

Creating Global Citizens through Model United Nations

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A thesis presented to the Honors College of Middle Tennessee State University in partial fulfillment of the requirements for graduation from the University Honors College

Fall 2016

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Introduction

Expanding globalization brings the nations of the world closer together; this necessitates a globally minded citizenry. There are many solutions to train individuals to navigate the complex and interdependent problems in world politics, but I propose the creation and expansion of Model United Nations clubs to our local high schools. High school students, on the verge of selecting higher education and careers, are a uniquely opportune group to introduce global problem solving through Model United Nations. Introducing these perspectives to a broad high school audience encourages them to pursue higher education in international relations. Their generation will be ever more influenced by international relations than ours, and earlier introduction will “jump start” them to investigate innovative roles in a world that is dramatically different from their parents.

Model United Nations is an academic simulation replicating the United Nations in which students role play as delegates from different nations who collectively act to solve global issues. Students experience a wide variety of simulations from becoming a part of the General Assembly, the main deliberative body of the United Nations in which all countries have membership and equal voting rights, to crisis simulation modeling the United Nations Security Council, the most powerful body consisting of five permanent members with veto power and ten rotating elected members. Students can further engage in special committees created to address specific topic such as the Human Rights Council or the Economic and Social Council. Historical simulations, modeled on past events, further allow students to participate in and reevaluate history. In each new simulation,

delegates adopt the identity of new countries, roles, viewpoints, and cultures. Therefore, students research, relate, personalize, and understand the different viewpoints of nations. They also practice public speaking, hone writing skills, and collaborate to solve common problems. They additionally learn to empathize with different points of view and the enormity of international problems, which further inspires senses of confidence and accomplishment in their abilities to meet these problems head on. Last, students learn the factors that explain international friendship and enmity, the impact of IGOs on world politics, and the pervasiveness of rules that govern the interactions of state and institutions. Model UN is an engaging and dynamic instructional tool for fostering interest in global politics because the simulation invites participants to be active parts of the process, rather than passive recipients of condensed information.

Literature Review

The United States education system faces a growing crisis: in 2012 the national dropout rate was seven percent, that is, over 2.6 million students (Stark, Amber Noel, and Joel McFarland). In *The Silent Epidemic: Perspectives of High School Dropouts*, the authors find that eighty-eight percent of dropout students that were surveyed had passing grades, and about fifty percent cited being bored as the reason for leaving school (Wurdinger and Julie Carlson 4). There is a growing trend in the education system; students are becoming more and more disinterested in their studies. The current method of teaching found in public high schools is known as traditional learning, which consists of a fixed curriculum, teaching students to a test through lecture and memorization. Traditional learning offers many benefits and disadvantages. Teachers are able to control the environment and execution of class, they are able to clearly evaluate a student's

progress and understanding, and they are able to present large amounts of information to a large audience. Traditional learning also presents some negatives as learning is passive, emphasizing memorization of material. Traditional learning fails to improve a student's oral, written, and communication skills, and employs a single, unified curriculum for all students regardless of their ability or interest (Spooner 20-21).

In contrast to traditional learning, active learning emerged in the early 1990s and has grown within the United States. Active learning is defined as “any instructional method that engages students in the learning process” and is known for varied techniques such as simulations, role-playing, and problem-based learning (Prince). Active learning presents a challenge to students while being fun and entertaining. It also increases retention and understanding of material and develops confidence and necessary skills. Active learning limits the role of the teacher, and is limited to a small audience (Spooner 33-35).

Recent research attributed much success to active learning. In a review of research, Michael Prince finds that the collaborative learning aspect of active learning enhances academic achievement, student attitudes, and student retention. When examining the cooperative learning aspect, he finds that cooperation is more effective than competition in improving academic achievement and communication skills. He also finds that problem-based learning improves students' attitude and students' retention, citing that three out of ten cases students scored higher when engaging in problem based learning. Active learning allows students to engage in all four stages of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation. An experiment by Powner and Allendoerfer compared three groups of

students in an introductory world politics class: the first group engaged in discussions; the second group was involved in a role-play and discussion, the third group acted as a control and engaged in lecture only. All groups engaged in a post-activity quiz to determine if active learning, indeed, did have an impact on student retention and comprehension. Powner and Allendoerfer determined that engagement in any activity of active learning whether role-play or discussion did increase student performance over traditional lecture learning.

Examining active learning through an international relations viewpoint, Jeremy Youde, explains his experience. In crafting his own simulation, Youde desired to show his students just how difficult reaching a consensus is in the international community and challenge students to adopt a different world view, which sometimes challenged their personal political views. Though when engaging in his simulation he found other effects. Through simulation, students were better able to better identify and conceptualize abstract concepts and theories. Students were also able to better understand the reality and gravity of issues in the international realm. Youde states the simulation tempered their idealism, allowing them to understand and experience the disconnect between what they want to happen and what actually happens understanding the political realities that hinder conflict resolution. In the end, Youde found that simulations are more than simple games and offer students an opportunity to tread the line between theory and practice while confronting their own political ideas while curbing their idealism.

Youde further states, “Active learning approaches are especially useful for helping students grapple with the issues arising from a world in flux.” High school students will soon experience their “focused exploration” stage as they try to figure out

what they want to do with their lives, instead of being disengaged from learning, students must be active and participate in learning what they want to do (Wurdinger and Julie Carlson 3). Participating in Model United Nations provides high school students with the opportunity to learn about, explore, and participate in a rapidly changing and globalizing world while learning necessary communication, writing, and speaking skills.

Purpose

The spread of active learning will not only encourage high school students to stay in school but also will keep them engaged, focused, and excited about learning. Furthermore, Model United Nations, as an agent of active learning, imparts knowledge and encourages engagement in world politics. It is a promising tool to begin recruiting people who are prepared to participate in a rapidly globalizing world. High school students are offered a limited international curricula that is generally explained through the American viewpoint and, therefore, offer a prime opportunity to begin presenting international perspectives. This project engages this opportunity by sponsoring the creation of Model UN programs in local high schools. I have worked with Oakland High School in Murfreesboro, TN, teaching and engaging students in Model UN. The intermediate objectives of the project include encouraging the skills and interests that Model UN promotes with the overall purpose to promote engagement in world politics. Furthermore, taking students to a Model UN conference is the ultimate goal. In total, the aim of this project is to determine how effective active learning is in an international relations setting and if students are prepared, global citizens through participation in Model UN.

Methods

I aim to determine how effective Model UN is in engaging and preparing students in an international relations setting. Using simulations that I have drafted (see appendix), Oakland students learn the basics of Model UN while solving global issues. Students learn the proper vocabulary, parliamentary procedure, how to vote and conduct different types of caucuses. Additionally, they learn the writing aspects of Model UN as they learned how to write resolutions, amendments, and position papers. Furthermore, we ran four simulations that included the topics of climate change, women's rights, Israeli conflict, and a zombie pandemic.

The simulation covering climate change ran as a General Assembly that challenged students to create a solution while balancing the needs and interests of developed and underdeveloped countries. The second simulation ran as a Human Rights Council which casted some students in challenging roles that conflicted with their beliefs. This gave students a chance to understand another country's position, culture, and motives and experience the difficulty of building a consensus. The third simulation was a historical simulation that covered the conflict surrounding the creation of Israel. The simulation immersed students into the material that they learned in class which allowed them to better understand the situation, key peoples' roles, its world importance, and its difficulties. The final simulation was a crisis simulation in which students experience the rise of a zombie pandemic. It is up to the Security Council to act quickly to save the world. In the end, students experienced four different types of simulations while gaining valuable skills and world perspectives.

Using past experiences and research, I created detailed background guides for each simulation. Resources such as the United Nations Association of the United States of America and talking with fellow delegates inspired these four simulations. Through research, I aimed to make these simulations as realistic and accurate as possible while allowing students to learn, have fun, and be creative in their solutions. Simulations generally spanned two classes the first class presented the background and the second engaged students in simulation.

To gauge the success of the program, I investigate student's attitudes toward global political problems with a survey at the end of the program. Using Likert scales, this survey aimed to put quantitative data to qualitative questions as students identified what they deemed as a globally-aware citizen. The students evaluated their own global awareness growth and shared their experiences through this survey.

Additionally, students attended a Model UN conference which enabled them to use their understanding and skills in a competition. At the end of the conference, the students wrote reflective papers outlining their experiences, attitudes, and challenges in their simulations. Overall, the students relayed their experience, opinions, and growth in Model UN.

Daily Reviews

Our first meeting for the 2016-2017 academic year was held on August 25th as a quick introductory class. In the meeting, I taught students the background of the United Nations and Model UN. In our second meeting, I had the students engage in a casual debate. I allowed them to pick the topic and was surprised when the students chose to debate about government types. I had some apprehensions about the students' ability to

engage in debate about government, but was pleasantly surprised about how enthusiastically they tackled the subject. The debate carried over to our third meeting on September 22nd, as we were meeting every other Thursday. In this meeting, we worked on connecting students' actions within the debate to proper model UN procedure teaching the different caucuses and motions. In our fourth meeting, students engaged in their first simulation covering global climate change. I helped students by providing them the research about their backgrounds allowed them to focus on proper procedure and debate. Within this meeting we also decided to begin meeting once a week in order to prepare for the upcoming conference in Virginia.

In our next meeting we concluded our simulation over global climate change. I proceeded to teach students about the writing aspects of Model UN, creating recommendations and resolutions in our next meeting. The students engaged in a fun debate about reinstating gladiators as a form of corporal punishment, creating their own resolution and bringing it to a vote. Our next meeting was housekeeping as we discussed what to expect in conferences as well as different fundraising events the club was going to engage in.

The following meeting was almost like an open forum, I had students discuss what international events they wanted to learn about and simulate. It was interesting as many students had certain geographical areas they wanted to focus on, while other students wished to learn more about the South China Sea and others wished to learn more about developing nations focusing on Africa. The last meeting before the conference I helped students engage in research and write position papers, an overview of a nation's

background and viewpoint on a certain issue. In the end, the students grew more confident with each meeting.

Most importantly, it was interesting to see them learn international relation theory without students knowing it was international relation theory. Students were able to identify and understand concepts but never really connect it to the greater picture. This lack of connection was evident throughout the conference, especially when students engaged in consensus building and ran into collective action problems. Many students recognized that some countries have a private incentive not to work with others and therefore ruins the actions of the collective whole, though it is common good to work together many countries do not. Students get very frustrated and identify this situation but do not necessarily understand that what they are experiencing is international theory.

Data Analysis

The main purpose of this survey was to identify and create a working definition of global mindedness, as well as to determine if Model UN teaches and prepares students to be globally minded, and conclude whether Model UN enhances different skills such as writing, speaking, and research. The survey was a mixture of short answer questions and Likert scale style questions, where qualitative answers are assigned numbers 1-5 to quantify their responses. In total, ten surveys were distributed consisting of five girls, four boys, and one prefer not to specify. The age group consisted of fourteen to eighteen year olds with three sophomores, one junior, and six seniors. Overall, the ten participants had twenty minutes to complete the survey and answer to the best of their abilities.

Question one asked students to define what being globally minded meant to them. This question aimed to create a standard definition of a globally-aware citizen. The compiled student responses formed a definition comprised of two aspects: first, having knowledge on international issues and second, having consideration for other cultures and viewpoints. Seven participants stated that globally minded citizens have an awareness of global issues. Eight participants surveyed indicated that global citizens have an understanding of other countries cultures and viewpoints. Overall, three surveys held both aspects of being aware of international issues and understanding of other viewpoints and cultures.

The aspect of having international knowledge was calibrated by considering phrases such as “being aware of” and “understanding of global issues.” The word *aware* appeared four separate times displaying how students connected knowledge of international events to being globally minded. Identifying words such as *culture* and *viewpoint* displayed how much importance students placed on global citizens understanding perspectives outside their own. Words such as *viewpoint*, *open-mindedness*, and *opinions* appeared six different times within the surveys which exhibited how students perceived a global citizens as an individual who possesses a willingness to incorporate different viewpoints. Words such as *culture*, *race*, and *ethnic diversity* appeared six different times within the surveys. Use of these words indicated how students acknowledge that a globally-minded citizens acknowledge and respect other cultures when problem solving.

Two students did not include considering other viewpoints or cultures in their definition. Two mentioned being aware of other perspectives while three mentioned

being aware of different cultures. In the end, three mentioned considering both viewpoints and culture within their definition of a globally-minded person.

Question two aimed to have students consider the actions of a globally-aware citizen. This question had students rate four different actions (staying current on global events, use of resources in understanding international events, volunteering with international organizations, and attempts to incorporate other countries viewpoint) in order to create a further standard of a globally-minded citizen. The answers are classified as occurring never, rarely, sometimes, often, and everyday/always. Using Likert scales each answer was assigned a quantity to measure each response ranging from 1-5. One being rarely and up to everyday/always equaling five.

All of the students surveyed believe that a globally-minded citizen reads, watches, or listens to news often or more about international news. Eighty percent believe a globally minded person uses credible international sources such as the US State Department, the United Nations, or Human Rights Watch often or more. Seventy percent state that volunteering with organizations involved in international issues is an action of a globally minded person. Furthermore, all the participants believed that a globally-minded person attempts to understand and empathize with other countries' points of view.

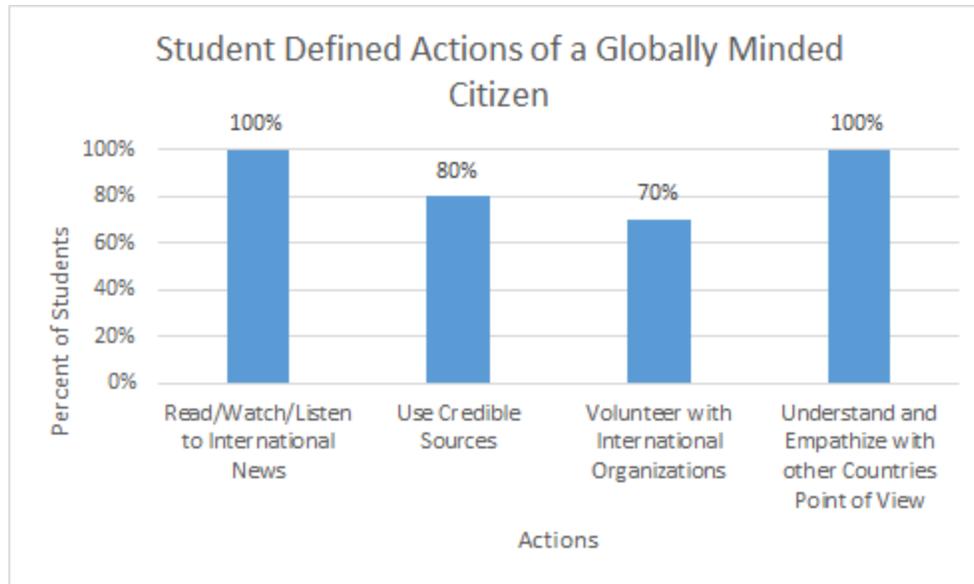


Figure 1: Student defined actions of a globally-minded citizen

Overall, the students identified being aware of international events and trying to understand the viewpoint of other countries as the most prominent actions of a globally minded-citizen. This agrees with the definition laid out by the students focusing on being aware of international issues and understanding other countries viewpoints and cultures.

Question three asked students to evaluate their own global awareness before Model UN; whereas, question four asked students to identify their global awareness after their participation. Analysis of question three showed that sixty percent of students considered themselves often or less globally minded before participation in Model UN. After participation in Model UN all of the students felt somewhat more or more globally aware. On average, on a scale of one to five, students felt that they were 4.3 globally minded

before Model UN and after Model UN 4.5 globally minded, a twenty percent increase as shown in Figure 1.

Question five and question six asked students to identify what aspects made them feel more and less globally minded. Fifty percent of students cited that engaging in research

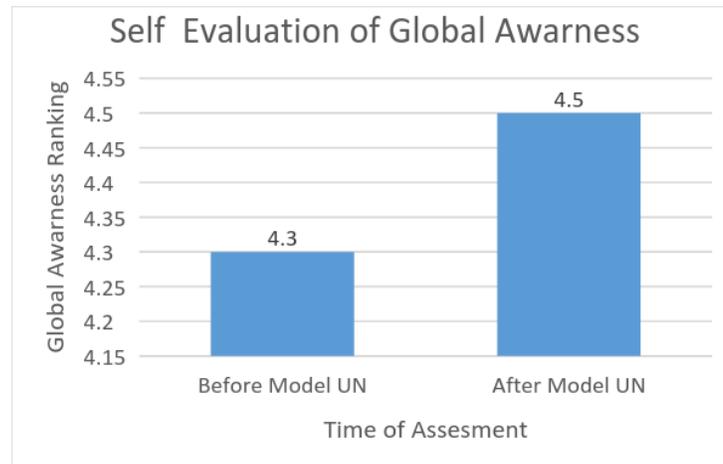


Figure 2: Average of students self-evaluation of global awareness before and after Model UN.

about international issues made them feel more globally minded. Additionally, thirty percent stated representing a nation and debating its viewpoint made them feel more globally aware. Twenty percent mentioned both research and considering another viewpoint as making them feel more globally aware. The results are shown in Figure 3.

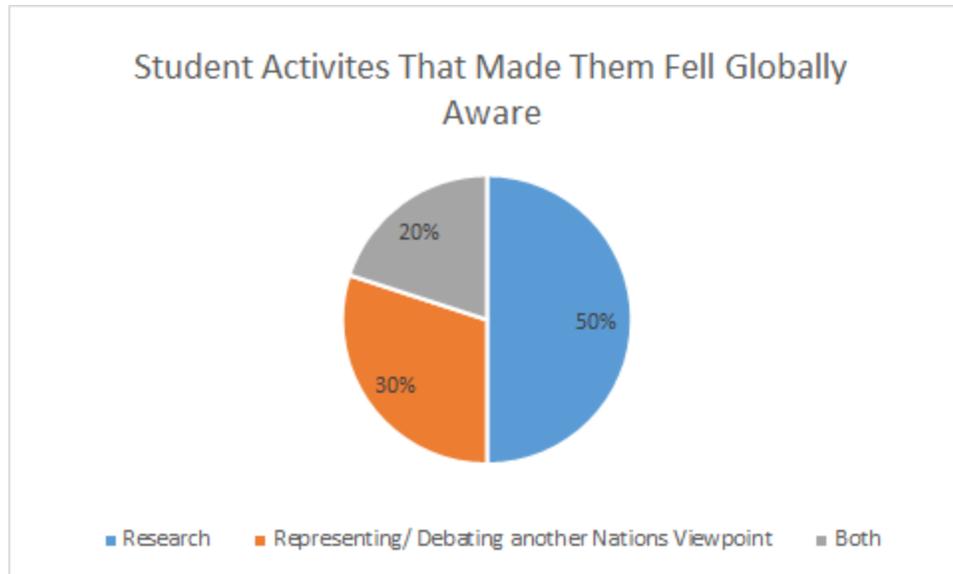


Figure 3: Student activities that made them feel globally aware

This coincides with the students' idea that research and understanding other nation's viewpoints make a globally-minded citizen. On the other hand, as shown in Figure 3, when asked what activities made them feel less globally aware, sixty percent of students left the question blank or answered "nothing." Thirty percent stated that debating from other countries viewpoint made them feel less globally minded. The thirty percent further justified this lessening of global mindedness by explaining they did not agree with the other county's viewpoint, making it seem illogical and invalid.

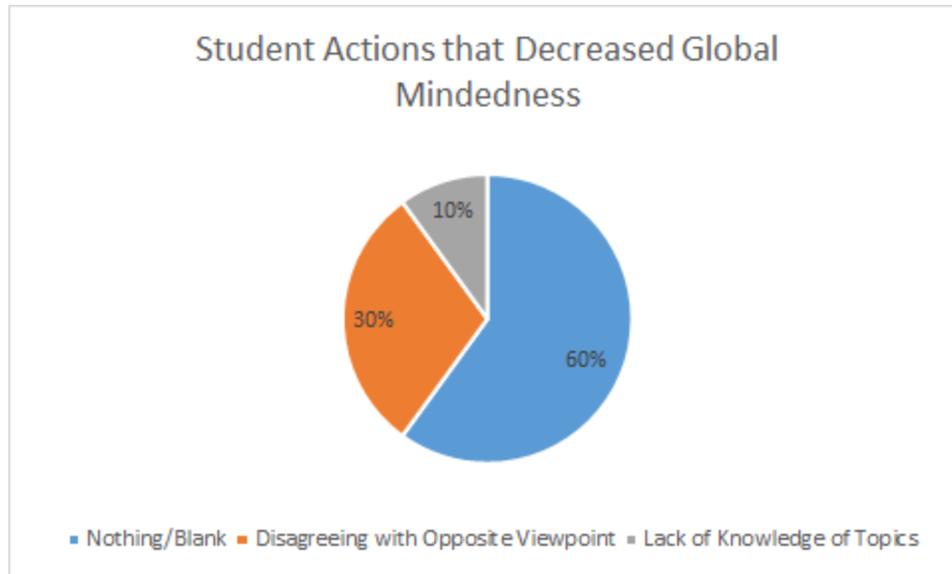


Figure 4: Student actions that decreased

One student cited both debating and research as reasons why she felt less globally-minded. She stated that debating topics she had no understanding of made her feel less globally minded but would lead her to engage in research on these topic. In the end, sixty percent of students stated that they gained global awareness without losing a sense of understanding of global issues indicating that Model UN contributes more benefits to global awareness than negative effects.

The next section of the survey aimed to interpret the importance of problem solving within Model UN as well as determine if engaging in global problem solving through Model UN prepares students to engage in a globalizing world. Question one asked participants to examine important traits of effective problem solvers in order to create a concept of problem solving to compare students to. In their collective responses the students further cite the importance of awareness/knowledge and understanding of others viewpoints but also reveal two new factors to consider: the ability to work with others

and the ability to communicate. Fifty percent of students stated that collaboration and negotiation were traits of an efficient problem solver. Forty percent mentioned the ability to communicate, listen, and express ideas through speaking or writing as important traits. Most importantly, seventy percent stated being considerate of and empathetic towards others' viewpoints as vital traits. Twenty percent of students also stated being informed as a factor of good problem solving. According to the standard set, considering others viewpoints, followed by working with others, communication, and knowledge are the most important factors in efficient problem solving shown in Figure 5. In the end, the standard of global problem solving contains both aspects of global mindedness, being aware of international issues and consideration of other nation's viewpoints. The standard of global problem solving, though, adds emphasis to the aspects of the ability to work together and the ability to effectively communicate.

Aspects of Effective Global Problem Solving According to Student

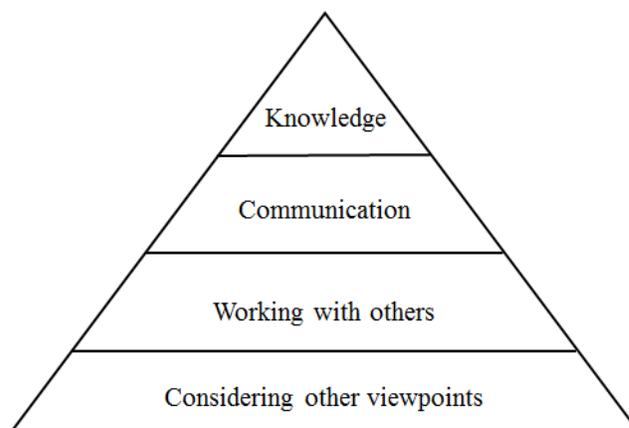


Figure 5: Aspects of effective global problem solving.

The survey then asked students to evaluate their beliefs on solving global problems.

Question 2 posed several questions:

- 1) Is awareness of international news important when solving global issues?
- 2) Does global problem solving depend on the ability to understand another country's viewpoints?
- 3) Does global problem solving depend on willingness to work together?

Eighty percent of students believed that the success of global problem solving always depends on awareness of international news. Eighty percent believed that global problem solving always depends on the ability to understand and empathize with other countries' point of views. Ninety percent consider working together and willingness to collaborate as always important in global problem solving.

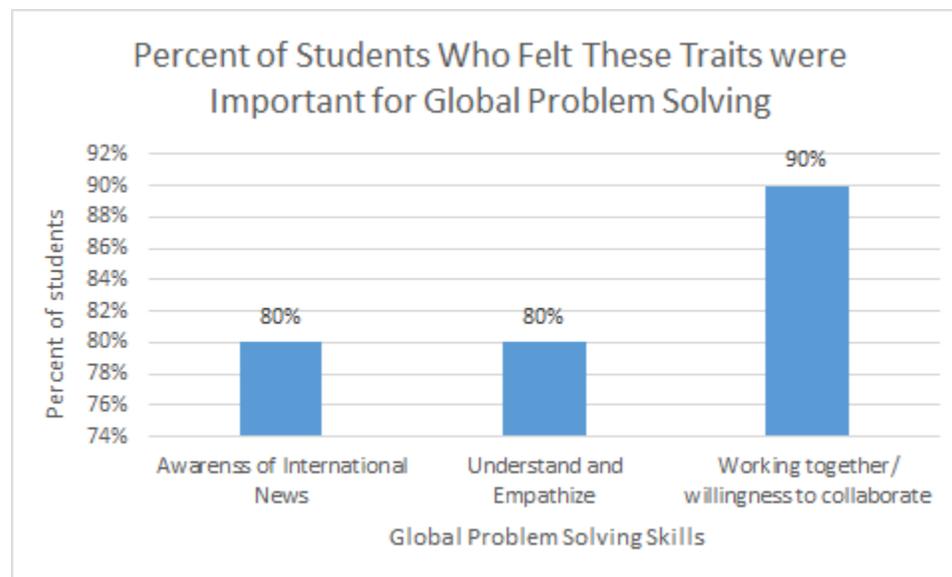


Figure 6: Percent of Students who felt these traits were important for global problem solving

In the end, in examining global problem solving, students perceived a willingness to work together as the most important. However, the students still highly consider awareness of issues and acknowledgment of other perspectives as important aspects.

Question three had students consider the standard of global problem solving and compare their knowledge of global problem solving after participation in Model UN. Question 3.a determines whether or not since participating in Model UN students found global problem solving more difficult. Sixty percent of students found that after participation in Model UN it was somewhat more or more difficult than they originally thought. Additionally, question 3.b determined how students ranked the global problem solving of the United Nations. Sixty percent of students after participation in Model UN thought that the United Nations did a somewhat better or more, job at solving global issues than they thought before participation. On a scale of one to five, the average student believed that global problem solving was 3.9 more difficult than originally thought. The average student also believed that the Model UN did a 3.7 better job at global problem solving than he/she previously thought. Students' perceptions changed from before and after participation in Model UN realizing the challenge in global problem solving and gained a deeper appreciation in the role of the United Nations.

Question four and five intended to determine things that made students feel more or less confident in solving global problems after participation in Model UN. Seventy percent of students cited collaboration or working together to a resolution made them feel more adapt to solving global problems. Thirty percent cited that growing their knowledge and engaging in debate made them feel more confident in their problem solving skills. On the other hand, when identify something that made the students feel less confident in

solving global issues, fifty percent of students responded “nothing” or left the question blank. Fifty percent of students also stated “lack of collaboration” and “cooperation” citing “feeling ignored” or “leaving a problem unsolved” as why they felt less confident in problem solving. In the end, half the students did not feel any loss in confidence in problem solving after engaging in Model UN.

The last question of the survey aims to determine if Model UN does enhance skills such as writing, public speaking, and research. Fifty percent of students somewhat agree or more, that participation in Model UN improved their writing skills. Ninety percent of students somewhat agree or more, that through Model UN their speaking skills improved. Seventy percent of students somewhat agree or more with the statement that Model UN increased their research abilities. On a scale of one to five, the average student agreed that Model UN improved their writing skill by 3.7, their speaking skills by 4.5 and research skills by 3.9. In the end, it can be inferred that Model UN does increase all the aforementioned skills but prominently enhances the speaking skills of students.

Conclusion

The survey aimed to accomplish three things: first, to determine a working definition to describe a globally aware citizen; second, to determine if participation in Model UN, specifically through problem solving, made students feel prepared to work within a globalizing world; third, to determine if participation in Model UN encouraged growth in skills such as speaking, writing, and researching.

The survey successfully created a working definition of what it means to be globally aware. By asking an open-ended question, the first question allowed students to

define what being globally minded means to them. Two constant themes emerged in students responses: identifying that a globally-minded person is aware/ has knowledge of international issues and acknowledges/takes into consideration other countries' viewpoints and culture. Key words such as *aware*, *viewpoint*, *open-mindedness*, *opinions*, *culture*, *race*, and *ethnic diversity* appear several times throughout the survey. This displays how students put importance on knowledge of international events and consideration of other countries' viewpoints and culture as being globally minded. Overall, the data defines a globally minded citizen as being both knowledgeable of international issues but also considerate of outside viewpoints and culture.

The data in question two further supports this definition. All students deemed that globally-aware citizens are aware of international news and consult news outlets on a daily basis. Additionally, all students surveyed believed that a globally-aware citizens always attempt to understand and empathize with other countries' point of view. The students felt that both being aware of international events and considering other nations' viewpoints are more important factors of global mindedness than the use of international sources and volunteering with organizations that work with international issues. In total, the students unanimously agreed that being aware of international events and considerate of other viewpoints are the most important aspects of globally mindedness as seen in the definition.

Most importantly, questions three and four indicate that Model UN improved this group of students' global awareness. Before participation in Model UN 4.3 out of five felt globally aware whereas after participation 4.5 out of five felt globally aware. This is a

twenty-percent increase in self-identified global awareness that can be attributed to Model UN.

The most interesting aspect of data was questions five and six, which asked students to identify what made them feel more or less globally aware. Fifty percent of students cited research and raising their international awareness as making them feel more globally minded. Additionally, thirty percent stated that debating from another country's point of view made them feel more globally aware. The data further supports the definition of global mindedness as students continue to think in these terms when it comes to being globally minded. The interesting data is that sixty percent felt like nothing made them less globally aware. This supports the idea that Model UN can improve global mindedness without any negative impacts on global mindedness. It appears that students felt they were first and foremost learning global mindedness. On the other hand, thirty percent of the students suggested the opposite, that debating from a different viewpoint made them feel less globally aware. How come? All three of the students justified that debating from a different viewpoint that conflicted with theirs seemed "illogical" and "invalid." This feeling of less global mindedness can be attributed to what I believe is a check on the students' idealism as explained by Youde in "Crushing Their Dreams? Simulations and Student Idealism." The students expected global problem solving to be easier than they first expected. This notion is further supported by the results of question three under the global problem solving section. Question three stated that sixty percent thought that after participation in Model UN problem solving was more difficult. Out of five, 3.9 expressed that global problem solving was much harder than previously thought. Students felt less globally minded when engaging in other nations'

viewpoints that differed from theirs because it was more difficult than they imagined and curbed their idealism therefore making them feel less globally aware. This can be seen again as one student further justifies that debating topics they had no understanding of made them feel less globally minded but this would motivate them to engage in even more research on these topics. This further shows how students feel less globally minded because their idealism was curbed and being globally minded was harder than they expected. This justification also reinforces the definitions aspects of both awareness of international issues and viewpoints as this feeling of lacking global awareness made the student feel the need to overcompensate by becoming more aware and become more active in the viewpoint of his/her country.

The second part of the survey aimed to determine if participation in Model UN, specifically through problem solving, made students feel prepared to work within a globalizing world. Through the first question a working standard of global problem solving appeared. Seventy percent stated being considerate of and empathetic towards others viewpoints as a vital trait. Twenty percent of students also stated being informed as a factor of good problem solving. This further supports the definition of global mindedness as you cannot solve global problems without being globally minded. It seems that the aspects of awareness and viewpoint are building blocks that other globally-minded activities build off of. Work on global problem solving presented two new aspects that enhanced the definition of global awareness. Fifty percent of students cited working together as important to global problem solving. Forty percent also cited the ability to communicate effectively as important to global problem solving. This displayed how global mindedness, achieved through Model UN, was a building block that allowed

students to further participate in a rapidly globalizing world. Overall, it indicates that involvement in Model UN prepared the students to act in a global world and feel better equipped to lead in global problem solving.

Question three presents some very important data as it had students evaluate what they thought of global problem solving and the United Nations before and after participation in Model UN. Most importantly this question displayed how Model UN curbs students' idealism and teaches them the reality of international theory and international workings. Sixty percent of students found that after participation in Model UN it was somewhat more or more difficult than they originally thought. This shows how most students have nothing but good intentions when it comes to problems solving, but often lack the knowledge of reality and theory. Additionally, after participation in Model UN, sixty percent of students thought that the United Nations did a somewhat better or more job at solving global issues than they thought before participation. This new appreciation for the United Nations showed how, after participation, students have gained more global mindedness as they become more aware of the reality of international theory and international workings. On a scale of one to five, the average student believed that global problem solving was 3.9 more difficult than originally thought. The average student also believed that the United Nations did a 3.7 better job at global problem solving than they previously thought. Students' perceptions changed from before and after participation in Model UN realizing the challenge in global problem solving and gaining a deeper appreciation of globally mindedness. This further shows a curb on idealism and a growing international awareness as students come to understand the

comprehensiveness and difficulty of international workings and international theory. It appears that the reduction of idealism leads to more globally-aware students.

The final questions of section two of the survey aimed to determine what made students feel more or less confident in global problem solving. Thirty percent cited that growing their knowledge and engaging in debate made them feel more confident in their problem solving skills. This continues to display how increasing awareness and global knowledge are building blocks of global mindedness. Furthermore, seventy percent of students cited collaboration or working together to reach a resolution caused them to feel more confident in global problem solving. Adding the aspect of cooperation proves that in order to be globally aware one must have a basic understanding of international awareness and understanding of other nation's viewpoints all of which can be gained through engagement in Model UN. On the other hand, when identifying something that made the students feel less confident in solving global issues, fifty percent of students responded "nothing" or left the question blank. This can be interpreted that a majority of students felt that Model United Nations did not inhibit their global solving problems and they gained a base understanding of other countries' viewpoints and knowledge/awareness of international issues; overall, they gained a base understanding of global awareness. However, fifty percent of students cited a lack of collaboration and "feeling ignored" or "leaving a problem unsolved" as reasons why they felt less confident in problem solving. These sentiments further justifies the idea that a restriction on idealism leads to an increase in global mindedness as lack of collaboration and "feeling ignored" or "leaving a problem unsolved" are common in the United Nations and across international actions. It

can be interpreted that this lack of confidence in global problem solving is actually the restriction of idealism and the learning of international awareness and global mindedness.

The last section aimed to answer if Model UN does indeed grow skills such as writing, speaking, and researching. It can be inferred from the data that Model UN grows student's skills in writing, researching, and especially speaking skills. The improvement in speaking skills can be attributed to the constant debate that occurs within Model UN which refines ones communications skills but also enhances international event awareness and consideration of other viewpoints as one is forced to listen and engage in rebuttal. Furthermore, the improvement in researching skills can be attributed to the research required to participate in Model UN which is fundamental to being globally aware as it allows a student to further their international event awareness and understanding of other viewpoints. Additionally, the improvement in writing skills can be attributed to writing resolutions contributing not only to increased understanding of viewpoints and international events, but also to engaging in collaboration and effective communication skills. Overall, all students would agree that their skills have grown.

In the end, the three goals of this survey have been achieved. The data presents a new definition of globally-minded suggesting that awareness of international issues and consideration of other viewpoints form a base on which global-mindedness can build itself. This is further supported by global problem solving within Model UN as the data shows an ability to effectively communicate and ability to work collaborate with others grows out of a base of international awareness and ability to consider other viewpoints. The data further indicates that Model UN does prepare students to participate in a globalizing world through global problem solving. Additionally, involvement in Model

UN and engagement in global problems solving does expand a persons' skills in writing, speaking and researching. Overall, it appears that Model UN does create globally aware citizens by engaging them in the basics of international event awareness and consideration of other nation's viewpoints.

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Appendix I

Global Climate Change

Session: General Assembly

Topic: Climate Change

Background:

There are many different views surrounding climate change, is it real or not? Global climate change spans from rising temperatures, to rising sea levels, and extreme weather events. Can this all be attributed to human activity and greenhouse gasses emitted from fossil fuels? What can be the future, will there be more natural disasters, changing ecosystems, and less arable land or will someone discover a new renewable energy resource and engage in sustainable development. Many countries have considered actions such as quotas on reducing carbon emissions such as reducing emissions by 10% in five years or even taxation on carbon usage. Currently, the United Nations Framework Convention on Climate Change (UNFCCC) and the Kyoto Protocol, adopted in 1997 and enforced in 2005, aims cut countries greenhouse gas emissions. The Kyoto Protocol introduced the idea of emissions trading, which allows countries that exceed their emission quotas to purchase emission credit from countries that are able to stay below their limits. As of September 2011, 191 states have signed the treaty. The United States, Afghanistan, Andorra, and South Sudan have not ratified the treaty. In 2011, Canada removed their signature and ratification. Is it right to put an economic spin on climate change, giving wealthy countries a way out of solving this issue? Is it right to hinder

developing countries in the name of climate change? This is for you delegates to decide, take into consideration this information and your countries position to create an outcome beneficial to your countries ("Model Estimation Using Simulation")

Roles:

United States, United Kingdom, France, Russian Federation, China, Germany, Japan, Canada, Egypt, Australia. (Nigeria, Afghanistan, Maldives, Brazil, India, Iran)

United States:

Background: The United States is one of the largest contributors to global warming and has yet to make a binding environmental agreement. The United States has not yet agreed to the Kyoto protocol but continues to invest in green technology. The United States government has outline three major goals 1) Cut carbon emission in America 2) Prepare the United States for the impacts of climate change 3) Lead international efforts to combat global climate change and prepare for its impacts.

President Obama has stated, "Someday, our children, and our children's children, will look at us in the eye and they'll ask us, did we do all that we could when we had the chance to deal with this problem and leave them a cleaner, safe, more stable world?"

With the responsibility of future generations on your shoulder and the inability to commit how are you, the United States Delegate, going to forward the goals of the United States.

Sources such as <https://www.whitehouse.gov/energy/climate-change> ,

<http://www.huffingtonpost.com/news/climate-change-goals/> will help you become your

character and create a working paper with others.

United Kingdom:

Background: The United Kingdom is one of the major contributors to global climate change and in 2008 set goals including 1) setting 2050 carbon emission targets 2) Carbon budgets 3) the creation of a committee on climate change and 4) creating a national adaptation plan. The UK commits to reduce its 1990s' carbon emissions rates by 80% by 2050 as well as create a binding cap on the greenhouse gasses emitted by the UK. This raises the question can the UK meet these commitments. The UK created the Committee on Climate Change that reports and advises to parliament who together are creating a national adaptation plan to help the country adapt to changing times. With these aims in mind, how are you the delegate of the United Kingdom going to forward these goals internationally? Resources such as <https://www.gov.uk/government/topics/climate-change> and <https://www.theccc.org.uk/tackling-climate-change/the-legal-landscape/global-action-on-climate-change/> will help you further develop your character and create a working paper with others.

France:

Background: France held the 2015 international summit on global climate change, COP21, with huge success. France exemplifies how a nation can have the best of both worlds being rich and developed while being green as it contributes 4% of the global GDP while only emitting 1% global greenhouse emissions. France has actively campaigned for action against global warming will other countries follow your example?

France aims 1) give priority to renewables and energy efficiency; 2) improve energy access in rural and peri-urban areas 3) make energy systems stronger and more secure 4) improve energy policy and stakeholder capacity. Resources such as <http://www.cop21paris.org/> and <http://www.diplomatie.gouv.fr/en/french-foreign-policy/climate/france-is-actively-addressing-the/> will help you develop your character and create a working paper with others.

Russian Federation:

Background: The Russian Federation outlined its climate plan in 2009 in the Climate Doctrine of the Russian Federation stating that the country would 1) invest in creating and leading in green technology 2) establish legal and regulatory frameworks 3) foster international cooperation 4) as well as institute a plan of action in adapting to climate change. The Russian Federation's economy depends heavily on supplying the world with its fossil fuels can Russia justify the continued use of fossil fuels to ensure the growth of its economy? Is going green really productive and frankly even possible. Fossil fuels are an easy and cheap way to create energy and should be continued for the glory of Russia. Resources such as <http://archive.kremlin.ru/eng/text/docs/2009/12/223509.shtml> and <http://climateactiontracker.org/countries/russianfederation.html> will help you develop your character and begin a working paper with others

China:

China's debut on the international stage has been very controversial, is China now to be considered a developed or developing nation. China is one of the biggest contributors to global climate change and suffers both internationally and domestically.

China benefits from fossil fuels feeding the growing economy and fueling the rise of China. Though the effects are being seen in large cities as smog and pollution continual effects the air. Waterways are further getting polluted endangering the drinking water and the population's health as a whole. China has been active against climate change as in the 2009 Copenhagen Accord China states it would reduce its emissions by 40-45% from 2005 levels by 2020. China has announced two new goals for 2030 1) having its greenhouse gas emissions peak by around 2030, and 2) increasing non-fossil sources to 20 percent of total energy by 2030 (<http://www.c2es.org/international/key-country-policies/china>). How will China continue to grow through fossil fuels or green energy? Can China justify using fossil fuels because it is continuing to grow or should they be limited like other developed nations? Can they meet what they promised? Sources such as http://www.china.org.cn/environment/Copenhagen/node_7081520.htm and <http://www.un.org/ga/president/61/follow-up/climatechange/China-KeyElements.pdf> will help you develop your character and start a working paper with others.

Japan:

Japan is currently struggling with its global climate change goals as it has had to renounce its targeted emissions cuts due to the nuclear accident that occur in Fukushima. Japan is now moving further away from nuclear energy and has begun to re-open coal fired energy plants contributing more to their emissions. Many are concerned and disappointed with Japan's reduction of its target emissions and continue to hold the government to a high standard. Japan must now balance its citizen's energy needs, prevent further accidents, while pushing forward to battle global climate change. How can Japan move forward? Will they convince other nations to regress back to fossil fuels

or move forward with green energy? Considering the negative effects of nuclear energy does fossil fuel even compare? Are there negative sides to green energy? Japan is at a crossroad as a delegate of Japan what will you do? Sources like <http://www.japantimes.co.jp/opinion/2015/07/30/commentary/japan-commentary/japans-action-plan-to-fight-climate-change/#.Vs800vkrLIV> and <http://climateactiontracker.org/countries/japan.html> will help you develop your character and start drafting a working paper with others.

Germany:

Germany has been one of the leading developed nations on global climate change efforts. With large investments in renewable energy Germany can boast that about 27 percent of its electricity came from renewable sources such as wind and solar power last year. In result of Japan's Fukushima nuclear power plant Germany has declare that it would shut down all of it reactors (17 reactors) by 2022-nine have been shut down. This raises the question how justifiable is nuclear energy should more action be taken against them and their creation? Germany is a leader in the global climate change imitative being the fourth largest economy in the world and having promised some of the most aggressive emission cuts—by 2020, a 40 percent cut from 1990 levels, and by 2050, at least 80 percent. Can Germany convince other nations to invest the necessary money and time in expensive green energy? To protect the environment should growing nations be limited in their growth, if so how can they pay for going green? Resources such as <http://ngm.nationalgeographic.com/2015/11/climate-change/germany-renewable-energy-revolution-text> and <http://climate-adapt.eea.europa.eu/countries/germany> will help you develop your character and begin a working with others.

Canada:

New updates proposed to the Kyoto protocol caused Canada to enact its right to leave the agreement as the Prime Minister Kent stated, " The Kyoto protocol does not cover the world's largest two emitters, the United States and China, and therefore cannot work (<http://www.theguardian.com/environment/2011/dec/13/canada-pulls-out-kyoto-protocol>).” Canada continues to contribute to solving this global crisis as it has pledged over \$300 million to organization such as Green Climate Fund. Canada has stated that its priorities are 1) Keeping emissions in check, 2) Enhancing accountability and transparency, 3) Supporting climate change adaptation. Is it fair that large countries like the United States can flaunt their goals? Should emissions trading even be legal? Is green energy even worth it if everyone does not even contribute? Resources such as <http://www.un.org/apps/news/story.asp?NewsID=52157#.Vs872fkrLIU> and <http://www.climatechange.gc.ca/default.asp?Lang=En&xml=EF6CE373-41AA-4EFA-A97B-1EDFB25E6C83>

Egypt:

Due to rising sea levels many historical cities and large densities of populations are in danger of flooding. The tourists sectors are threatened potentially endangering the Egyptian economy. Water sources are also being contaminated by raising sea levels reducing usable drinking and farming water. Egypt has taken the initiative with its 20% by 2020 plan that entails that it will produce 20% of its own energy from renewable resources. Though how can Egypt do this? Egypt is a developing country with other

issues besides global warming as violence runs throughout the streets. Maybe nations should focus on terrorism and people first before green energy.

<http://www.climate.org/topics/international-action/egypt.html> and

<http://www.oecd.org/env/cc/33330510.pdf> will help you develop your character and begin working on a working paper.

Australia:

Being a major skeptic of global climate change Australia still states reservations about its legitimacy but continues to participate in limiting emissions. The Australian government is continuing its research into the field of global climate studies and reports changes in its rainfall, temperature, and sea levels. Is global climate change real? Does Australia really need to channel its resources to something we are not even sure exists. What will

Australia's action be convinced that things need to change or continue down the path of fossil fuels. Resources such as <http://www.environment.gov.au/climate-change/climate-science/climate-change-future> and <http://www.climatechangeinaustralia.gov.au/en/> will help you develop your character and begin a working paper with others.

Appendix II

Historical Simulation: Israeli Conflict

It is November 1947 the body has been presented Working Paper 181 to be debated.

The atrocities of World War II are now over but a new crisis looms on the horizon. Over 60 million people have died and Europe is now experiencing its greatest refugee crisis. Hundreds of thousands of people have found themselves without homes, possessions, or knowledge of what happened to their families. They have survived horrendous prosecution but now have nowhere to return. Camps with squalor living conditions have emerged in countries such as Italy, Germany, and Austria and with no access to medical care, proper nutrition, education, or adequate space disease and death are running rampant. These people have been liberated but are not free.

A movement to establish a Jewish homeland extends back to the early 1900s when the land of Palestine was still under British rule. As the Palestine Mandate, a legally binding document created by the League of Nations in 1922, states,

“while ensuring that the rights and position of other sections of the population are not prejudiced, (Great Britain) shall facilitate Jewish immigration under suitable conditions and shall encourage...close settlement by Jews on the land, including State lands and waste lands not required for public purposes.(Hertz)”

Before that in 1917 with the Balfour declaration Great Britain stated,

“His Majesty's government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood

that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country ("What Is the Balfour Declaration?")."

Though earlier in 1915 the McMahon-Hussein correspondence, Great Britain supported the creation of an independent Arab state within Palestine "stated clearly our desire for the independence of Arabia and its inhabitants, together with our approval of the Arab Khalifate when it should be proclaimed. We declare once more that His Majesty's Government would welcome the resumption of the Khalifate by an Arab of true race ("Pre-State Israel: The Hussein-McMahon Correspondence")."

With the end of World War II, Great Britain found its hands tied between pleasing the Palestinian Arabs, who controlled the lands resources (oil!) and the obligation it had toward the Jews.

Facing the enormous number of displaced persons, President Truman has created a special cabinet committee who is working together with a parallel British committee to determine the future of Palestine. The American committee, with sponsorship of Truman, has recently suggested the admittance of 100,000 displaced Jewish persons into Palestine. The United States bold support has put Great Britain into a precarious spot, being pressured into action. Great Britain has requested that the Palestine Issue be presented on the docket to be debated, placing the question before the United Nations. The United Nations has created UNSCOP (the United Nations Special Committee on Palestine) who has drafted Working Paper 181 for the General Assembly to debate.

This body must consider the UN's purpose outlined in Article 1 Protocol 3, "To achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion." With the Palestine Mandate scheduled to end next year, Great Britain will no longer exert its influence in Palestine. How will this body help the displaced people living in deplorable conditions? Who has the rightful claim and take control of this land? What is the outcome?

Appendix III

Recent allegations from early 2015 alleged that UN Peacekeeping troops have systematically raped children within Central Africa (Freedman). The increasing number of rape allegations against United Nation Peacekeepers causes great concern. Though, this is not a recent problem these allegation can be traced back within the last two decades including countries such as Liberia, Congo, Bosnia and Haiti. Within the past year there have been ninety-nine allegations of sexual abuse against UN staff, a 25 percent increase from 2014 (Feroohar). Though many of these reports are not labeled rape instead they are known as “transactional acts” as peacekeepers assault women and children in exchange for money or food taking advantage of the devastating situations in which they were sent there to protect the citizens from (Sieff). As seen in a case reported in 2014 where French Peacekeepers assaulted four girls and then tossed them a few dollars (Feroohar). Despite the growing media attention, many of these perpetrators will never be persecuted. Similar to the diplomatic immunity of ambassadors and head of states, peacekeepers cannot be prosecuted by the country in which the rape was committed but instead are held responsible on their own home country’s court (Freedman). Justice is almost never upheld as rarely soldiers are prosecuted at home they are generally released back into society without any consequences as seen in Pakistan, were even presented with evidence of soldiers crimes the troops returned to society (Freedman). Furthermore, in cases were prosecution did occur, such as in Haiti were Uruguayan troops raped women and children, the punishment is less severe in the domestic court-the troops served three months in Uruguayan prisons for “private violence” (Freedman). Peter Gallo, a former UN investigator states, “For 10 years, the

secretary general has been happy to sweep all of these allegations under the carpet, but this 'out of sight, out of mind' strategy has broken down before he reached the end of his term (Foroohar)." Within this environment there a fairly few women involved in peace keeping or active as peacekeepers despite Resolution 1325 passed in 2000 that promotes women's participation in peace negotiations and post-conflict reconstruction, condones the violation of women's rights, and protects women and children from sexual violence. Women make up 29% of the 6,800 international civilians working within peacekeeping ("Women in Peacekeeping. United Nations Peacekeeping"). An increased role for women in peacekeeping will not only empower and give a voice to the women in hostcommunities but also serve to assist survivors of gender based violence. Furthermore thepresence of women peacekeepers has been attributed to reducing conflict as well as offer a greater sense of security to women and children ("Women in Peacekeeping. United Nations Peacekeeping"). This body seeks to answer how can we solve gender based violence, especially within the UN, as well as how to encourage the strengthening of women's roles in peacekeeping and negotiations.

Appendix IV

Zombie Pandemic

The increasing number of cases is startling! At first there was a small number reported in Africa but soon the epidemic spread- zombies are taking over the world! Those infected die a slow and painful death to only be reborn as one of the living dead in search of living human flesh. Almost all of Africa has been overrun only a small number of strongholds prevail such as South Africa and Egypt. The virus is spreading some cases have been confirmed in the United States and in Europe. If the disease hits the large populations of India and China the world is doomed. The Security Council must work fast to prevent the spread of the disease.

Not much research has been done on Zombies or the disease. A cure has yet to be found. All that is understood is the transformation is not complete until the zombie has had its first taste of living flesh. What is to be done with people who are not completely human or zombie? Do they have rights too? Furthermore, who will provide the resources and find the cure? Can peace be made with the zombies or should they be completely military wiped out? Should hospitals be made or barricades? Most importantly what is to be done with the refugees fleeing from the disease? With no screening process we are unable to detect the disease. Should they be forgotten, quarantined, or allowed into other countries? Can our countries work together to solve this crisis or will fear and panic tear apart the United Nations. Will the Zombies win or will humanity be saved?

Roles: United States, People's Republic of China, France, Russia, United Kingdom, India, South Africa, Egypt, Brazil, and Australia

United States: The United States has officially closed its borders they refuse to take any refugees. With confirmed cases found in New York panic is ensuing. As a scientist the president has given you direct authority to do whatever is needed to find the cure. The disease is spreading time is of the essence you wish not only to find the cure but also advocate for the half zombies they are still humans too, right? Your research is far from complete you need the help of other scientists though they are unwilling to share their research with you. In fear people are becoming more and more militaristic can you save both humans and zombies?

China: No cases have been found within the country but tension is rising in the government. The government wishes to pursue military action while the people wish to reconcile with the half human zombies. Will this divide cause further problems for the People's Republic of China. As a new government official you are undecided on what to do but have been secretly funneling money away from the government to save yourself. What will you do with that money will you fight alongside the military or fight for a cure?

France: Despite the confirmed cases in Europe, France is opening its borders to the refugees and demands that other nations do so as well. France has been using its resources to build hospitals and camps for the affected with the hopes that a cure will be found soon. Reconciliation with the half zombies and with any luck the cured can be achieved. As a refugee camp worker you have seen first-hand the atrocities that are zombies and carry a dark secret you were bit last week-are you affected? If so can you fight your urges for human flesh? Will you pave the way for better half human

conditions? Many are thinking of letting Africa fall and be a country for half zombie and zombie alike. Will you steal the cure for yourself or give it over to humanity?

Russia: There is no way to reconcile with half zombies or zombies alike!

President Putin has order isolationism and has made it utterly clear that these menaces are not welcome in Russia they will be killed on site. Putin has ordered a mass buildup of arms some intelligence say it is to fight the impending zombie apocalypse or is it to fight other countries when they are weak. As a commander in the military Putin has put you in charge of strategy with vague advice about spreading Russian Glory? Will Russia be the only nation to survive?

United Kingdom: Reported cases of zombies in Europe has the Queen on edge.

How have the Zombies infiltrated England? Word is most of the royal family has already been infected because of you! Your father was a well know scientist with anti-monarch sentiments before he left on his business trip to Africa he was saying something about big changes? You are a big business tycoon with influential power all over the world. Will you work with the half zombies and zombie kind to become the ruler of a new world? Will you succumb to the blame of the other nations? You have your father's research you might hold the key to the cure. It is up to you what to do with it will you share it or keep it hidden and deny everything?

India: India will not fall! With one of the biggest populations it would be

devastating if the epidemic took root in New Delhi. The Prime Minister is concerned, this was not a natural incident something has caused this epidemic of the undead and suspects Russia, China, and England. As the Chief Investigator it is your duty to find out what caused this epidemic and what are the other countries doing. Among so much distrust

how are you going to bridge trust and create a viable solution against both half zombies and full zombies?

South Africa: As one of the last holds out in Africa the situation cannot be direr. Your country is on the front lines and people are fighting for their lives amidst a sea of the undead. The country is running out of supplies as the president you must work with others to gain supplies and save your people. Half zombies and zombies alike need to be destroyed. You must convince others to not abandon Africa and save all the refugees. The fall of Africa will not contain the zombies the disease will continue to spread.

Egypt: Africa is done for! We must allow the African continent to fall. By giving more supplies to Egypt we will be able to act as a border between the half zombie and zombie nation containing the epidemic. As the president of Egypt you must work with others to gain supplies and create a boarder. Time is running out and decisive action must be taken to save the world the refugees cannot be saved and Africa cannot be saved with your supplies and the supplies of other countries what will you do?

Brazil: The epidemic has not yet hit Latin America. You have time to prepare your country and save many lives. You can invest in yourself or other countries in finding the cure. Other nations are begging you to take refugees what will you do? As the leader of a prominent Brazilian medical firm you are advocating for less militaristic action and more medical research. Some countries wish to exterminate the half zombie and zombie race but there is still hope.

Australia: Kill them all! Australia wishes to launch a militaristic campaign against the Zombies and is willing to donate money. Australia is an island continent there is no

way any zombie will ever set foot in Australia. Or will they? News spreads that some countries are secretly trying to spread the disease. As the representative of Australia you refuse to allow any refugee near Australia and furthermore believe that only the complete wipe out of zombies will save the planet.

Personal Evaluation of Model United Nations

Participation Learning Outcomes

Principle Investigator: Vanessa A. Lefler, Ph.D.
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Co-Principle Investigator: Caitlin Henderson
(ceh5p@mtmail.mtsu.edu)
Institution: Middle Tennessee State University
Date: 5 December 2016

Directions:

Please answer the following questions to the best of your ability. It should take approximately 20 minutes to answer all the questions.

Your responses to these questions will be kept confidential and your identity will not be retained for evaluation purposes.

Additionally, your answers to these questions will have no effect on your grades for this or any other course or assessment of your participation within the activity/club. They will help improve our understanding of the benefits of programs like this for students like you, so your best effort is highly valued.

Basic Information:

Name: _____

Academic Status (select one):

- Senior Junior Sophomore Freshman

Gender (select one):

- Male Female Prefer Not to Specify

Global Mindedness:

1. In a few words, describe what it means to you to be “globally minded.”

2. For each of the following questions, please select a response that best matches your beliefs about people who are *globally minded*.

A *globally minded* person ...

 - a. Reads, watches, or listens to news media, especially news about international events.

Never Rarely Sometimes Often Everyday
 - b. Uses resources, such as books, magazines, or websites on the Internet such as the US State Department, the United Nations, or Human Rights Watch, to research international policy issues.

Never Rarely Sometimes Often Everyday
 - c. Volunteers for a service organization, civic group, or religious organization that works with international issues, such as the Red Cross, Rotary International, or Catholic Charities.

Never Rarely Sometimes Often Always
 - d. Attempts to understand and empathize with other countries’ points of view on international policy.

Never Rarely Sometimes Often Always

3. Now, thinking about yourself, how would you describe your *global mindedness*? Select a response that best completes the sentence, “I am _____ globally minded.”

Not at all A little Somewhat Often Completely

4. Again, thinking about yourself, how much do you feel that participating in Model UN has influenced how *globally minded* you are? Select a response that best completes the sentence, “Since participating in Model UN, I am _____ globally minded.”

A lot less Somewhat less Neither more nor less Somewhat more A lot more

5. Describe that you did in Model UN that made you feel more *globally minded*?

6. Describe something that you did in Model UN that made you feel less globally minded?

Global Problem Solving:

1. In a few words, describe what you think are important things to do or traits or skills to have to be good at problem solving.

2. For each of the following questions, please select a response that best matches your beliefs about solving global problems.
 - a. Global problem solving depends on decision makers' awareness of international news, events, and policies.

Never Rarely Sometimes Often Always
 - b. Global problem solving depends on decision makers' ability to understand and empathize with other countries' points of view.

Never Rarely Sometimes Often Always
 - c. Global problem solving depends on decision makers' ability and willingness to work together and collaborate, rather than go it alone.

Never Rarely Sometimes Often Always

3. Now, thinking about yourself, how much do you feel that participating in Model UN has influence your beliefs problem solving in the world and in the United Nations, in particular? Select a response that completes the sentences:

- a. “Since participating in Model UN, I think that it is _____ difficult to solve global problems than I thought before.”
- A lot less Somewhat less Neither more nor less Somewhat more A lot more

- b. “Since participating in Model UN, I think that the United Nations does _____ job at solving global problems than I thought before.”
- A much worse A somewhat worse About the same A somewhat better A much better

4. Describe something that you did in Model UN that made you feel more confident to help solve global problems.

5. Describe something that you did in Model UN that made you feel less confident to help solve global problems.

Skills:

1. Select the response that best matches your agreement with the following statements:
- a. Participating in Model UN has helped me improve my writing.
- Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree
- b. Participating in Model UN has helped me improve my public speaking.
- Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

- c. Participating in Model UN has helped me improve my research skills.
- Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

Final Comments:

If there are any other comments you would like to share about your experience from participating in Model UN, you are invited to do so in the space below. Thank you for completing our survey!