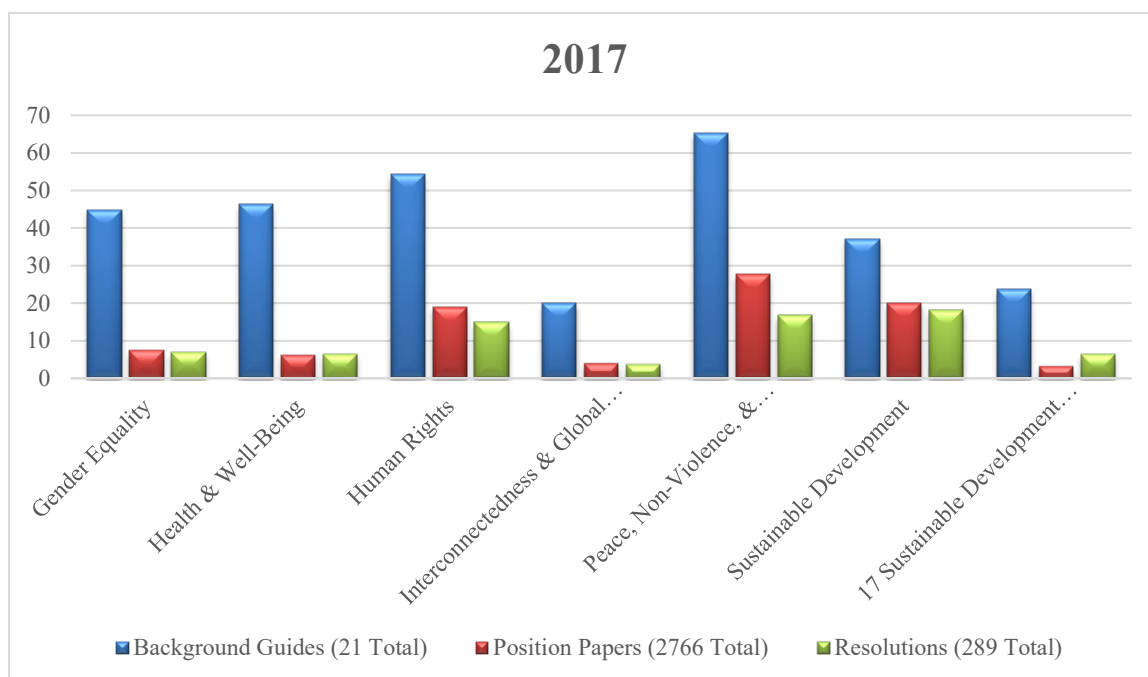
Figure 6.5.4.2 Average % of Mentions in 2017
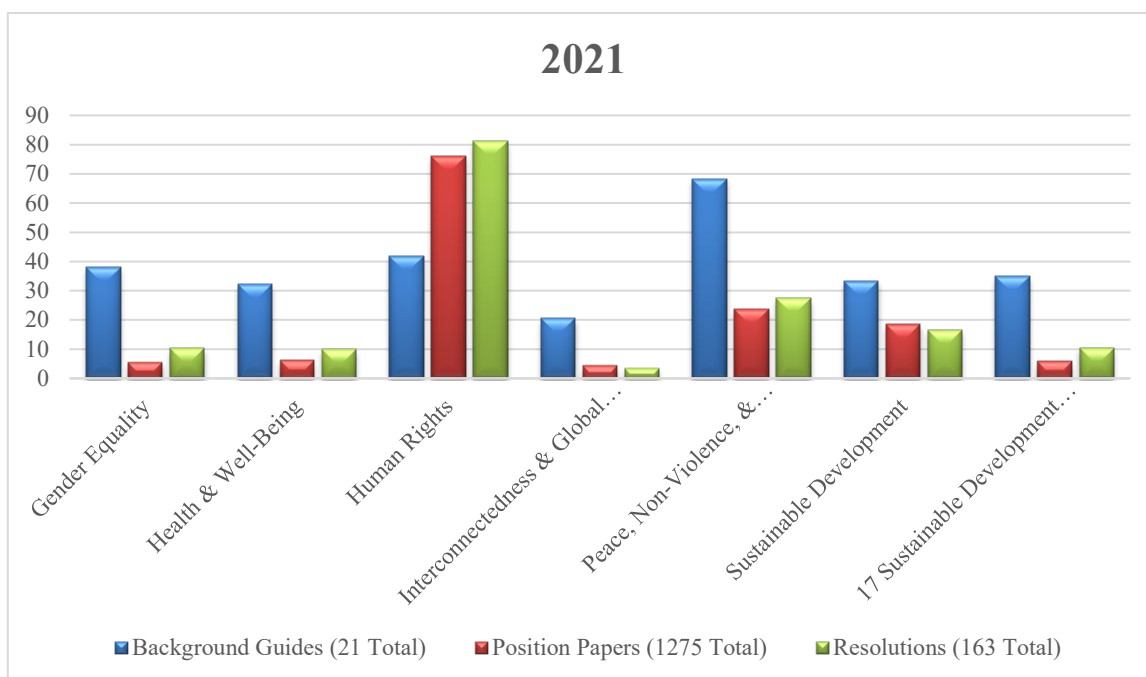
Figure 6.5.4.3 Average % of Mentions in 2021

The data suggests that, with few exceptions, the general trend is that the more concepts are mentioned in the background guides, the more they are mentioned in position papers, and the more they are mentioned in resolutions. In other words, the indicator that was mentioned the most in background guides were also mentioned the most in position papers and resolutions. For example, in 2016, the most mentioned category in the background guides is "peace, non-violence, and human security." The same category constitutes the most mentioned category in both the position papers and resolutions within that year as well. This emphasizes the position of the Dais as agenda-setters – what is discussed the most by them will also be discussed the most by participants.

The general trend for background guides to be the most successful (out of the document timeline) in discussing the norms is significant. It is important to note that what the Dais chooses to discuss is a product of sustained exposure and experience within the document timeline and

the norm life cycle that lives within Model United Nations conferences. Members of the Dais are experienced delegates that participated in many committees as many countries and therefore have read a multitude of background guides as well as read and written several position papers and resolutions. This translates into an increase in general knowledge and personal internalization and involvement with the 2030 Agenda and its concepts. The year-long commitment to serve as a member of the Dais and research and write a 20-page (or more) background guide on the topics as a volunteer is no small feat. It is a reflection of the transformation from learner to advocate of the 2030 Agenda to the new generation of MUNers.

Although there is a general trend for background guides to be the document to engage the 2030 Agenda concepts the most, should this be considered the optimal outcome? The one outlier in 2021 that shows mentions of key words within the human rights category increasing over the document timeline offers a point of reflection. This is likely due to external variables, perhaps the increased attention to human rights issues due to a series of pivotal political and social events within the year. Nonetheless, it not only offers proof of the possibility of this happening, but also suggests that conferences should strive to achieve a simulation in which concepts are either mentioned as much (or more) in the position papers and resolutions. This points to the need for a more systematic approach to evaluating the conferences in order to explain the outcomes of the document timelines and develop best practices with the data moving forward.

Evaluating the average percent of mentions across all years by category can also be a useful analysis. On average, 41.4% of documents discuss concepts of Human Rights; 38.3 % of documents discuss Peace, Non-Violence, And Human Security; 24% of documents discuss concepts of Sustainable Development; 19.2% of documents discuss concepts of Gender Equality; 17.4% of documents discuss concepts of Health and Well-Being, 11.4% mention the 17

Sustainable Development Goals (SDGs), and 9.3% of documents discuss concepts of Interconnectedness and Global Citizenship. This data provides awareness on the categories that are discussed the most (Human Rights) and least (Interconnectedness & Global Citizenship) and can constitute a starting point for understanding what is being deemed as important or of interest to youth participants. Conversely, understanding what is of less importance to youth can spark conversations and initiatives on how to present these concepts in a manner that better resonates with participants.
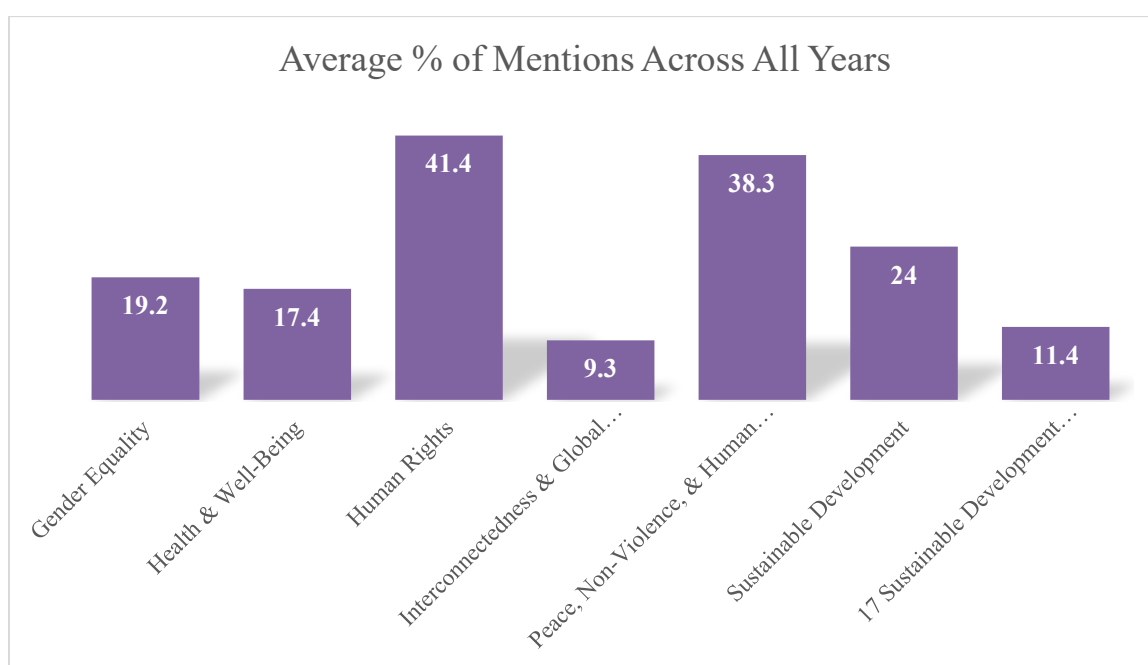
Figure 6.5.4.4 Average % of Mentions Across All Years

This study also sought to specifically examine how students are engaging with each of the 17 Sustainable Development Goals (SDGs), ranked in the following table:

Table 6.5.2 SDG Mentions, Ranked

Sustainable Development Goal (SDG)	Rank	Average % of all documents in all years mentioning the SDG
SDG 3: Good Health and Well-Being	1	31.3
SDG 5: Gender Equality	2	27.2
SDG 16: Peace, Justice, and Strong Institutions	3	24.6
SDG 8: Decent Work and Economic Growth	4	23.5
SDG 17: Partnerships for the Goals	5	22.9
SDG 4: Quality Education	6	20.4
SDG 9: Industry, Innovation, and Infrastructure	7	17.4
SDG 13: Climate Action	8	17.1
SDG 1: No Poverty	9	17.1
SDG 10: Reduced Inequalities	10	16.3
SDG 7: Affordable and Clean Energy	11	15.2
SDG 11: Sustainable Cities and Communities	12	12.6
SDG 6: Clean Water and Sanitation	13	12.5
SDG 12: Responsible Consumption and Production	14	12.1
SDG 2: Zero Hunger	15	10.9
SDG 15: Life on Land	16	5.4
SDG 14: Life Below Water	17	3.7

Similar to the previous analysis, this data allows for an understanding of the most discussed goal (SDG 3: Good Health and Well-Being) and the least discussed goal (SDG 14: Life Below

Water). This information provides a foundation for future initiatives (particularly in regards to messaging) to increase and distribute discussion of the goals for more optimal outcomes.

As aforementioned, 100% of the key words measured by each indicator of the coding scheme are present in at least one of the documents being analyzed. However, this does not mean that all indicators were not present in *all three* documents during all years. Case in point, there were 19 instances of zero mentions of some concepts within 2 or less kinds of documents within each conference year, broken down by category as follows:

Table 6.5.3 Instances of Zero Mentions

Category	Instances of Zero Mentions	Conference Year(s) that Zero Mentions are Found
Gender Equality	0	
Health and Well-Being	4	2017, 2021
Human Rights	0	
Interconnectedness and Global Citizenship	9	2016, 2017, 2021
Peace, Non-Violence, and Human Security	2	2016, 2017
Sustainable Development	2	2021
17 Sustainable Development Goals (SDGs)	2	2016

Taking a look at the indicators with zero mentions in one or two document types within each year is worthwhile. What is found is that concepts not mentioned in the background guides does not disqualify position papers and resolutions from mentioning those same concepts. In addition, in majority of the cases, when a concept is not mentioned in the background guides, but is mentioned in position papers, it is also mentioned in resolutions. This speaks to the ability for

other youth participants besides the Dais to perform norm entrepreneurship at later stages within the document timeline. These participants are likely to be uniquely effective delegates, pointing to the importance of successful training to allow for participants to realize this power and ability.

These findings allow organizations developing Model programs as well as the United Nations and other entities working towards implementing the 2030 Agenda understand the level of attention being paid to each of the concepts as well as the method in which the concepts are being circulated. With this information, entities concerned with implementing the Agenda can more accurately decide how to delegate resources into advocating for certain ideas, initiatives, and issues where there are shortcomings and continuously assess the results of actions taken in this context.

7   DIPLOMATIC SIMULATIONS AS AN UNCONVENTIONAL RESEARCH TOOL

Diplomatic simulations maintain the ability to provide data that can be used outside of simply assessing the effectiveness of the simulation itself. Beyond being considered for didactical and pedagogical research, diplomatic simulations can provide insight on the impacts of peer group interactions, identity construction and interactions between multiple identities (individual, national, regional, etc.), real attitudes towards the international or regional organization being simulated, and awareness of global phenomenon. While simulations do not maintain the random assignment and control group requirements of experiments, they can be executed as quasi-experiments. Researchers could use a plethora of means to utilize diplomatic simulations as a quasi-experiment, including participant surveys, individual or group written feedback (including essay assignments), oral interviews, focus group discussions, and participant observation. The most effective means will likely include a combination of these methods (Guasti et al., 2015, p. 211-2).

Hofmann et al. (2021) adds that Model United Nations as a novel experimental method is effective because it can exhibit some of the advantages of laboratory and field experiments. One can observe multiple outcomes using the same topics, rules, and simulation preparation materials and processes. In other words, it allows "the experimenter to apply similarly high standards of replicability as in lab experiments, while at the same time enriching the experimental context and making the negotiations much more realistic. This increases external validity" (p. 27). Moreover, motivations for participating are intrinsic; therefore, money incentives are not necessary. The authors further argue that "the lively and dynamic debating process allows researchers to account for the complexity of negotiation processes and to collect data on a variety of interesting variables, as for instance which arguments are used, which coalitions are formed (and abandoned), and which strategies are employed" (p. 27).

Examples of diplomatic simulations being used as an unconventional research tool include the following:

Table 6.5.1 Diplomatic Simulations as Unconventional Research Methods

Study	Source
A study sought to minimize the lack of research on the complexity of climate change negotiations through a Model United Nations simulation. During the simulation, "variables were manipulated to explore the impact of various conditions on negotiating behaviors, processes, and outcomes. The results offer insights that may help researchers and negotiators develop practical strategies to cope with the complexity of international climate change negotiations. Among these are propositions about reframing the "North–South divide" and about encouraging "threshold states" to assume the role of the bridge between various groups and coalitions in the international system."	Penetrante, 2012, p. 279

Three MUN conferences were executed as a means to simulate international negotiations on deploying climate engineering, which is "the deliberate manipulation of the planetary environment to decelerate climate change" (268). The simulation allowed for five tentative findings: first, divergent political interests exist from nation-state to nation-state as climate engineering becomes a political option to deliberate (e.g. global north vs global south); second, power struggles dominate climate engineering politics, especially as international bodies serve as both a guiding force and enforcement of the unequal allocation of power to states (e.g. role of the veto powers); third, scientific and political ignorance causes problems (e.g. decision-making under uncertainty); fourth, risk politics emerges as states weigh the risks of climate change against the risks of climate engineering; and fifth, states, in general, work towards cooperation and institutionalization of conflicts.	Matzner & Herrenbruck, 2016, p. 282
An ethnographic method was employed to examine the way in which humor as a geopolitical power contributes to the development of assemblages.	Dittmer, 2013, p. 495
A study examined how formally inclusive public spheres are impeded by the incursion of social inequality, particularly the way in which negotiation is shaped by gender. The study found that although males participated in negotiation much more than females (pervasive female passivity), gender-specific negotiation styles were not upheld (which is contrary to what the researchers expected).	Coughlin, 2013, p. 331-2

8   CONCLUSION

Diplomatic simulations, particularly Model programs, illuminate the concept of "Diplomacy as Pedagogy, Pedagogy as Diplomacy." In other words, Model programs possess the unique ability to not only teach students on diplomatic practices, but also shape diplomatic practices by exporting future political agents and behaviors. It is through the adoption of constructivism as both a pedagogical and international relations theory that one comprehends the magnitude of influence and impact Model programs have. As constructivist learning environments, the programs engage active learning, simulation-based learning, experiential learning, problem-based learning, deep learning, and youth-adult partnerships. The varied learning mechanisms

employed allow for greater knowledge acquisition, particularly on multilateral issues, voting systems, and international relations theories. In addition, participants saw the development of various skills, including (but not limited to) communication skills, giving and receiving constructive criticism, public speaking, time management, diplomatic strategizing, responsibility to others, curiosity, creativity, grit, digital awareness, contextual thinking, humility, empathy, diplomatic jargon, managing obstacles and problem-solving, self-evaluation, and goal setting. Moreover, participants reported experiencing decreased uncertainty in career pathways and more employment opportunities as well as increased interest in international relations-related academic pathways, further research in related topics, or graduate school.

These outcomes showcase the transformation of participants into agents, directly paralleling the application of constructivism as an international relations theory to the simulations. Diplomatic simulations as assemblages export political agents that act (and will act) in ways that impact global politics and diplomacy. Through language and communication, participants construct and negotiate meaning of identity, the Other, norms, crisis, and social responsibility. In addition, ethnocentric thought within students is disrupted and, in its place, emerges a mentality that welcomes and processes various (and sometimes conflicting) perspectives through the empathy that derives from role-playing.

To exemplify these findings, an exploratory content analysis on Model United Nations documents was conducted. The concepts of global citizenship and sustainable development that UNESCO deems vital for the implementation of the 2030 Sustainable Development Agenda were posed as the "norms" being diffused by the agents (youth participants) within a diplomatic simulation. The study found that diplomatic simulations are effective in facilitating and measuring youth interaction and internalization of the 2030 Agenda - over the course of three

years, participants interacted with 100% of the concepts in at least one document type, making the case for how diplomatic simulations can be used to meet real diplomatic goals.

Lastly, this thesis examined how diplomatic simulations can be used as non-traditional, multidisciplinary research methods through the analysis of surveys, individual or group written feedback (including essay assignments), oral interviews, focus group discussions, participant observation, or conference documents (such as those analyzed in this thesis' content analysis). Examples of research topics explored by Model programs include climate change negotiations, humor as a geopolitical power developing assemblages, and how negotiation is shaped by gender. This provides a unique solution to resource-constricted research endeavors.

This thesis offers several contributions. It advances pedagogical studies of unconventional (yet effective and desired) teaching tools, particularly constructivist learning environments. The discipline of political science also benefits from this study, particularly through the lenses of political science education and international relations research on constructivism and diplomacy. This thesis provides solutions to social science researchers who seek unconventional research methods to explore and understand phenomenon. In addition, individuals seeking to develop a diplomatic simulation program benefit from the wholistic and theoretical analysis of the programs. Lastly, it contributes to practitioners in diplomacy, international development, conflict resolution, or other related fields, especially those working in international organizations as diplomatic simulations can be used as an unconventional data source to examine youth interaction and involvement with policy.

It is my hope that this thesis serves as the foundation for two future initiatives. The first initiative involves the creation of streamlined assessment and certification protocols for Model programs that serves two purposes: 1) systematically investigate outcomes and point to future

steps in developing the programs according to the data and 2) ensuring universal program quality for all participants. The second initiative is positioning Model programs as a mass movement in which academic institutions as well as international and regional organizations invest in the global mainstreaming of diplomatic simulations as a pedagogical and diplomatic tool.

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APPENDICES

Appendix A – Sample Position Paper

Delegation from the Federal Democratic Republic of Ethiopia

Position Paper for the General Assembly Second Committee

The topics before the General Assembly Second Committee are Globalization and Interdependence: Culture and Sustainable Development and Financial Inclusion of Rural and Underserved Communities. The Federal Democratic Republic of Ethiopia looks forward to engaging in informative discussions and collaborating with the committee to produce comprehensive and sustainable solutions to these issues.

I. Globalization and Interdependence: Culture and Sustainable Development

The Federal Democratic Republic of Ethiopia fully conceptualizes the threat to cultural integrity that globalization poses to Member States. We further comprehend both the internal and external inequalities and consequences that face developing countries in an increasingly globalized economy, particularly landlocked countries such as Ethiopia. While the COVID-19 pandemic illuminates the consequences of failing to incorporate concepts of equal interdependence and cultural integrity within globalization efforts, it also maintains the ability to inform the way forward. Ethiopia believes that in order to approach cultural preservation and economic development in a globalized world effectively, sustainability must be centralized. In this capacity, Ethiopia has focused on implementing sustainable development within its tourism industry, as it represents a direct intersection between elevating our economic position and facilitating cultural preservation. We encourage other Member States to do the same by investing in robust and timely data collection mechanisms, accessible domestic and global education, funding mechanisms, and technological means to accomplish these tasks.

Ethiopia has engaged in innovative approaches to sustainably developing its tourism industry, while positioning cultural preservation at the forefront of the methods. Historically, Ethiopia has brokered partnerships with international institutions such as the World Bank and The United Nations Educational, Scientific and Cultural Organization (UNESCO) to help facilitate progress. Case in point, a 2003 partnership between the World Bank and Ethiopia's Tourism Commission yielded a project that sought to preserve ancient traditions through economic integration. Dr. Tewodros Atlabachew, the head of the project, stated "in order to preserve [our cultural heritage], we have to show the local community that it can benefit both economically and socially." This project would be one of the first times the World Bank backed a tourism initiative. Two years later, a 2005 partnership with UNESCO saw the execution of a campaign to preserve and present six principal monument and sites, with a strategy that was able to maximize international attention to Ethiopia as an ideal tourist location while minimizing the disruption to the local communities. Lastly, Ethiopia established the Sustainable Tourism Master Plan (STMP) of 2015-2025, a comprehensive and innovative 10-pillar approach committed to sustainably implementing solutions pertaining to human resources development, conservation and preservation of natural and cultural resources, tourism development financing and investment, and tourism research, among other targets, within the tourism sector. These initiatives led to a 48.6% increase of Ethiopia's tourism economy (including domestic travel), the largest of any country in the world, which supported 2.2 million jobs for the local community.

One of the primary issues facing Member States, particularly developing Member States, that are engaging in sustainable development efforts as it pertains to the tourism industry is the inability to obtain timely and comprehensive data for policy planning. As such, Ethiopia proposes the creation of a National Tourism Statistical System within each Member State to facilitate robust data collection and collaboration that involves related institutions and private sector businesses. Another critical issue is funding development projects. We propose the creation of transparent investment climates within each Member State that includes low interest revolving investment development funds and the organization of

regular regional, national, and international tourism (or other development projects) investment forums, with outreach efforts extended to capturing the attention of diaspora for increased cultural integrity. Member States should also examine the pertinence of a Tourism Development Levy (TDL) which would direct portions of the tax receipts right back into the development of the tourism industry of their country. Moreover, Member States should invest resources in communicating the importance of cultural preservation and sustainable development to civil society through educational programs and local community consultation approaches that take advantage of technologies such as virtual reality (VR). VR possesses the ability to communicate preservation projects, for example, through immersive virtual experiences. Lastly, Ethiopia proposes that Member States invest resources in building widespread transportation infrastructure, particularly in landlocked developing countries, to facilitate accessibility to foreign markets.

Financial Inclusion of Rural and Underserved Communities

The Federal Democratic Republic of Ethiopia strongly believes the economic inclusion of rural and underserved communities is pivotal to creating a just, efficient, and humane global society. While the concentration of economic opportunities in urban centers has pulled millions out of poverty the fact remains that, as of 2017, only 55% of the world's population lives in said urban centers. Studies have shown that in developing Member States, average wages for urban workers can be as much as 140% higher than their rural counterparts. This disparity effectively leads to discrimination against an artificial underclass of agricultural workers as both laborers and producers. This not only results in food instability, lack of medical care, and political exclusion for these underserved communities, but also stifles growing urban industries that would be more than happy to employ them or buy their goods to simultaneously increase their wages and the firm's profits. Increasing access to modern tools for marketplace access, saving, investment, and borrowing are pivotal in the fight against rural poverty.

Ethiopia has seen massive strides in terms of economic growth and poverty reduction over the last two decades. The headcount poverty rate has dropped from 45.5% in 2000 to 23.5% in 2016, which was accompanied by significant drops in poverty severity. In that time period rural poverty specifically declined from 45.4% to 25.6% and for the first time ever, 100% of the population has access to primary education. Ethiopia adopted its first Growth and Transformation Plan (GTP I) along with the Plan for Accelerated and Sustained Development to End Poverty (PASDEP) in 2005 which included a concrete basis for human rights and economic goals along with Millennium Development Goals (MDGs) based plans to achieve them. After reviewing the successes and shortcoming of these plans, Ethiopia launched GTP II in 2010 with a specific aim on broad base growth with a focus on agriculture and improving outcomes for children in poverty and the bottom 10% of earners.

Ethiopia has seen awe-inspiring levels of return on investment from increasing public spending on pro-poor sectors such as basic healthcare, primary education, and roadbuilding. Ethiopia would like to see the body consider ways of incentivizing all developing Member States to adopt this policy. Foreign direct investment and trade incentives could go a long way towards reinforcing these practices that have lifted so many millions out of poverty. Furthermore, many poor rural farmers inadvertently farm organically and sustainably, but do not seek certification due to the process being too complicated or obscure. Establishing resources at the national and international level for rural workers to seek out small scale investments and certifications in an approachable way will allow them to expand from subsistence farming, create businesses, and sell in premium markets.

Appendix B – Sample Committee and Topic List from Model United Nations Conferences

Year	Committee	Topic
2016	General Assembly First Committee	Cyber Security and Protecting against Cyber Warfare
2016	General Assembly First Committee	The Threat of Transnational Organized Crime to International Security
2016	General Assembly First Committee	Efforts to Control Weapons of Mass Destruction
2016	General Assembly Second Committee	Promoting Access to Renewable and Sustainable Energy for Poverty Reduction and Sustainable Development
2016	General Assembly Second Committee	Financing for Development
2016	General Assembly Second Committee	World Commodity Trends and Prospects
2016	General Assembly Fourth Committee	Comprehensive Review of Special Political Missions and the Future of UN Peacekeeping and Peace Operations
2016	General Assembly Fourth Committee	Intensifying Cooperation in Outer Space to Preserve Peace and Security
2016	General Assembly Fourth Committee	Improving the Situation of Non-Self-Governing Territories
2016	United Nations Conference on Housing and Sustainable Urban Development	Building Resilient Cities to Promote Climate Change and Disaster Risk Reduction
2016	United Nations Conference on Housing and Sustainable Urban Development	Realizing the Right to Adequate Shelter through the New Urban Agenda
2016	United Nations Conference on Housing and Sustainable Urban Development	Inclusive Urbanization for the Promotion of Equality and Social Cohesion
2016	Economic and Social Council	Ensuring Universal Access to Water
2016	Economic and Social Council	Utilizing Youth Employment for Sustainable Development
2016	Economic and Social Council	Education in Post-Conflict Situations
2016	Commission on the Status of Women	The Impact of Sexual and Gender-Based Violence on Reproductive Health
2016	Commission on the Status of Women	Furthering Women's Participation in and Access to Information and Communication Technologies
2016	Commission on the Status of Women	Women's Empowerment and the Link to Sustainable Development
2016	Economic Commission for Latin America and the Caribbean	Social and Economic Development in Cities
2016	Economic Commission for Latin America and the Caribbean	Guaranteeing Indigenous Peoples' Rights in Latin America and the Caribbean

2016	Economic Commission for Latin America and the Caribbean	Promoting the Sustainable Use of Natural Resources
2016	Commission on Narcotic Drugs	Addressing Drug Trafficking and the Financing of Terrorism
2016	Commission on Narcotic Drugs	The Role of Civil Society in Addressing the World Drug Problem
2016	Commission on Narcotic Drugs	Evaluating the Impact of Global Narcotics Drug Control
2016	Committee on Economic, Social, and Cultural Rights	Addressing Workers' Rights for Sustainable Economic Growth
2016	Committee on Economic, Social, and Cultural Rights	Preserving Cultural Rights of Ethnic Minorities
2016	Committee on Economic, Social, and Cultural Rights	Protecting Economic, Social and Cultural Rights for Refugees
2016	United Nations Environment Assembly/ Programme	United Nations Environment Assembly/ Programme
2016	United Nations Environment Assembly/ Programme	Improving Sustainable Forest Management Practices
2016	United Nations Environment Assembly/ Programme	Plastic Debris in the World's Oceans
2016	United Nations Educational, Scientific and Cultural Organization	Education for All: Strengthening Rural Education
2016	United Nations Educational, Scientific and Cultural Organization	Promoting Women in Science
2016	United Nations Educational, Scientific and Cultural Organization	Protecting World Heritage Sites against New and Emerging Threats
2016	United Nations Industrial Development Organization	Agribusiness and Entrepreneurship Development for Poverty Reduction
2016	United Nations Industrial Development Organization	Promoting Resource-Efficient and Low-Carbon Industrial Production
2016	United Nations Industrial Development Organization	Mainstreaming Gender in Trade Capacity-Building Projects
2016	United Nations Development Programme	Enhancing South-South Cooperation
2016	United Nations Development Programme	Empowering Youth for Development
2016	United Nations Development Programme	Ensuring Women's and Men's Equal Participation in Democratic Governance and Peacebuilding
2016	Human Rights Council	Effects of Terrorism on the Enjoyment of Human Rights
2016	Human Rights Council	Human Rights and Climate Change
2016	Human Rights Council	The Realization of Rights of Persons with Disabilities

2016	United Nations High Commissioner for Refugees	Transforming Refugee Camps into Sustainable Settlements in the Case of Protracted Displacement
2016	United Nations High Commissioner for Refugees	Strengthening the Capacity of Refugee Host Countries
2016	United Nations High Commissioner for Refugees	Addressing Temporary Displacements Due to Outbreaks and Epidemics
2016	World Food Programme	Encouraging the Eradication of Hunger through Cooperation with the Farming Industry
2016	World Food Programme	Improving Frameworks for the Supply of Food Aid
2016	World Food Programme	Responding to Food Insecurity in Yemen
2016	World Health Organization	Ensuring Universal Health Coverage for All
2016	World Health Organization	Combating Non-Communicable Diseases
2016	World Health Organization	Improving Health Care Services for Ageing Populations
2016	United Nations Relief and Works Agency for Palestine Refugees in the Near East	Addressing the Needs of Palestinian Women and Girls in Gaza
2016	United Nations Relief and Works Agency for Palestine Refugees in the Near East	Improving Coordination of Humanitarian Assistance and Relief for Palestinian Refugees in Syria
2016	United Nations Relief and Works Agency for Palestine Refugees in the Near East	Strengthening Access to Education through the Human Rights, Conflict Resolution, and Tolerance (HRCRT) Policy
2016	Security Council	Women, Peace and Security: Women as Active Agents in Peace and Security
2016	Security Council	The Situation in the Central African Republic
2016	Security Council	Threats to International Peace and Security Caused by Terrorist Acts
2016	Programme of Action on Small Arms and Light Weapons	Measures to Increase National Reporting of Member States
2016	Programme of Action on Small Arms and Light Weapons	Incorporating Gender-Sensitive Approaches in the Implementation of the Programme of Action
2016	Programme of Action on Small Arms and Light Weapons	Adapting to Recent Developments in Small Arms and Light Weapons Technology
2017	General Assembly First Committee	The Role of Science and Technology in International Security and Disarmament
2017	General Assembly First Committee	Global Nuclear Disarmament
2017	General Assembly First Committee	Increasing Women's Role in Disarmament and Non-Proliferation
2017	General Assembly Second Committee	Implementing the Addis Ababa Action Agenda
2017	General Assembly Second Committee	Harnessing the Green Economy to Eradicate Poverty (SDG 1)

2017	General Assembly Second Committee	Designing Effective Policies and Institutions to Reduce Inequalities (SDG 10)
2017	General Assembly Third Committee	Improving Coordination in Humanitarian Response to Natural Disasters and Other Emergencies
2017	General Assembly Third Committee	Preventing Violence and Discrimination Based on Sexual Orientation and Gender Identity
2017	General Assembly Third Committee	Promoting Rights and Strengthening Protections for Older Persons
2017	High-level Political Forum on Sustainable Development	Youth Leadership and Education for Sustainable Development
2017	High-level Political Forum on Sustainable Development	Ensuring Decent Work for All
2017	High-level Political Forum on Sustainable Development	The Role of Science, Technology, and Innovation in Implementing the Sustainable Development Goals
2017	Economic and Social Council	Mobilizing Inclusive Partnerships for Sustainable Development
2017	Economic and Social Council	Investing in Sustainable Energy for Rural Areas
2017	Economic and Social Council	Promoting Sustainable Peace by Addressing the Root Causes of Conflict
2017	Commission on the Status of Women	Enhancing Women's Role in Peace Processes and Political Transitions
2017	Commission on the Status of Women	Realizing the Rights of Indigenous Women
2017	Commission on the Status of Women	Women's Economic Empowerment in a Changing World of Work
2017	Commission on Crime Prevention and Criminal Justice	Strengthening the Rule of Law for Post-Conflict Recovery
2017	Commission on Crime Prevention and Criminal Justice	Criminal Justice Responses to Prevent and Counter Terrorism in All Forms
2017	Commission on Crime Prevention and Criminal Justice	Strengthening International Legal Frameworks to Address Sexual Violence in Conflict
2017	Commission for Social Development	Ensuring Equal Opportunities for Persons with Disabilities in Society and Development
2017	Commission for Social Development	Promoting Social and Economic Inclusion of Refugees
2017	Commission for Social Development	Social Dimensions of the New Partnership for Africa's Development
2017	Joint UN Programme on HIV/AIDS	Ensuring HIV/AIDS Prevention and Treatment During Humanitarian Crises
2017	Joint UN Programme on HIV/AIDS	Addressing the Needs of Ageing Populations Living with HIV/AIDS
2017	Joint UN Programme on HIV/AIDS	Mitigating the Impact of HIV/AIDS on Economic Development

2017	United Nations Environment Assembly/Programme	Combating Illegal Trade in Wildlife
2017	United Nations Environment Assembly/Programme	Implementation of the Paris Agreement
2017	United Nations Environment Assembly/Programme	Sustainable Use of the Oceans, Seas, and Marine Resources
2017	United Nations Educational, Scientific and Cultural Organization	Empowering Vulnerable Groups through Access to Information and Communications Technology
2017	United Nations Educational, Scientific and Cultural Organization	Sport for Peace and Development
2017	United Nations Educational, Scientific and Cultural Organization	Safeguarding World Heritage
2017	United Nations Human Settlements Programme	Promoting Sustainable and Resilient Urbanization through Information and Communications Technology
2017	United Nations Human Settlements Programme	Ensuring Access to Adequate Water, Sanitation, and Hygiene to Promote Urban Health
2017	United Nations Human Settlements Programme	Eliminating Urban Slums and Ensuring Access to Adequate Housing
2017	World Food Programme	Enhancing Food Procurement Strategies
2017	World Food Programme	Improving Food Security to Support the Return, Reintegration, and Resettlement of Displaced Populations
2017	World Food Programme	Climate Change and Food Security: Strengthening National Capacity and Resilience
2017	United Nations Development Programme	Harnessing Data for Sustainable Development
2017	United Nations Development Programme	The Role of the Private Sector in Promoting Sustainable Development
2017	United Nations Development Programme	Gender Mainstreaming in Early Recovery Situations
2017	Human Rights Council	Protecting and Promoting Human Rights to Prevent and Counter Violent Extremism
2017	Human Rights Council	Contribution of Firearms Regulation to the Protection of Human Rights
2017	Human Rights Council	Human Rights Violations and Abuses against Rohingya Muslims and Other Minorities in Myanmar
2017	United Nations High Commissioner for Refugees	Promoting Livelihoods and Education for Refugees and Displaced Persons
2017	United Nations High Commissioner for Refugees	Addressing Protracted Displacement
2017	United Nations High Commissioner for Refugees	Environmental Migration and the Future of Displacement
2017	United Nations Children's Fund	Promoting the Social Inclusion of Children

2017	United Nations Children's Fund	Strengthening Rehabilitation and Reintegration of Youth Offenders
2017	United Nations Children's Fund	Education in Emergencies
2017	World Health Organization	Mitigating the Public Health Effects of Climate Change
2017	World Health Organization	Ensuring Access to Clean and Safe Water
2017	World Health Organization	Improving Coordination of Health Services in Outbreaks and Emergencies
2017	United Nations Permanent Forum on Indigenous Issues	Global Implementation of the United Nations Declaration on the Rights of Indigenous Peoples
2017	United Nations Permanent Forum on Indigenous Issues	Sustainable Tourism and the Economic, Social, and Cultural Rights of Indigenous Peoples
2017	United Nations Permanent Forum on Indigenous Issues	Development of the Arctic: Preserving Indigenous Rights
2017	International Atomic Energy Agency	Application of IAEA Safeguards in the Middle East
2017	International Atomic Energy Agency	Improving Science and Technology Activities through Technical Cooperation
2017	International Atomic Energy Agency	Nuclear Waste Management
2017	Security Council	Protection of Civilians in the Context of Peacekeeping Operations
2017	Security Council	The Situation in Libya
2017	Security Council	The UN-AU Partnership on Peace Operations
2021	General Assembly First Committee	Establishment of a Nuclear Weapon Free Zone in the Region of the Middle East
2021	General Assembly First Committee	Advancing Responsible State Behavior in Cyberspace in the Context of International Security
2021	General Assembly First Committee	The Illicit Trade in Small Arms and Light Weapons in All Its Aspects
2021	General Assembly Second Committee	Financing for Development
2021	General Assembly Second Committee	Information and Communications Technologies (ICTs) for Sustainable Economic and Financial Development
2021	General Assembly Second Committee	Disaster Risk Reduction
2021	General Assembly Third Committee	Rights of Indigenous People
2021	General Assembly Third Committee	Empowering Conflict-Affected Children and Youth
2021	General Assembly Third Committee	Implementing the Convention on the Rights of Persons with Disabilities
2021	Commission on Crime Prevention and Criminal Justice	Improving Vulnerable Persons' Access to Justice including a Fair Trial
2021	Commission on Crime Prevention and Criminal Justice	Combating Organized Cybercrime

2021	Commission on Crime Prevention and Criminal Justice	Combating Illicit Organ Trafficking
2021	Commission on Population and Development	Improving Accessibility and the Inclusion of Persons with Disabilities in Urban Areas
2021	Commission on Population and Development	Supporting a Growing Population of Older Persons in Rural Areas
2021	Commission on Population and Development	Population, Food Security, Nutrition, and Sustainable Development
2021	Commission on the Status of Women	Empowering Women through Entrepreneurship
2021	Commission on the Status of Women	Promoting the Political Participation of Women
2021	Commission on the Status of Women	Protecting Women in Migration from Human Trafficking, Sexual Slavery, and Sexual Exploitation
2021	Economic and Social Council Plenary	The Socio-Economic Effects of Global Pandemics
2021	Economic and Social Council Plenary	Achieving the Sustainable Development Goals (SDGs) in Fragile States
2021	Economic and Social Council Plenary	Mainstreaming a Gender Perspective into All Policies and Programmes in the United Nations System
2021	United Nations Economic Commission for Europe	Promoting the Development of Sustainable Transportation Infrastructure
2021	United Nations Economic Commission for Europe	Supporting Emerging Economies through Technical Cooperation
2021	United Nations Economic Commission for Europe	Strengthening Regional Cooperation to Ensure Sustainable Energy
2021	Human Rights Council	The Right to Privacy in the Digital Age
2021	Human Rights Council	Combatting Racism, Racial Discrimination, Xenophobia, and Related Intolerance
2021	Human Rights Council	Business and Human Rights
2021	United Nations High Commissioner for Refugees	Forced Displacement Due to Climate Change
2021	United Nations High Commissioner for Refugees	Ensuring Access to Safe and Sustainable Energy
2021	United Nations High Commissioner for Refugees	Improving Employment Opportunities for Refugees and Internally Displaced Persons (IDPs)
2021	United Nations Population Fund	Promoting Access to Family Planning in Developing States
2021	United Nations Population Fund	Increasing Youth Leadership and Participation in Society
2021	World Food Programme	Improving Smallholder Agriculture Market Support to Achieve Zero Hunger
2021	World Food Programme	Improving Food Assistance for Refugees and Internally Displaced Persons (IDPs)

2021	World Health Organization	Universal Health Coverage: Leaving No One Behind
2021	World Health Organization	Managing Global Infectious Disease Outbreaks
2021	Joint United Nations Programme on HIV/AIDS	Addressing the HIV/AIDS Epidemic among Young Women
2021	Joint United Nations Programme on HIV/AIDS	Preventing Tuberculosis Infection among People Living with HIV
2021	United Nations Development Programme	Realizing the Sustainable Development Goals (SDGs) for Water and Ocean Governance
2021	United Nations Development Programme	Closing the Energy Gap for All People
2021	United Nations Educational, Scientific and Cultural Organization	Safeguarding Intangible Cultural Heritage in Post-Conflict Areas
2021	United Nations Educational, Scientific and Cultural Organization	Promoting Open Access to Scientific Information and Research
2021	United Nations Educational, Scientific and Cultural Organization	Harnessing Emerging Technologies for the Achievement of Sustainable Development Goal (SDG) 4
2021	United Nations Environment Assembly	Climate Change and Health
2021	United Nations Environment Assembly	Ensuring Sustainable Consumption and Production
2021	United Nations Environment Assembly	Mitigation of and Adaptation to Desertification and Drought
2021	United Nations Industrial Development Organization	Accelerating Industrial Development in Africa
2021	United Nations Industrial Development Organization	Promoting Sustainable Rural Entrepreneurship and Businesses
2021	United Nations Industrial Development Organization	Achieving Resource Efficient and Cleaner Production
2021	Non-Proliferation Treaty	Peaceful Uses of Nuclear Energy
2021	Non-Proliferation Treaty	Strengthening Measures Towards General and Complete Nuclear Disarmament
2021	Peacebuilding Commission	Empowering Youth as Agents of Peacebuilding
2021	Peacebuilding Commission	Sustaining Peace through Partnerships
2021	Security Council	The Situation in Yemen
2021	Security Council	Impact of COVID-19 on Peace and Security
2021	Security Council	Protection of Civilians in Armed Conflicts

Appendix C – Sample Georgia State University Model United Nations Syllabus

POLS 4951/4951(H)
Fall 2020 # 87067/81531
MODEL UNITED NATIONS

Dr. S. Rashid Naim   **Class Meetings: TT 2:15 – 3:30PM**
Phone: (404) 413 6153   **Class Location: Blended ALC 24 (202>52)**
Email: snaim1@gsu.edu   **Office: 1044 Langdale Hall**
SYLLABUS v.1

Course Description
This course is designed to prepare a team to participate in the Southern Regional Model United Nations in the Fall Semester, and the National Model United Nations in the Spring Semester. In Model United Nations, student delegates will research and then represent a country in Model United Nations debate and legislative forums. Students will learn, develop, and practice skills in debate, consensus building, critical thinking, parliamentary procedure, legislation drafting, and public speaking. Students will learn to represent the interests and foreign policy objectives of the country their team represents. This year Georgia State University will represent the Qatar, Democratic Republic of Congo and India at the Southern Regional Model United Nations (SRMUN) 23rd to 25th of October 2020. Senior team members will be representing Ethiopia at the NMUN-DC 6th to 8th of November. All these conferences will be held online. In addition, students are required to serve on the staff of the GSU High School MUN.

Required Readings:
1. **Charter of the United Nations:** http://www.un.org/aboutun/charter/index.html
2. **Committee background guides** http://www.srmun.org/atlanta/committees.php
3. **Developments in your assigned country**
   Developments in India
   1. Times of India: http://timesofindia.indiatimes.com/
   2. Indian Express: http://www.indianexpress.com/
   3. Hindu: http://www.thehindu.com/
   4. The Telegraph: http://www.telegraphindia.com/
   5. NDTV: http://www.ndtv.com/
   6. BBC: http://www.bbc.com/news/world-south-asia-12557384
   Developments in Qatar
   1. Al-Jazeera: http://www.aljazeera.com/
   2. Gulf Times: http://www.gulftimes.com/
   3. The Peninsula: http://www.thepeninsulaqatar.com/
   4. Qatar Ministry of Foreign Affairs: http://english.mofa.gov.qa
   5. Qatar News Agency: http://www.qnaol.net/QNAEn/Pages/default.aspx
   6. Qatar Tribune: http://www.qatar-tribune.com/
   7. BBC: http://www.bbc.co.uk/news/world-middle-east-14702226
   Developments in Democratic Republic of Congo
   1. All Africa: https://allafrica.com/congo_kinshasa/
   2. BBC: https://www.bbc.com/news/world-africa-13283212

Reference Sources:

1. Moore, J. A. & J. Pubantz, <u>Encyclopedia of the United Nations</u>, New York, NY: Facts on File Inc., 2002.
2. Osmanczyk, E. J. & A. Mango, <u>Encyclopedia of the United Nations and International Agreements</u>, New York: NY: Routledge, 2003.
3. For rules of procedure go to <u>http://www.srmun.org/prepare.php</u>
4. Database of UN resolutions: <u>http://unbisnet.un.org/</u>

Evaluation:
Student performance will be evaluated on the following:
a) Quizzes (35% of grade)   b) Position Papers (20% of grade)
c) Portfolio (15% of grade)   d) Participation in SRMUN (15% of grade)
e) Service on HMUN (10% of grade)   f) Full attendance (5% of grade) *

Quizzes:
There will be 7 short quizzes and 1 long quiz on assigned readings and procedures learnt in class. A score of less than 85% on any quiz will require a retake quiz on the topic and a score of 100% to pass on the retake. **For dates see below.**

Position Papers:
An important part of your preparation to represent your country on the assigned committee is to prepare a position paper stating your country's policy on the items on your committee's agenda. There are several deadlines related to the position paper. Please make sure that these are met. You will also present your position papers to the class and incorporate feedback. The position papers are submitted to the conference as part of the team's participation. Further details will be covered in class. **For dates see below**

Portfolio:
Each delegate will create an electronic portfolio consisting of your research for this course. The portfolio will consist of a **minimum of five sections**, one on each on the following: (a) The United Nations organization; (b) Your assigned country; (c) Your assigned committee; (d) The topics on your committee's agenda for the conference; (e) information pertaining to SRMUN including all the course assignments, as they are designed to assist you at the Conference. The portfolio is to serve as your ultimate guide at the conference. It must be properly organized so that the material is easily accessible to you while you are in your committee. **For dates see below. Note dates for Portfolio Inspections below**. The portfolios will be uploaded to iCollege in assigned folder by 11:59 PM of due date for inspection.

Class Attendance:
Missing class is not an option for this course as it hinders not only your learning but the learning of all others in the course. Unexcused absences will result in lowering of your grade. **<u>You cannot have more than 3 unexcused absences and attend the Conferences or pass the course</u>.**

Serving on the High School Model UN Conference:
Part of your responsibilities for the course is to help prepare for the HMUN Conference over the course of the semester and help run the Conference. If you have not already done so, please fill

out the staff application for the Model as soon as possible. Go to www.gsumun.org/ .   A timeline for the GSUHSMUN will be distributed in class.

Class Meetings, Schedules & Deadlines

8/25   Topic: Introducing Model United Nations, SRMUN and administrative matters

8/27   Topic: The UN System

9/1   Topic: Qatar: History and Politics
            Topic: Qatar: Foreign Policy
            Quiz 1 (United Nations)

9/3   Topic: India: History and Politics
            Topic: India: Foreign Policy
            Quiz 2 (Qatar)
            First inspection of electronic portfolio (research on UN) to be uploaded by 11:59 PM on iCollege Assessment>Assignment

9/8   Topic: DRC: History and Politics
            Topic: DRC: Foreign Policy
            Quiz 3 (India)
            Country and Committee preferences turned in Assessment>Assignment

9/10   Writing Position Papers
            Country and Committee assignments announced
            Quiz 4 (DRC))

9/15   *Position Paper Workshop - I (mandatory for new delegates)*
            Quiz 5 (Writing position papers)

9/17   Topic: Rules of Procedure & Voting Procedure
            Position paper bibliography due

9/22   Topic: Rules of Procedure & Voting Procedure

9/24   First draft of Position paper due (upload to icollege)
            Quiz 6 (Rules of Procedure & voting procedure)

9/29   Topic: Writing Resolutions
            Position Paper Workshop – II (mandatory for those asked to after first draft)

10/1   Topic: Caucusing & Negotiating
            Second inspection of portfolio (Country research) (Upload by 11:59 PM)
            Final Position Paper Due

10/4 (Sun) Mock Session - I (1:00-8:00 PM)
   Focus on procedure

10/6   Topic: Caucusing & Negotiating online

10/8   Topic: Rules of procedure in online situations

10/11 (Sun) Mock Session – II (1:00-8:00 PM)
   Focus on resolution writing and drafting

10/13   Topic: resolution drafting online
   Quiz 7 (Detailed Quiz on Assigned Country)
   Quiz 8 (Resolution writing)

10/15   Topic: Debating and Public Speaking

10/18 (Sun) Mock Session – III (1:00-8:00 PM)
   Focus on resolution writing and drafting
   Portfolio Inspection III

10/20   Topic: Debating and Public Speaking online

10/22   Topic: Recorded Public Speaking

10/23-10/25 SRMUN Conference Online

10/27   Debriefing and planning for the Spring Semester.

Appendix D - UNESCO Coding Mechanism

Category	Indicator	Search Strings
Gender Equality	genderequality_ind1	"gender equality"
	genderequality_ind2	"gender equity"
	genderequality_ind3	"empowerment of women" OR "empowerment of girls" OR "empowerment of females" OR "women empowerment" OR "girl empowerment" OR "female empowerment" OR "encouraging female participation"
	genderequality_ind4	"gender sensitive"
	genderequality_ind5	"gender parity"
Health and Well-Being	health_ind1	"physical health" OR "physical activity" OR "physical fitness"
	health_ind2	"mental health" OR "emotional health" OR "psychological health" OR "mental wellness" OR "emotional wellness" OR "psychological wellness" OR "mental" OR "emotional" OR "psychological"
	health_ind3	"healthy lifestyle" OR "nutrition" OR "diet" OR "cleanliness" OR "hygiene" OR "sanitation" OR "clean water" OR "being healthy" OR "staying healthy"
	health_ind4	"addiction awareness" OR "addiction" OR "smoking addiction" OR "drug addiction" OR "alcohol addiction" OR "alcoholism"
	health_ind5	"sexual health" OR "reproductive health"
	health_ind6	"health education"
	health_ind7	"sexual health education" OR "reproductive health education" OR "sexuality education" OR "HIV education" OR "AIDS education" OR "HIV/AIDS education"
Human Rights	humanrights_ind1	"human rights" OR "rights" OR "responsibilities" OR "children's rights" OR "cultural rights" OR "indigenous rights" OR "women's rights" OR "disability rights" OR "minority rights"
	humanrights_ind2	"freedom of expression" OR "freedom of speech" OR "freedom of press" OR "freedom of association" OR "freedom of organization" OR "freedom" OR "civil liberties"
	humanrights_ind3	"social justice"
	humanrights_ind4	"democracy" OR "democratic" OR "democratic rule" OR "democratic values" OR "democratic principles"
	humanrights_ind5	"human rights education"

	interGC_ind1	"globalization" OR "globalisation"
Interconnectedness and Global Citizenship	interGC_ind2	"global citizenship" OR "international citizenship" OR "global citizen" OR "international citizen" OR "world citizen" OR "global culture" OR "global identity" OR "global community"
	interGC_ind3	"global-local thinking" OR "local-global" OR "global-local" OR "think global act local" OR "glocal"
	interGC_ind4	"multiculturism" OR "multicultural" OR "intercultural" OR "interculturalism"
	interGC_ind5	"migration" OR "immigration" OR "mobility" OR "movement of people"
	interGC_ind6	"global competition" OR "global competitiveness" OR "globally competitive" OR "international competitiveness" OR "international competition"
	interGC_ind7	"global inequalities" OR "global inequality" OR "global disparities" OR "global disparity"
	interGC_ind8	"national identity" OR "national identities" OR "national citizenship" OR "national culture" OR "national cultures" OR "local identity" OR "local identities" OR "local citizenship" OR "local culture" OR "local cultures" OR "nationalism"
	interGC_ind9	"global citizenship education" OR "global education" OR "education for global education"
Peace, Non-violence and Human Security	peacesecurity_ind1	"peace" OR "peace-building"
	peacesecurity_ind2	"abuse" OR "harassment" OR "violence" OR "school-based abuse" OR "school-based harassment" OR "school-based violence" OR "school abuse" OR "school harassment" OR "school violence" OR "bullying" OR "household-based abuse" OR "household-based harassment" OR "household-based violence" OR "domestic abuse" OR "domestic harassment" OR "domestic violence" OR "gender-based violence" OR "gender-based harassment" OR "gender-based abuse" OR "gendered abuse" OR "gendered violence" OR "gendered harassment" OR "child abuse" OR "child harassment" OR "child violence" OR "sexual abuse" OR "sexual violence" OR "sexual harassment"
	peacesecurity_ind3	"peace education"
Sustainable Development	susdev_ind1	"sustainable" OR "sustainability" OR "sustainable development"
	susdev_ind2	"economic sustainability" OR "sustainable growth" OR "sustainable production" OR "sustainable consumption" OR "green economy"
	susdev_ind3	"social sustainability" OR "social cohesion"

susdev_ind4	"environmental sustainability" OR "environmentally sustainable"
susdev_ind5	"climate change" OR "global warming" OR "carbon emissions" OR "carbon footprint"
susdev_ind6	"renewable energy" OR "alternative energy" OR "alternative energy sources" OR "solar energy" OR "tidal energy" OR "wind energy" OR "wave energy" OR "geothermal energy" OR "biomass energy"
susdev_ind7	"ecology" OR "ecosystems" OR "biodiversity" OR "biosphere" OR "loss of biodiversity" OR "ecological sustainability"
susdev_ind8	"waste management" OR "recycling"
susdev_ind9	"education for sustainable development" OR "sustainability education" OR "education for sustainability"
susdev_ind10	"environmental education" OR "environmental studies" OR "education for the environment"

Appendix E – Coding Scheme for the Sustainable Development Goals (SDGs)

Category	SDG	Search Strings
Sustainable Development Goals	SDG 1: No Poverty	"SDG 1" OR "sustainable development goal 1" OR "SDGs 1" OR "sustainable development goals 1" OR "SDG one" OR "sustainable development goal one" OR "SDGs one" OR "sustainable development goals one"
	SDG 2: Zero Hunger	"SDG 2" OR "sustainable development goal 2" OR "SDGs 2" OR "sustainable development goals 2"
	SDG 3: Good Health and Well-Being	"SDG 3" OR "sustainable development goal 3" OR "SDGs 3" OR "sustainable development goals 3"
	SDG 4: Quality Education	"SDG 4" OR "sustainable development goal 4" OR "SDGs 4" OR "sustainable development goals 4"
	SDG 5: Gender Equality	"SDG 5" OR "sustainable development goal 5" OR "SDGs 5" OR "sustainable development goals 5"
	SDG 6: Clean Water and Sanitation	"SDG 6" OR "sustainable development goal 6" OR "SDGs 6" OR "sustainable development goals 6"
	SDG 7: Affordable and Clean Energy	"SDG 7" OR "sustainable development goal 7" OR "SDGs 7" OR "sustainable development goals 7"
	SDG 8: Decent Work and Economic Growth	"SDG 8" OR "sustainable development goal 8" OR "SDGs 8" OR "sustainable development goals 8"
	SDG 9: Industry, Innovation, and Infrastructure	"SDG 9" OR "sustainable development goal 9" OR "SDGs 9" OR "sustainable development goals 9"
	SDG 10: Reduced Inequalities	"SDG 10" OR "sustainable development goal 10" OR "SDGs 10" OR "sustainable development goals 10" OR "SDG ten" OR "sustainable development goal ten" OR "SDGs ten" OR "sustainable development goals ten"
	SDG 11: Sustainable Cities and Communities	"SDG 11" OR "sustainable development goal 11" OR "SDGs 11" OR "sustainable development goals 11" OR "SDG eleven" OR "sustainable development goal eleven" OR "SDGs eleven" OR "sustainable development goals eleven"

SDG 12: Responsible Consumption and Production	"SDG 12" OR "sustainable development goal 12" OR "SDGs 12" OR "sustainable development goals 12"
SDG 13: Climate Action	"SDG 13" OR "sustainable development goal 13" OR "SDGs 13" OR "sustainable development goals 13"
SDG 14: Life Below Water	"SDG 14" OR "sustainable development goal 14" OR "SDGs 14" OR "sustainable development goals 14"
SDG 15: Life on Land	"SDG 15" OR "sustainable development goal 15" OR "SDGs 15" OR "sustainable development goals 15"
SDG 16: Peace, Justice, and Strong Institutions	"SDG 16" OR "sustainable development goal 16" OR "SDGs 16" OR "sustainable development goals 16"
SDG 17: Partnerships for the Goals	"SDG 17" OR "sustainable development goal 17" OR "SDGs 17" OR "sustainable development goals 17"