

project

# INTERNATIONAL RELATIONS



*You can't shake hands with a  
clenched fist*

# 1. Introduction to International Relations

Welcome to the International Relations course. You have made it to the third year of the bilingual department and now it is time to broaden your horizons. When you study at a school that has the *world at your feet* as part of her mission statement, you can expect to learn more than just Dutch history, geography, politics and other issues. This course is dedicated exactly for that purpose: to make you understand the world better.

Before you can understand the world, you quickly have to look at some Dutch statistics:

The Netherlands are 33,883 square kilometres big. This sounds like a lot of square kilometres, but there are 132 countries in the world that are bigger than the Netherlands!



**1.** Try to think (without looking at a map) which countries are the biggest in the world. Write down a top five below:

- |         |         |
|---------|---------|
| 1. .... | 4. .... |
| 2. .... | 5. .... |
| 3. .... |         |



Despite the small size, there are a total of 16.5 million Dutch people in our country. The Dutch as you hopefully know are not the biggest population in the world. The Chinese vastly outnumber the Dutch, with a total of around 1,300,000,000 people. That means there are almost eighty times as many Chinese people as Dutch people in the world.

If you look at the population in the world, the Netherlands are number 58, which means there are 57 countries with more people in the world.

**2.** Try to think which other countries have the biggest population in the world. Write down a top five below:

- |         |         |
|---------|---------|
| 1. .... | 4. .... |
| 2. .... | 5. .... |
| 3. .... |         |

If you look at the numbers above, you can see that the Netherlands are number 133 in size and 58 in population. This means that compared to other countries the Netherlands have a lot of people compared to our size: We have a lot of people per square kilometre. If you look up the statistics, you will find that the Netherlands in a world that consists of over 250 official countries, are number 18 when you look at people per square kilometre. There are 467 people living on every square kilometre in the Netherlands. That is an area of 40 by fifty meter per person in the Netherlands.

- 3.** Do you think 40 by 50 meters for every person in the Netherlands is enough? Motivate your answer with at least three arguments.
1. ....
  2. ....
  3. ....

Where the Netherlands have 467 people, in the United States of America only 29 people live on every square kilometre. It looks unfair if you see these numbers, but don't forget that the US has deserts and mountains, where it is almost impossible to live.

- 4.** Having said this does it sound fair to you that in the Gaza Strip in the Middle East, 3,000 people have to share a square kilometre? And do you have any suggestion what we, in the world, can do about it?



*People in the Gaza Strip waiting to get some water*

.....  
 .....  
 .....  
 .....

Trying to find an answer on the last question is an example of what we are going to do in this course called International Relations. Because a lot of things in the world seem unfair or unjust, there is a lot that can be done. A lot of people are already spending their whole lives in trying to make the world a better place. However, a lot of more work needs to be done. One of the major obstacles in understanding the world is that the world is extremely complicated. There are so many different countries, regimes, peoples, cultures, religions, climates and so on. That it is very difficult to understand everything. To make things easier for the common people, we like to simplify things. The whole world is too complicated, so we divide the world into smaller world, each with it's own characteristics.

5. Below you see a map of the world. Without any information than your current knowledge of the world, divide the world in a First, Second and a Third World.



6. Most of you will have a similar division of the World. That is because you will probably think of the same reasons for dividing the world. Write down the common reasons for dividing the world:

.....  
.....



7. You have received a map of the world with some statistics on it. Divide the world again in three worlds, this time based upon the newly given information. When you are finished, compare your map with the people around you.

So far, we have looked at statistics. Statistics order things and make it easier to understand things. But what about the title of the course. We are going to be learning about International Relations, but what does this mean?

If you look up the definition of **International Relations** in the Dictionary of International Relations, you will find the following definition:

*A term used to identify all interactions between state-based actors across state boundaries.*

To fully understand this definition, you will have to look up the more abstract words like **actor** and **state**. The term **actor** (and they don't mean someone who plays in films) has the following definition:

*Any entity which plays an identifiable role in international relations*

For **state**, we find the following:

*A state is the main actor in international relations*

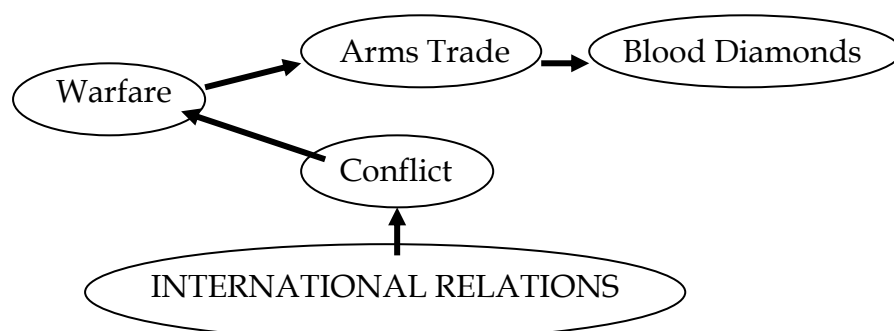
From the definitions above, we can conclude that:

*International Relations entail all interactions between main actor-based entities that play an identifiable role in international relations across boundaries of these main actors*

Because this definition is slightly, if not very, confusing for most people, we adopt another definition for international relations, namely:

*all interaction that goes further than the set state borders!*

8. Take an empty piece of paper and write down International Relations (IR) in the middle. Make a mind map by writing down all your associations (with a minimum of twenty words) with IR around the word and try to connect your associations by adding more linking lines. Example:



## 2. Rise of the International Organisation

### International organisations

Many international relations run through international organisations. But what exactly are **international organisations**?

The cartoon on the right shows you the definition by an expert. But what does this mean? In 'normal' English it would translate to something like: official institutions with a clear structure which crosses national borders. They are created by agreements between countries.

The goal of these organisations is to stimulate international cooperation in areas such as security, law, economic and social matters and diplomacy. International organisations are a relatively recent phenomena although there are examples from the Ancient Greeks onwards that resemble our modern day organisations. In the past however, these organisations were rare and usually did not have a structural nature. It is generally agreed upon that the origin of the modern day international organisations lies in the nineteenth century.

*International organisations are formal institutional structures transcending national boundaries which are created by multilateral agreement among nation-states.*



### IGO or NGO?

There are two basic types of modern international organisations: the 'public' variety known as **intergovernmental organisations (IGO's)** and the 'private' variety, the international **non-governmental organisations (NGO's)**. Foremost of the former would be the League of Nations and the United Nations and of the latter the International Red Cross and Amnesty International. Common characteristics of both types are voluntary membership, permanent organisation, a constitutional structure, a permanent secretariat and a consultive conference. It has been estimated that at present over 380 public and 4,700 private international organisations are operative on a day-to-day basis in world politics.

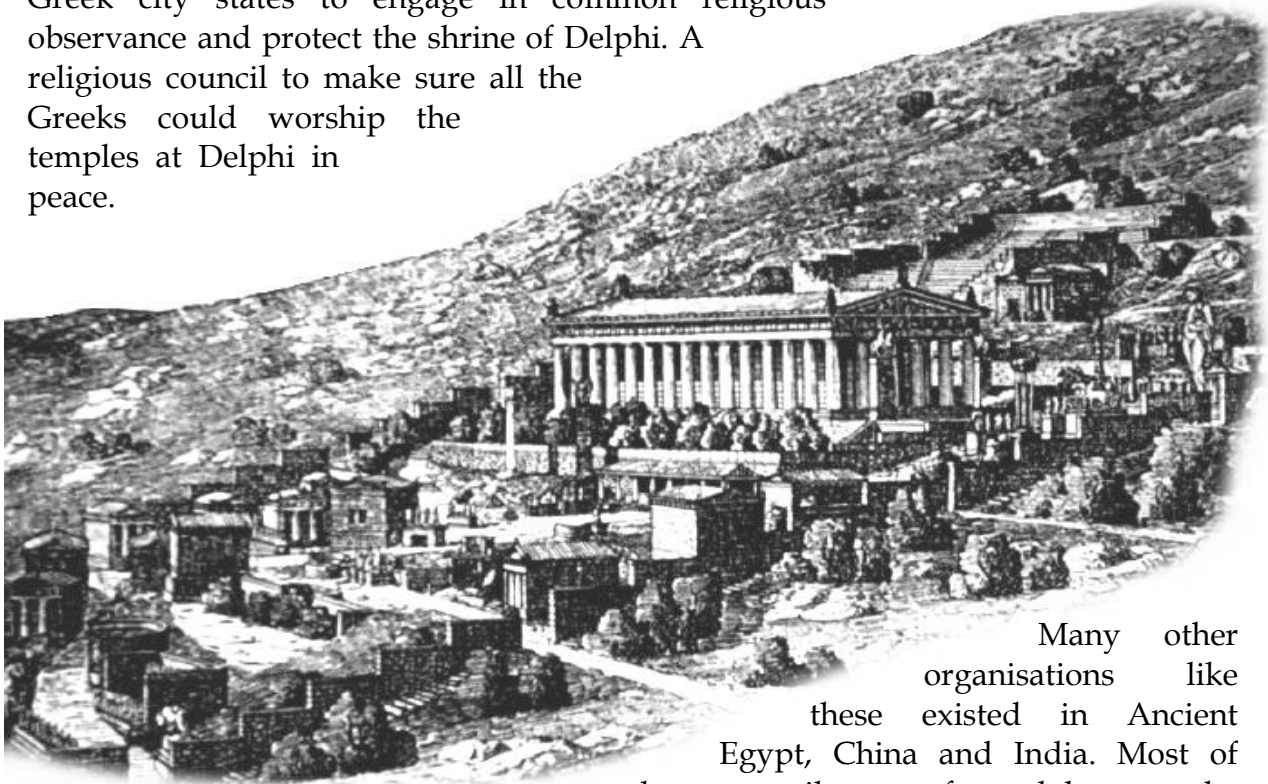
### Early development of IGO's

There are three essential conditions for an IGO to exist. First, one needs independent political countries, otherwise it would not be international. Secondly, the independent entities have agreed on a set of rules to regulate their relations with each other. Thirdly, an IGO only exists if it has a permanent formal structure so it can implement and enforce the rules.



*"That? No, that isn't a U.F.O. It's on the ground now, and you've identified it. That makes it an I.G.O."*

Some people say the first IGO was the so-called *Amphictyonic Council* of Ancient Greece. This council existed primarily for the very limited purpose of enabling the Greek city states to engage in common religious observance and protect the shrine of Delphi. A religious council to make sure all the Greeks could worship the temples at Delphi in peace.



Many other organisations like these existed in Ancient Egypt, China and India. Most of these councils were formed because the

different Greek, Indian or Chinese independent states were aware of a common cultural identity. The rules in these councils were supposed to be followed, but there was no standing body to actually administering these rules and punish members that didn't abide by the rules.

Medieval Christendom comes closer to our conception of an IGO. The institute of the *Medieval Church*, headed by the *Pope* had many councils, chivalric orders, and complex and far-reaching international legal structures including courts of appeal and arbitration.

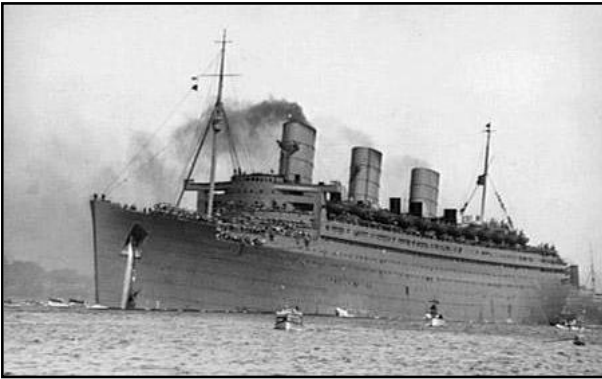
It even had, in the form of the priesthood a massive network by which it could reach the most remote parts of Europe. However, unity of Western Christendom as a complicated structure presided over by the Pope raises questions about the validity of how it came to exist. Although the Pope was without a doubt the most popular arbiter in conflicts between nations, was the church really an institution



*The Pope as arbiter in a dispute between Spain and Portugal. The dispute was about who had the right to newly discovered countries. The treaty signed is the Treaty of Tordesillas*

formed by independent political communities? It was however not until the nineteenth century that IGO's begin to appear in conjunction with the industrial and technological revolutions of that time.

## Why so many, so fast?



The big changes in the political, economic and social landscape during the nineteenth century were instrumental both in establishing a favourable climate for the growth of IGOs. This is most obvious in the field of trade and international communications. The massive increase in production started by the Industrial Revolution led to an equally heavy growth in trade.

As more and more of the globe was penetrated by European powers, a highly complex worldwide economic network started to grow. This emergence of an international network influenced the growth of international institutions in four distinct ways:

- 1: The greater number of international transactions increased the risk of conflict arising out of some trivial dispute. This was one factor behind the growing tendency during the nineteenth century for states to accept international arbitration of various types of disputes.
- 2: Agreed regulations and common standards had to be determined for new inventions, or classifying goods for customs duties (in- and export taxes) and the deciding exchange rates between currencies.
- 3: The rigid interpretation of the state borders became a problem for the efficient conduct of international business. The classic illustration of this concerned the transmission of postal items across frontiers.
- 4: The economies of the major powers were becoming increasingly **interdependent**. The major powers therefore were forced to work closer together and different international commissions were established to regulate the trade in specific commodities, such as sugar. The increase in international trade also turned national questions and problems into matters of general concern. The control of disease was one such area. Several international unions were set up in the 19<sup>th</sup> century, culminating in the establishment of the *International Office of Public Hygiene* in 1907.

All these changes came very slowly, and not without hesitation. France for instance delayed the creation of a *Postal Union* and the British were afraid the Sanitary Conventions on better hygiene would have a negative effect on their maritime trade.





## Concert of Europe

The so-called Concert of Europe was an informal arrangement whereby the European powers consulted together at times of crisis. It originated in an alliance to defeat Napoleon.

Although the **Concert-system** wasn't a permanent institution with an intervention policy in case of conflict, it can be seen as a significant factor behind a relatively quiet period with few conflicts amongst European powers.

The concert of Europe however wasn't the only factor to contribute to this relatively peaceful era. Countries were weary of the wars fought during Napoleon, there was a stable **balance of power** and most countries were prospering and expanding their territory with colonies.

The most important contribution of the Concert of Europe is the emphasis it put on the need for consultation and diplomacy in case of dispute before resorting to violence to prevent conflicts. With the exception of the more chaotic period between 1854-71 the Concert of Europe seemed to work quite good until the spectacular breakdown of this system in 1914.



## Red Cross Movement

Humanitarian objections to the idea that a war, once commenced, should be waged with the utmost ruthlessness had been heard since at least the Enlightenment. But it was not until the 1860s that any systematic attempt was made to give formal, institutional substance to these objections through the creation of the Red Cross movement.

Inspired by the suffering he had witnessed at the battle of Solferino in 1859, Henri Dunant brought together a committee of fellow Swiss in 1863 that was later to be called the **International Committee of the Red Cross (ICRC)**. This helped to promote the establishment of national Red Cross societies in other countries to bring relief to the wounded on battlefields, and also managed to get together a diplomatic conference, attended by representatives of all the major European countries in 1864 that agreed the first Geneva Convention on wounded soldiers in the field. Further conventions followed, culminating in the adoption of the four Geneva Conventions in 1949, covering treatment for the wounded at land and sea, prisoners of war, and civilians and neutrals. Medical personnel was also seen as a 'neutral party' on the battlefield.

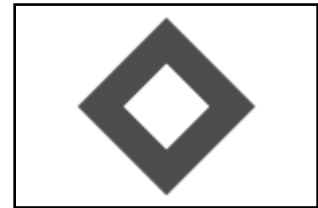
The ICRC managed to convince the nations to sign the conventions because it worked very delicately and discreetly whenever states might feel their rights to be under threat. Such was the trust in the ICRC by governments that it was even able to extend its protection to a limited extent to political



prisoners, being permitted by many governments to bring some material aid to them. As the movement set up more and more societies, they also cross religious borders. It started in Switzerland, hence its symbol, the reversal of the Swiss flag. In a war between Russia and the Ottomans the last used a red crescent instead of a red cross for its medical personnel. The Ottomans were afraid the red cross would alienate the muslim soldiers and feared they might refuse treatment. The Russians almost immediately accepted this symbol and granted the red crescent people respect and sanctity on the battlefield.

Because the cross and the crescent are religious symbols, some countries wanted to use their own symbol, but they were not accepted by the official ICRC. The problem of the religious origin of the symbols did start a discussion on whether to adopt a third, neutral symbol. Many local suggestions were made, the most controversial symbols were the Red Lion for Iran, a Red Swastika for India and Sri Lanka, and the Davidstar by the Israelis. The most popular proposal was the Red Diamond.

However, amending the Geneva Conventions to add a new protection symbol requires a diplomatic conference of all 192 signatory states to the Conventions. The Swiss government organized such a conference to take place on December 5-6, 2005, to adopt a third additional protocol to the Geneva Conventions introducing the Red Crystal as an additional symbol with equal status to the Red Cross or Red Crescent. Following an unplanned extension of the conference until December 7, the protocol was adopted after a vote successfully achieved the required two-thirds majority. From the countries which attended the conference, 98 voted in favour and 27 against the protocol, while 10 countries abstained from voting.



### The Hague Conferences

One event at the end of the century promised to take even further the process begun by the Concert of Europe and the ICRC of subjecting states' plans to go to war, and conduct during war, to an international institute. This was the **Hague Conference** in 1899 and its successor in 1907. These originated from a proposal for a disarmament conference by Tsar Nicolas of Russia and marked the high point of international arbitration.

They were also the most highly attended conferences to date, with delegates not only from Europe, but also from North and South America, and Asia. The number of delegates also showed how important these countries thought international relations were becoming. The ideas put forth in these conferences were the basis for international cooperations in the twentieth century. As the President of the first Conference put it:

*We perceive that there is a community of moral and material interests between nations which is constantly increasing...If a nation wished to remain isolated it could not...It is part of a single organism...*



*When a dispute arises between two or more nations, the others, without being directly involved, are seriously affected.*

**Questions on: Rise of the International Organisation**

**1.** What is the main difference between a NGO and an IGO?  
 .....  
 .....  
 .....

**2.** Name three NGOs and three IGOs:

<p><b>NGO</b>  <i>Red Cross</i>  <i>Amnesty International</i>                  .....                  .....                  .....                  .....</p>	<p><b>IGO</b>  <i>League of Nations</i>  <i>United Nations</i>                  .....                  .....                  .....                  .....</p>
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**3.** Which three conditions are necessary for an IGO to develop?

1.....  
 2.....  
 3.....

**4.** Look at the cartoon at the bottom of page 6.  
 Explain what the alien means with IGO.  
 .....

*The Amphictyonic Council consisted primarily for the very limited purpose of enabling Greek city states to engage in common religious observance and protect the shrine at Delphi. It was essentially a celebration of cultural unity amongst the Greeks rather than a means of managing the consequences of the independence of the city states. Its members were required to swear an oath designed to limit the harm they could do to each other in the event of war. The Greeks however, hardly kept to their oath and the Council had no way of enforcing their will.*

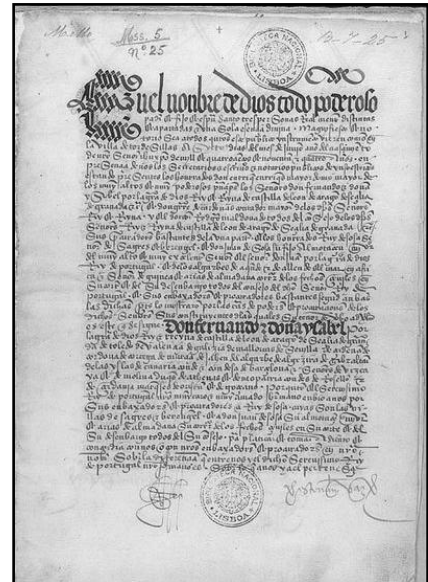
Source: D. Armstrong, *International Organisations in World Politics* (2004)

**5.** Some people call the first Amphictyonic Council of Ancient Greece the first IGO. Give one argument to support this, and give one argument to contradict this. (look at your answers at question 8)

Support:.....  
 .....  
 .....

Contradict:.....  
 .....  
 .....

*This treaty of Tordesillas was the result of a conflict between the two European nations, that started the voyages of discovery in the 15<sup>th</sup> century. Both Spain and Portugal claimed parts of the New World and because of this they asked pope Alexander VI to settle it. The Pope simply drew a line on a map and gave everything to the West to the Spanish, and everything to the East to the Portuguese.*



6. The Pope was often asked to settle disputes, but does that make him an IGO? Give one argument to support this, and give one argument to contradict this. (look at your answers at qu. 8)

Support:.....  
 .....  
 .....  
 Contradict:.....  
 .....  
 .....

7. Did the treaty of Tordesillas last? Motivate your answer.

.....  
 .....  
 .....

8. As brief as possible, write down the four reasons why the nineteenth century started the quick emergence of IGOs: Give one argument to support this, and give one argument to contradict this.

- 1.....
- 2.....
- 3.....
- 4.....

*Before the Universal Postal Union was founded in 1874, international postal communication was governed by numerous treaties between two countries, each country wanting to make a profit. The cost of sending a letter from one country to another varied according to the route taken. A letter send from the United States to Australia could cost between 5 cents and \$1.02.*

9. Give two reasons why it would be more convenient to have this Universal Postal Union, that set fixed prices for every letter and distance.

- 1.....
- 2.....

**10.** The Concert of Europe is also compared to the modern IGOs. Is it correct to call it an IGO? Give one argument to support this, and give one argument to contradict this. (look at your answers at question 8)

Support:.....  
 .....  
 .....  
 .....  
 Contradict:.....  
 .....  
 .....

**11.** What do you think is meant by a 'Balance of Power'? And how would a balance prevent a war from breaking out?

.....  
 .....  
 .....  
 .....



**12.** The Red Cross Movement is one of the first NGOs. It is a medical NGO, concerned about soldiers in the battlefield. Nowadays, there are more NGOs concerned with medical care in wartime and war areas. Name two other NGOs that are working in this field as well.

1.....  
 2.....

**13.** The Red Cross wanted to have a third neutral symbol as official symbol. Explain what the objections for the Swastika symbol would be:

.....  
 .....  
 What objections could there be against the use of the Davidstar?

.....  
 .....

**14.** Why do you think some countries voted against the third additional symbol gaining the same status as the Red Cross and the Red Crescent?

.....  
 .....  
 .....  
 .....

### 3. Balance of Power or First World War?

## A Diplomacy Game



**'It is January 1910. Europe is officially in peace. Apart from a few minor local crises it seems very quiet.**

*But under the surface of this sea of calmness a lot is going on. Diplomats, emissaries and officials from all countries are making pacts, friendships and are seeking for allies. They all have the same goal...to prevent a war from breaking out. Or do they have a hidden agenda?*

**Even though there was peace, almost every country had a quarrel with another country. To prevent a war from breaking out, these countries would seek allies to become powerful enough for the other not to attack him. The other countries would do exactly the same, since they don't want the former countries to become too powerful. A very precare Balance of Power was at work in Europe. A balance of which both sides were becoming heavier by the year of all the weapons that were being produced to scare the others. Most countries thought they were the most advanced and it was just a matter of time before the balance scale tipped over to one side....'**

**1.** The class will be divided into groups. Every group will represent a country.

**2.** Use your country information and answer the following questions for your country:

a) What are the strong points of your country?

.....  
.....

b) What are the weaknesses?

.....  
.....

c) What do you want to achieve? What is the most important thing for your country

.....  
.....

d) Who can you use/do you need to achieve this?

.....  
.....

**3.** Every country is to seek allies in a diplomatic way<sup>1</sup>.

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<sup>1</sup> The diplomatic way: A country can write telegrams to another country asking for support. This country can then comply, refuse or ask for something in return. At the same time, other countries do the same. Every country is supposed to form alliances with other countries to make sure they won't lose the pending war.

## Diplomacy at the eve of the War

Country	Population	Soldiers	Battle ships	Foreign Trade (£)	Steel Production (tons)
Germany	65,000,000	8,500,000	37	1,030,380,000	17,024,000
Austro-Hungary	49,882,231	3,000,000	16	198,712,000	2,642,000
Turkey	21,373,900	360,000	-	67,472,000	-
Italy	34,000,000	980,000	14	215,000	540,000
Great Britain	46,407,037	711,000	57	1,223,152,000	6,903,000
France	39,601,509	3,500,000	19	424,000,000	4,333,000
Russia	167,000,000	4,423,000	4	190,247,000	4,416,000



### Britain:

Big navy  
Good industry  
Many colonies  
Fears Germans industry  
Fears Germans search for more colonies

### France:

Big land army  
Poor industry  
Many colonies  
Wants Alsace Lorraine back

### Germany:

Big land army  
Big navy  
Good industry  
New country since 1871  
Wants more colonies  
Fears revenge from France

### Austria-Hungary

Big land army  
Many people inside borders  
Lot of unrest in own country

Wants to expand in the Balkan  
Wants Tirol recognized

### Italy:

New country since 1860  
Small land army  
Small navy  
Poor industry  
Wants colonies  
Wants Tirol recognized

### Russia:

Big land army  
Many people inside borders  
Want harbour on Black Sea  
Support Slav people in Balkan  
Lot of unrest in own country

### Ottoman Empire:

Huge empire  
Many people inside borders  
Lot of unrest in own country  
Lost big parts (Greece, Serbia)  
No industry,  
Poor army



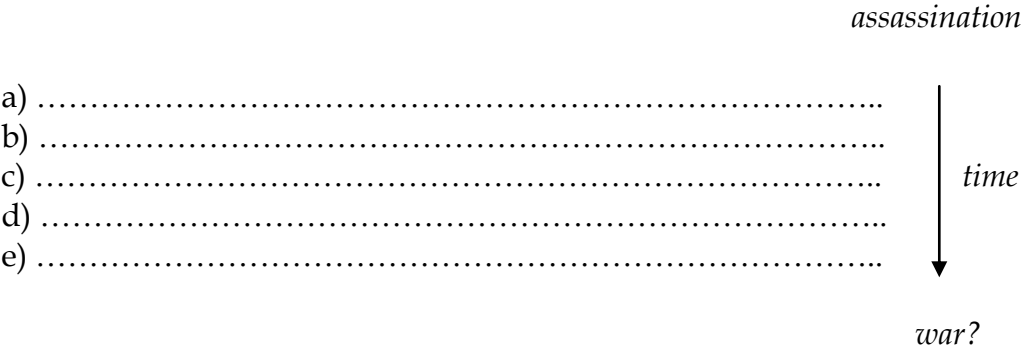
**'On Sunday, 28 June 1914, the Archduke Ferdinand, heir to the Austrian throne, was in Sarajevo, capital of Bosnia, with his wife. He had come to inspect the army which was on manoeuvres. Bosnian revolutionaries, armed and aided by Serbia, planned to assassinate him on that day. In the morning they drew a bomb but it bounced off the Archduke's car and only wounded an officer. In the afternoon the Archduke went to visit the officer. His driver got lost and stopped for a moment in a crowded street. Nearby was Princip, one of the Revolutionaries. He had time to shoot and kill both the Archduke and his wife before being overpowered.**

**Although most of the Europeans saw this event as just another crisis in the Balkan, for the Austrian government this was the change to finally smash out against the Slav people of Serbia.**

**The Serbs had been helping the Bosnians to try and gain their independence from the Austria-Hungarian Empire.**

**Austria however needed allies to win a possible war against Serbia, especially because Serbia would have allies as well....'**

- 4.** Figure out if the Balance of Power of the class could withstand this assassination and prevent a World War from breaking out. Do this by constructing a sequence of events that follow the assassination. Write them down in a minimum of five steps.



- 5.** Now compare you sequence of events with the real one. In reality the War was not prevented and started on 3 of August when German troops crossed the Belgium border.

- 6.** Make a schedule of all the alliances. Look at the statistics on the next page and add up the statistics for every country in the same alliance. Which alliance would probably win?

## 4. The League and the United Nations

### The League of Nations



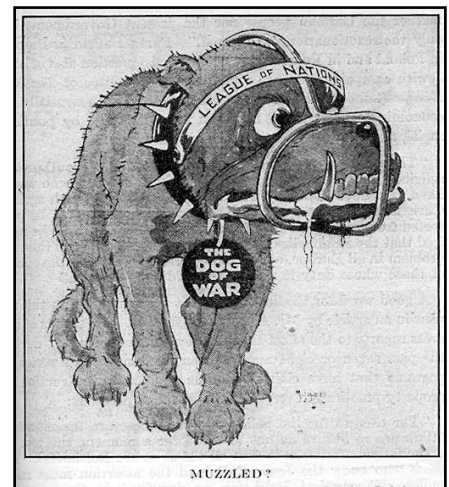
Source 1. The foundation of the League of Nations

The League of Nations was founded immediately after the First World War. It originally consisted of 42 countries, 26 of which were non-European. At its largest, 57 countries were members of the League. It was based on the belief that a world organisation of nations could keep the peace and prevent a repetition of the horrors of the 1914-18 war. The League had two basic aims. Firstly, it sought to preserve peace

through collective action. Disputes would be referred to the League's Council for arbitration and conciliation. If necessary, economic and then military sanctions could be used. In other words, members undertook to defend other members from aggression. Secondly, the League aimed to promote international cooperation in economic and social affairs.

### 1920-32

The League had a respectable record during the 12 years from 1920 to 1932. In the early 1920s various small, mainly European, disputes were solved. Ownership of islands between Sweden and Finland, territorial disputes between Germany and Poland, and frontier disputes between Greece and Bulgaria and between Albania and Yugoslavia. After Germany joined the League of Nations in 1926 and the USSR began to attend some of the Council's meetings, the League became the centre for European diplomacy.



Source 2. A Cartoon on the League of Nations

### 1932-1945

The 1930s saw the League's decline. While United States President Woodrow Wilson actively pushed for the formation of the League, the US never joined. This was seen as one of the League's weaknesses. In 1931 there was a dispute in the Chinese province of Manchuria between the Chinese and the Japanese. China appealed to the League. But the League was indecisive, while Japan decided to set up its own puppet state in Manchuria and then left the League. In 1933, Adolf Hitler came to power in Germany and Germany too, left the League. A year later,



Source 3. A Cartoon on the Italian campaign in Ethiopia

the Italians under Mussolini began to threaten Ethiopia in East Africa. After the Ethiopian emperor Haile Selassie appealed to the League, Italy was named the aggressor and sanctions were imposed on it. But this was done half-heartedly – oil, coal and steel were excluded from the sanctions – and it was clear that France and the UK, both of which had colonies in Africa, would not use force. Ethiopia was invaded in 1936 and soon Italy left the League as well. Thereafter the League was just a passive onlooker and a rapid succession of events, starting with the Spanish Civil War in 1936, led to the outbreak of the Second World War.



Source 4. A Cartoon on the League of Nations

### The United Nations

Once war broke out in 1939, the League was considered a failure and by the end of the war it was officially abandoned. However, before the end of the war, the Allied powers – the United States, the United Kingdom and the USSR – began to plan for a new organisation, the United Nations, in a series of meetings in Washington, Moscow and Tehran. Towards the end of the war they drew up the Charter, which was finally signed in June 1945 in San Francisco by representatives of 50 states. The United Nations was officially born on October 24, 1945 once the Charter had been ratified by a majority of the Member States.

### The Legacy of the League

The UN clearly developed from the experience of the League of Nations. The structures of both were similar. They both regarded the preservation of peace as their primary aim. Like the League, the United Nations could only depend on the cooperation and support of its Member States. Neither had military power of its own; each depended on its own moral authority as an impartial body speaking on behalf of the states of the world.

The League only lasted a quarter of a century, and during this period major countries either did not join it or left the organisation, thus weakening it fundamentally. The

UN, on the other hand, has now completed over half a century, and the major powers, while pursuing their own interests, have not withdrawn. Indeed, as ex-colonies gained independence, membership of the UN grew, from 51 in 1945 to 191 in 2006. The League suffered from being too Eurocentric; the UN has become truly global. By the late 1930s the League was largely ignored; the UN in contrast, is an integral part of world politics and is at the centre of world diplomacy and international life.



**HISTORY DOESN'T REPEAT ITSELF**

Source 5. A Cartoon on the League of Nations

The League in its 25 years and the UN in its 60 years both reflected the tensions and problems of the unstable and unpredictable worlds in which they functioned. Both suffered from unrealistic expectations, and both were blamed for the mistakes made in their times. The League and the UN were created to keep the peace and devastating wars. The League clearly failed in this aim, and the UN, despite major successes, has also not succeeded in stopping wars. Both organisations have faced the tension between national sovereignty and an international organisation with real power.

### The UN Charter

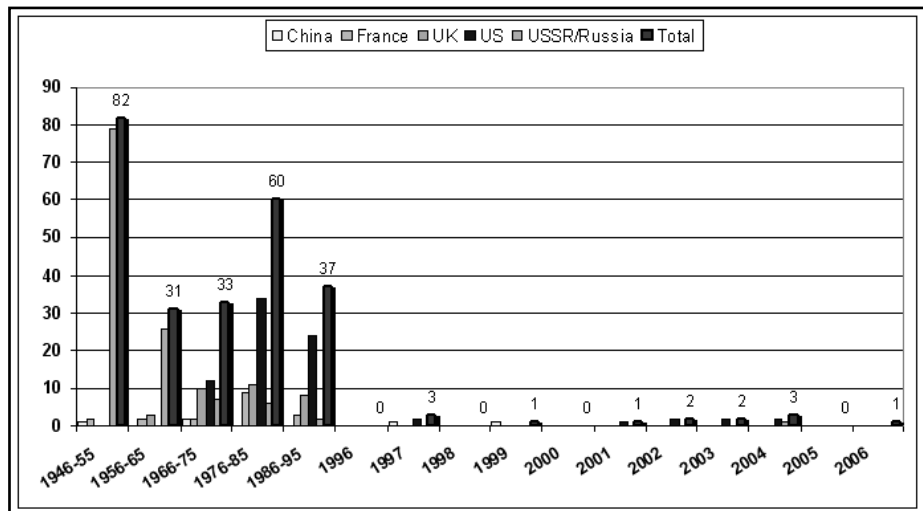
Even as the Second World War raged, the leaders of Britain, China, the US and the USSR, under intense pressure from the press and public, discussed the details of a postwar organisation. In 1944 representatives of China, the UK, the US and the USSR meeting at Dumbarton Oaks in Washington DC, prepared a blueprint for an international organisation. Towards the end of the war representatives of 50 countries gathered in San Francisco between April and June 1945 to hammer out the final text that would lay the foundations of international cooperation. This was the Charter of the United Nations, signed on 26 June by 50 countries. Poland, the 51<sup>st</sup>, was not able to send a representative to the conference but is considered an original member. Although the League was abandoned, most of its ideals and some of its structure were kept by the United Nations and outlined in its Charter. The Ideals of peace and social and economic progress remained the basic goals of the new world organisation. However, these were developed to fit the new world and more complex post-war world.



Source 6. UN. The solution for Peace?

## The Security Council

The League's Council was transformed into the **Security Council** consisting of the five victors of the war as permanent members and ten other countries serving two year terms. The five permanent members – China, France, the UK, the USSR and the US- were also given veto power, which means that decisions taken by the Security Council can be blocked by any of the five permanent members. This is significant firstly because the Security Council is in principle the UN organ responsible for ensuring peace, and, secondly, because it is the only body whose decisions are binding on all Member States. Since the creation of the UN the balance of Big Powers has changed and over one hundred new Member States, mainly non-Western, have joined. With these changes have come increasing demands to reform the Security Council.



Source 7. The use of Veto power over the years. A good evolution?

## The ECOSOC

The brief provision for 'Social Activities' in the League's Covenant was turned into a comprehensive prescription for international economic and social cooperation, with the aim of achieving conditions of stability and well-being recognised as essential for peaceful relations among nations. Under the aegis of a new organ, the **Economic and Social Council**, the work of existing and anticipated specialised agencies in the field of labour, education, health, agriculture, development and many others would be coordinated within the UN system. Racism and repression demanded that another, new, people's element should enter emphatically into the Charter, that of rights.



Source 8. Meeting of the ECOSOC

Many sorts of rights, from the right of self-determination, which encourages the independence of colonised peoples, to general human rights, which aimed to protect individuals, are enshrined in the Charter, the Universal Declaration of Human Rights and two Covenants which have become major, standard-setting additions to international law.

## The UN System

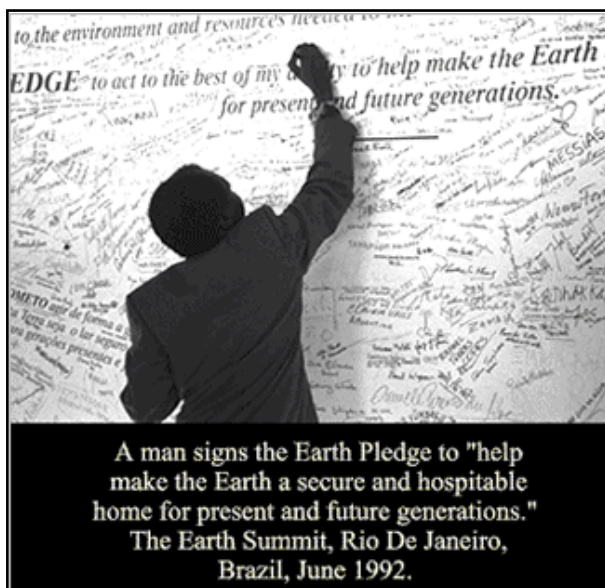
The UN is not an independent, homogeneous organisation; it is made up of states, so actions by the UN depend on the will of Member States, to accept, fund or carry them out. Especially in matters of peace-keeping and international politics, it requires a complex, often slow, process of consensus-building that must take into account national sovereignty as well as global needs.



The Specialised Agencies, while part of the UN system, are separate, autonomous intergovernmental organisations which work with the UN and with each other. The agencies carry out work relating to specific fields such as trade, communications, air and maritime transport, agriculture and development. Although they have more autonomy, their work within a country or between countries is always carried out in partnership with those countries. They also depend on funds from Member States to achieve their goals.

## UN Conferences

Recently, international conferences organised by the UN have gained significance. UN conferences have been held since the 60s, but with the Conference of Environment and Development, known as the Earth Summit, in Rio de Janeiro, Brasil, in 1992, they turned into real forums for deciding on national and international policy regarding issues that affect everyone such as the environment, human rights and economic development. Since the Rio Conference, UN conferences have turned



into forums in which non-governmental organisations (NGOs) can voice their concerns alongside those of governments. Such conferences focus world attention on these issues and place them squarely on the global agenda, but once the international agreements produced by these conferences are signed, it is still up to each individual country to carry them out. Yet, with the moral weight of international conferences and the pressure of media and NGOs, Member States are more likely to endorse the agreements and put them into effect.

**Questions on: The League and the United Nations**

- 1.** What were the two main aims of the League of Nations?  
 1.....  
 2.....

- 2.** Look at source 2. Do you think the cartoonist believed in the League of Nations? Motivate your answer.  
 .....  
 .....  
 .....

- 3.** List a minimum of three successes and three failures of the League in the schedule below:

**Success**

**Failure**

.....  
 .....  
 .....  
 .....

.....  
 .....  
 .....  
 .....

- 4.** Look at the source below. What, according to the cartoonist, is the main reason for the failure of the League of Nations?

.....  
 .....



5. What other reasons can be mentioned for the failure of the League?  
.....  
.....

6. Even though the League failed, they set up another international organisation after the Second World War. Which four countries started the idea this new organisation, called the United Nations?  
.....  
.....

7. If you look at these four countries and the Member States of the League of Nations. Is there a big difference? Motivate your answer.  
.....  
.....

8. There are more similarities and differences between the League and the UN. Read the fragment of the Covenant and the part of the UN Charter. Name two similarities and two differences:  
Similarities: .....  
.....  
Differences: .....  
.....

**The Covenant of the League of Nations**

*'In order to promote international cooperation and to achieve international peace and security by the acceptance of obligations not to resort to war, by the prescription of open, just and honourable relations between nations, by the firm establishment of the understandings of international law as the actual rule of conduct among governments, and by the maintenance of justice and a scrupulous respect for all treaty obligations in the dealings of organised peoples with one another, agree to this covenant of the League of Nations.'*

**The United Nations Charter**

*'We the peoples of the United Nations determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom, and for these ends, to practice tolerance and live together in peace with one another as good neighbours, and to unite our strength to maintain international peace and security, and to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and to employ international machinery for the promotion of the economic and social advancement of all peoples, have resolved to combine our efforts to accomplish these aims.'*

9. Look at source 5. According to the cartoonist, is the United Nations different from the League of Nations or not? Motivate your answer.  
.....  
.....



# 5. Non-governmental Organisations

What are NGO's?

Beyond Borders:

Watch the film, comment on the review. Do you agree? Yes, no? Why not?  
write a review

Which NGOs did you see in the film

Making a poster.....

List of NGO's

Funding....

## 6. Intergovernmental Organisations

What are IGOs?

How can you classify them?

Which ones do you know?

Didiving IGOs....

Presentations....

# Classifying the IGOs

There are different ways of classifying InterGovernmental Organisations. The most common classifications are by parties, by purpose and by powers.

Classification by **parties**.

- Universal (membership includes all sovereign states)
- Global (worldwide membership)
- Regional (membership based on geographical propinquity)
- Multilateral (more than two members)
- Bilateral (two members)

Classification by **purpose**:

- Multipurpose or general (engaged in a range of activities)
- Specific (devoted to a particular activity)
- Promotional (devoted to promote certain goals)
- Allocative (distributing certain goods)
- Regulatory (regulating the operation of certain inter-state activities)
- Consultative (discussing rather than taking decisions that bind the members)

Classification by **powers**:

- Debating (membership does not involve accepting legal obligations so far as extra-organisational behaviour is concerned)
- Decentralised (Membership involves accepting certain legal obligations regarding extra-organisational behaviour, but it is up to each member to decide when circumstances activate such obligations)
- Deciding (Empowered to place legal obligations on members regarding extra-organisational behaviour)
- Supranational (Possessing legal power to place legal obligations directly upon natural and legal persons within member states)

## Idealism versus Realism

*Idealism*

*Realism*

<b>The IGO is primarily characterized by...</b>	Countries working together and feeling interdependent	The lack of structure in politics in the world
<b>The actors in the IGO are...</b>	States that orientate themselves on many different interests and many NGOs	States that orientate themselves on their self-interests
<b>The actions of the actors are regarded as...</b>	Rational actions based on the welfare of all	Rational action based on the interest of maintaining power
<b>Peace on an international level can be secured by...</b>	Through the spread and support of the idea that we have to work together	Through balance of power and national strength

## AFRICAN UNION



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What does the African Union have to do with Darfur?             |

## EUROPEAN UNION



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What does Turkey have to do with the European Union?            |

## UNITED NATIONS



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What do the United Nations have to do with Haiti?               |

## ARAB LEAGUE



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What does the Arab League have to do with Darfur?               |

**NORTH ATLANTIC TREATY ORGANISATION**



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What does Georgia Union have to do with the NATO?               |

**ASSOCIATION OF SOUTH EAST ASIAN NATIONS**



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What does the ASEAN have to do with Myanmar?                    |

**COMMONWEALTH OF INDEPENDENT STATES**



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What does the CIS have to do with Russia and Georgia?           |

**INTERPOL**



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What has Interpol got to do with Iraq?                          |

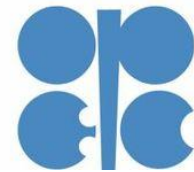
## ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What does the OECD have to do with Turkey?                      |

## OIL PRODUCING AND EXPORTING COUNTRIES



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What does the OPEC have to do with Venezuela?                   |

## WORLD TRADE ORGANISATION



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What does the WTO have to do with Vietnam?                      |

## ORGANISATION OF AMERICAN STATES



In a presentation of 12 minutes, you will make clear to the rest of the class the following things about your IGO:

- |                             |   |
|-----------------------------|---|
| 1. Goal                     | Why was this IGO founded?                                       |
| 2. Structure, Member states | How is it organised?  |
| 3. History                  | When was it founded? What were the most important achievements? |
| 4. Recent actions           | What does the OAS have to do with Venezuela?                    |

# Grading form presentations

(max. 3 min. per person)

IGO : .....

Name speaker 1 (Goals) : .....  
 Name speaker 2 (History) : .....  
 Name speaker 3 (Structure&Memberships) : .....  
 Name speaker 4 (Recent Activities) : .....

(1 is very bad, 9 is as good as perfect) 1 3 5 7 9

## Content: *Clear and sufficient information*

Goals	0	0	0	0	0
History	0	0	0	0	0
Structure	0	0	0	0	0
Recent Activities	0	0	0	0	0

## Presentation skill 1: *Use of language*<sup>2</sup>

Goals	0	0	0	0	0
History	0	0	0	0	0
Structure	0	0	0	0	0
Recent Activities	0	0	0	0	0

## Presentation skill 2: *Use of voice and intonation*<sup>3</sup>

Goals	0	0	0	0	0
History	0	0	0	0	0
Structure	0	0	0	0	0
Recent Activities	0	0	0	0	0

## Presentation skill 3: *Contact with the audience*<sup>4</sup>

Goals	0	0	0	0	0
History	0	0	0	0	0
Structure	0	0	0	0	0
Recent Activities	0	0	0	0	0

<b>End average total presentation</b>	0	0	0	0	0	0	0	0	0	0
	1	2	3	4	5	6	7	8	9	10

<sup>2</sup> Is the **language** understandable? Is the presentation in the speakers own words? Does he understand what he is telling?

<sup>3</sup> Is the **voice** loud enough? Or too loud? Are there many 'uhms'? Is the voice varied of **tone** or monotone?

<sup>4</sup> Is there **eye contact** with the audience? Or reading from the paper? Is the speaker convincing? Eating chewing gum? Hands in pockets? Bodylanguage?

# 13. The War against Terrorism

Everyone reads the news.....blabla.....'

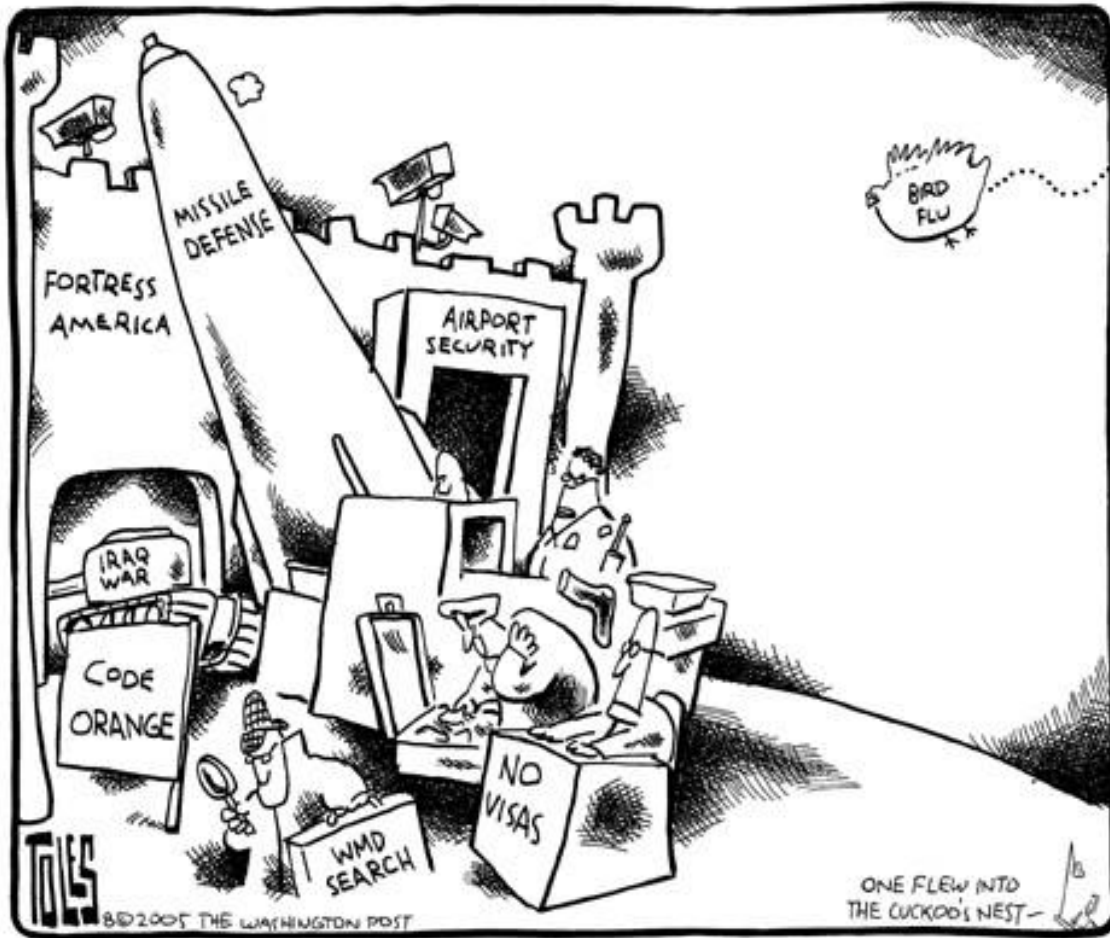
1. What makes someone a terrorist?
2. Write down a definition of terrorism.



Look at source A.

- 3a. Is the cartoonist afraid of terrorism?
- b. What is the message of the cartoonist?
- c. Do you agree with the cartoonist?





Look at source B

3. This cartoon is about the consequences of America's War on Terrorism
  - a. What is the result of this war?
  - b. What message does the cartoonist want to get across?
  - c. Which of the two types of threat do you think is more dangerous?

Look at the list of Terrorist Organisation.  
This list is compiled by the US government.

4. Divide the terrorist organisations in the following groups. Put the names of the organisations in the right area:
  - A. Communist/Leftwinged threat:
  - B. Islamist Threat:
  - C. Other threat:

## 15. Simulating the United Nations: The Ecosoc....

	<i>page</i>
A. <i>Index</i>	2
B. <i>What is the EcoSoc?</i>	3
C. <i>The Country list and issues</i>	5
D. <i>How to write a country profile</i>	6
E. <i>How to write a policy statement</i>	7
F. <i>How to write a resolution</i>	9
G. <i>Debating</i>	14
H. <i>Timeframe and assessment</i>	20

## ***B. The Economic and Social Council of the UN***

The Economic and Social Council (ECOSOC) serves as the central forum for discussing international economic and social issues, and for formulating policy recommendations addressed to Member States and the United Nations system. It is responsible for promoting higher standards of living, full employment, and economic and social progress;

identifying solutions to international economic, social and health problems;

facilitating international cultural and educational cooperation;

and encouraging universal respect for human rights and fundamental freedoms.

It has the power to make or initiate studies and reports on these issues. It also has the power to assist the preparations and organization of major international conferences in the economic and social and related fields and to facilitate a coordinated follow-up to these conferences. With its broad mandate the Council's purview extends to over 70 per cent of the human and financial resources of the entire UN system.



*Picture of the first session of the ECOSOC at Church House in London , 23 January 1946. This picture shows Mr. Gladwyn Jebb (right), Executive Secretary of the United Nations, congratulating Sir Ramaswami Mudaliar of India upon his election as first President of ECOSOC.*

The ECOSOC was established under the United Nations Charter as the principal organ to coordinate economic, social, and related work of the 14 UN specialized agencies, 10 functional commissions and five regional commissions. The Council also receives reports from 11 UN funds and programmes.

In the Millennium Declaration , Heads of State and Government decided to further strengthen the Economic and Social Council, building on its recent achievements, to help it fulfill the role ascribed to it in the UN Charter. In carrying out its mandate, ECOSOC consults with academics, business sector representatives and more than

2,100 registered non-governmental organizations . The Council holds a four-week substantive session each July, alternating between New York and Geneva , and it is organized under the High-level Segment, Coordination Segment, Operational Activities Segment, Humanitarian Affairs Segment and the General Segment. At the High-level segment, national cabinet ministers and chiefs of international agencies and other high officials discuss in detail a selected theme of global significance. A Ministerial declaration is generally adopted on the theme of the High-level Segment, which will provide policy guidance and recommendations for action.



*ECOSOC events are organized in the Economic and Social Council Chamber. This room was a gift from Sweden . It was conceived by the Swedish architect Sven Markelius, one of the 11 architects in the international team that designed the United Nations Headquarters.*

Outside of the substantive sessions, ECOSOC initiated in 1998 a tradition of meeting each April with finance ministers heading key committees of the Bretton Woods institutions. These consultations initiated inter-institutional cooperation that paved the way for the success of the International Conference on Financing for Development , held in March 2002 in Monterrey , Mexico and adopted the Monterrey Consensus . At that conference, ECOSOC was assigned a primary role in monitoring and assessing follow-up to the Monterrey Consensus. These ECOSOC meetings have been considered important for deepening the dialogue between the United Nations and the Bretton Woods institutions, and for strengthening their partnership for achieving the development goals agreed at the global conferences of the nineties. Participation in the meetings has broadened since the initial meeting in 1998. In addition to the chairperson of the Development Committee of the World Bank and the chairperson of the International Monetary and Financial Committee of the International Monetary Fund, the General Council of the World Trade Organization and the Trade and Development Board of UNCTAD are now also participating in the meeting.

## ***C. The Country list and issues***

### **ECOSOC Member states:**

1. Belarus
2. South Africa
3. Canada
4. Chad
5. United Kingdom
6. Philippines
7. Cuba
8. Democratic Republic of Congo
9. Greece
10. Pakistan
11. Haiti
12. India
13. Algeria
14. Portugal
15. Indonesia
16. Iraq
17. Japan
18. Mexico
19. Russian Federation
20. Saudi Arabia
21. France
22. Brazil
23. Somalia
24. Sudan
25. China
26. United States of America
27. Kazakhstan
28. Bolivia
29. Denmark

### **Issues:**

*The Economic and Social Council (ECOSOC) will discuss the following two issues:*

1. ***Overpopulation***
2. ***Child Soldiers***

## D. How to write a Country profile

*In order to formulate a policy, both in writing (Policy Statement and Resolution) and in speaking (Lobbying, Opening Speech and Debating), students must prepare by doing thorough research. It is important for all delegates to be informed about their country, to have specific knowledge of the issues on the agenda, and to be aware of the opinions of the experts.*

RESEARCHING THE COUNTRY	
<b>When researching your country, make sure you know all of the following:</b>	
<b><u>Political Structure</u></b> Origin of Political Structures Constitution and Government Present Stability and Policy Government	<b><u>Natural Resources</u></b> Basic Commodities Produced Trade Agreements Degree of Self-sufficiency
<b><u>Cultural Factors</u></b> Ethnic Groups Religions Cultural History	<b><u>Defense</u></b> Military Structure Dependency on other Nations Membership of Alliances
<b><u>Geography</u></b> Bordering Countries Topography Geopolitical Considerations	<b><u>Views on World Problems</u></b> Role and Influence in the World Membership of Blocks and Geopolitical Groupings
<b><u>Economy</u></b> Monetary System Dependency and Debt Membership of Economic and Trade Organizations	<b><u>History</u></b> General Last 50 Years Recent History

**Every delegate will write a country profile and hand it in a copy at the next project meeting<sup>5</sup>**

---

<sup>5</sup> Every day too late is minus one point on your grade. The country profile must be a minimum of one A4 paper and a maximum of 3 A4. Make sure you clearly mark every section.

## ***E5. How to write a policy statement***

*Each delegate must write a brief, yet comprehensive, policy statement for every issue on his committee's agenda. This serves three important purposes. Firstly, writing a policy statement generally allows the delegate the opportunity to think out his policy more thoroughly. Secondly, it is in the interest of every delegation to have a document that contains that country's policy on all issues at the conference so that there will be consistency among the various members of the delegation on all policy lines. Ideally, all delegates should have some familiarity with all the issues so that they will feel comfortable in representing their country's view, when asked, even if they are not specifically prepared on a particular issue. Thirdly, a policy statement serves as an outline for the preliminary draft resolution.*

### ***Components of a policy statement:***

An explanation and definition of the question and its key terms exactly as they appear on the committee agenda. In a discussion of the creation of a nuclear free zone (NFZ) in Central Europe, for example, it is essential for a delegate to define terms such as NFZ, what would or would not be part of an NFZ, and the limits of what constitutes "Central" Europe.

- A summary of recent international events related to action on the question
- Some reference to key documents relating to the issue (these should be underlined)
- A general statement of the country's position on the issue
- Specific suggestions for a solution to the question (to serve as the first draft for the operative clauses of a resolution)

**Delegates should share their policy statements only with those directly concerned in the lobbying and negotiation process. These policy statements are not meant for general distribution.**

**Every delegate will write a policy statement and hand it in a copy at the next project meeting<sup>6</sup>**

---

<sup>6</sup> Every day too late is minus one point on your grade. The policy statement must be a minimum and a maximum of one A4 paper.

*In the sample policy statement below, note the format and the way in which the above outline is followed:*

## POLICY STATEMENT

---

*Delegation: Russian Federation*

**Question of: Situation in Iraq**

---

Russia strongly reaffirms the absolute necessity of Iraq's compliance with the relevant Security Council resolutions. In many cases, however, Iraq has actually fulfilled many of the requests and this fact must be acknowledged, too. UNSCOM reported "significant" and "important" progress. All facilities and components of the manufacturing of chemical weapons have been eliminated. Russia believes that this action alone already shows not only Iraq's willingness to cooperate but also the strong degree to which it is willing to do so.

Numerous IAEA inspection teams have confirmed the absence of activity relating to nuclear weapons. Nonetheless, Russia is willing to acknowledge that there may have been some drawbacks in this cooperation. Such isolated instances, however, in no way justify the adoption of additional sanctions. (This was provided for in Reso 1115.)

The situation continues to deserve serious attention. We cannot, however, continue to punish Iraq for the reason that they are not complying with respective resolutions when, in fact, they are doing so at this moment. We must note the progress UNSCOM has made in the Iraqi program of products of mass destruction and draw our consequences from this, which should not be additional sanctions.

According to the reports by the IAEA, there has been significant progress in the nuclear sphere so that we can now view this part of the UN mission as accomplished. The Russian Federation fails to comprehend why these valuable reports made by the IAEA are so often brushed aside by many of our fellow delegates. We also do not understand the problems that to our knowledge are being created about the composition of the investigative groups that draw up these reports.



## *F. Writing the resolution*

Resolutions are the basic decisions or statements of the United Nations. Together with amendments, they are the basis of substantive debate as well as negotiations. Although resolutions are prepared by individual nations or groups of nations, once passed they declare the official policy of the UN organ to which they were submitted and become its property.

Whereas most resolutions state policy, some may include an entire treaty, declaration, or convention. Resolutions may be either general statements or directions for specific organizations, UN bodies, or states. They can criticize actions of states, call for collective actions, or, in the case of the Security Council, require economic or military sanctions.

When writing resolutions, it is important to keep in mind the specific capabilities of the organ being simulated. The **General Assembly**, its committees, and all bodies may only call for or suggest actions. It should be noted that no body other than the **Security Council** may require action or sanctions from member states.

*Each resolution is a single sentence, with the different sections separated by semicolons and commas. The subject of the sentence is the organ making the statement, such as the General Assembly, Economic and Social Council, and the Security Council. (The Security Council committees, since they are subdivisions of that organ, use the organ's name as the subject of their resolution.)*

The remainder of the resolution is divided into two parts: **Preambulatory clauses** and **Operative clauses**.

### *Definition of Terms used in a Resolution:*

**Preambulatory clauses** are the justifications for actions. They usually begin with present participles, such as "noting" or "taking into consideration," and denote Charter authorizations for actions, past resolutions precedent, and statements about the particular purposes for the action.

**Operative clauses** are the policy portion of the resolution. Each operative clause starts with a verb, and, taken as a whole, deals thoroughly and logically with one idea. In no case should a clause be a collection of unrelated thoughts or statements on a broad topic; each clause should deal with only one aspect of the problem.

## *Proper Resolution Format*

A resolution is basically a single sentence that begins with the organ, topic, and subject matter. The rest of the sentence is made up of preambulatory and operative clauses. Clarity and preciseness are vital, and special attention should be paid to details such as punctuation, capitalization, grammar, and format.

The **proper format** for a resolution is as follows:

- Name the organ, the topic, and the submitter.
- Begin all clauses with appropriate initiating phrases (see list).
- End each preambulatory clause with a comma and every operative clause with a semicolon.
- Number each line in the margin and number each operative clause.
- Skip a line after each clause.
- End the final operative clause with a period.

## *Resolution writing tips*

- Keep your resolution consistent with your country's foreign policy.
- Be specific; define vague terms.
- Avoid wordiness.
- If possible, avoid singling out individual countries or regions for blame.
- Well-written resolutions should demonstrate the following:
  - Familiarity with the problem being addressed
  - Clarity of the issue
  - Conciseness
  - Depth
  - Proper format
  - Correct English grammar, vocabulary, and punctuation

## *Resolution Introductory Phrases*

### *Preambulatory Phrases:*

Affirming	Expressing its appreciation	Noting with regret
Alarmed by	Expressing its satisfaction	Noting with satisfaction
Approving	Fulfilling	Noting with deep concern
Aware of	Fully aware	Noting further
Believing	Fully alarmed	Noting with approval
Bearing in mind	Fully believing	Observing
Confident	Further deploring	Realizing
Contemplating	Further recalling	Reaffirming
Convinced	Guided by	Recalling
Declaring	Having adopted	Recognizing
Deeply concerned	Having considered	Referring
Deeply conscious	Having considered further	Seeking
Deeply convinced	Having devoted attention	Taking into account
Deeply disturbed	Having examined	Taking into consideration
Deeply regretting	Having studied	Taking note
Desiring	Having heard	Viewing with appreciation
Emphasizing	Having received	Welcoming
Expecting	Keeping in mind	

### *Operative Phrases:*

Accepts	Emphasizes	Proclaims
Affirms	Encourages	Reaffirms
Approves	Endorses	Recommends
Authorizes	Expresses its appreciation	Reminds
Calls	Expresses its hope	Regrets
Calls upon	Further invites	Requests
Condemns	Further proclaims	Solemnly affirms
Congratulates	Further reminds	Strongly condemns
Confirms	Further recommends	Supports
Considers	Further resolves	Trusts
Declares accordingly	Further requests	Takes note of
Deplores	Have resolved	Transmits
Draws the attention	Notes	Urges
Designates		

## Sample United Nations Resolution:

Page 1 of 2

A/RES/48/210 86th plenary meeting 21 December 1993

FORUM: The General Assembly

QUESTION OF: Economic assistance to States affected by the implementation of the Security Council resolutions imposing sanctions against the Federal Republic of Yugoslavia (Serbia and Montenegro)

The General Assembly,

- (1) Recalling the provisions of Articles 25, 48, 49, and 50 of the Charter of the United Nations,
- (2) Recalling also its resolution 47/120 B of 20 September 1993 entitled "An Agenda for Peace," and in
- (3) particular section IV thereof,
- (4) Recalling further Security Council resolutions 713 (1991) of 25 September 1991, 724 (1991) of
- (5) 15 December 1991, 757 (1992) of 30 May 1992, 787 (1992) of 16 November 1992, and 820 (1993) of
- (6) 17 April 1993, in which the Council decided to impose an arms embargo against the territory of the
- (7) former Socialist Federal Republic of Yugoslavia and a comprehensive set of trade and economic
- (8) sanctions against the Federal Republic of Yugoslavia (Serbia and Montenegro),
- (9) Taking note of Security Council resolution 843 (1993) of 18 June 1993, in which the Council entrusted
- (10) the Committee established pursuant to its resolution 724 (1991) concerning Yugoslavia with the task of
- (11) examining requests for assistance under the provisions of Article 50 of the Charter, as well as other
- (12) relevant resolutions,
- (13) Commending the efforts of the Security Council Committee established pursuant to resolution 724
- (14) (1991) aimed at improving the efficiency of its work,
- (15) Expressing concern at the special economic problems confronting States and in particular the States that
- (16) border the Federal Republic of Yugoslavia (Serbia and Montenegro), the other Danube riparian States,
- (17) and other States in the region adversely affected by the severance of their economic relations with the
- (18) Federal Republic of Yugoslavia (Serbia and Montenegro) and the disruption of traditional transport and
- (19) communications links in that part of Europe,
- (20) Noting the information provided by States regarding the measures taken to give full effect to the
- (21) sanctions as laid down in the relevant Security Council resolutions, as well as the information concerning
- (22) the special economic problems they have been confronted with as a result of the implementation of those
- (23) measures,
- (24) Recalling the recommendations adopted by the Security Council Committee established pursuant to
- (25) resolution 724 (1991) with regard to the States confronted with special economic problems arising from
- (26) the application of sanctions against the Federal Republic of Yugoslavia (Serbia and Montenegro)
- (27) pursuant to Security Council resolutions 757 (1992), 787 (1992), and 820 (1993),
- (28) Recognizing that the continued full implementation of Security Council resolutions 713 (1991), 724
- (29) (1991), 757 (1992), 760 (1992) of 18 June 1992, 787 (1992), and 820 (1993) by all States will support
- (30) measures to ensure compliance with these and other relevant resolutions,
- (31) Taking note of the report of the Secretary-General prepared pursuant to the note by the President of the
- (32) Security Council regarding the question of special economic problems of States as a result of sanctions
- (33) imposed under Chapter VII of the Charter,

FORUM: The General Assembly

QUESTION OF: Economic assistance to States affected by the implementation of the Security Council resolutions imposing sanctions against the Federal Republic of Yugoslavia (Serbia and Montenegro)

(34)

(35)

(36) 1. Commends the States bordering on the Federal Republic of Yugoslavia (Serbia and  
(37) Montenegro), the other Danube riparian States, and all other States for the measures they have  
(38) taken to comply with Security Council resolutions 713 (1991), 724 (1991), 757 (1992), 760  
(1992), 787 (1992), and 820 (1993), and urges all States to continue to observe those resolutions  
(39) strictly;

(40)

(41) 2. Recognizes the urgent need to assist States in coping with their special economic problems  
(42) arising from the implementation of sanctions against the Federal Republic of Yugoslavia  
(43) (Serbia and Montenegro), inter alia, through consideration of assistance for the promotion of the  
(44) exports of the affected countries and for the promotion of investments in those countries;

(45)

(46) 3. Supports the recommendations of the Security Council Committee established pursuant to  
(47) resolution 724 (1991) concerning Yugoslavia, in response to requests for assistance received by  
(48) the Security Council from certain States confronting special economic problems under the  
(49) provisions of Article 50 of the Charter of the United Nations, in which the Committee, inter  
(50) alia:

(51)

(52) a) Appealed to all States on an urgent basis to provide immediate technical, financial, and  
(53) material assistance to the affected States to mitigate the adverse impact on their  
(54) economies of the application by those States of sanctions against the Federal Republic  
(55) of Yugoslavia (Serbia and Montenegro) pursuant to Security Council resolutions 757  
(56) (1992), 787 (1992), and 820 (1993),

(57)

(58) b) Invited the competent organs and specialized agencies of the United Nations system,  
(59) including the international financial institutions and the regional development banks, to  
(60) consider how their assistance programs and facilities might be helpful to the affected  
(61) States, with a view to alleviating their special economic problems arising from the  
(62) application of sanctions against the Federal Republic of Yugoslavia (Serbia and  
(63) Montenegro) pursuant to Security Council resolutions 757 (1992), 787 (1992), and 820  
(64) (1993);

(65)

(66) 4. Appeals to all States and invites the competent organs and specialized agencies of the United  
(67) Nations system to fulfill these recommendations of the Security Council Committee established  
(68) pursuant to resolution 724 (1991);

(69)

(70) 5. Requests the Secretary-General to seek on a regular basis information from States and the  
(71) concerned organs and agencies of the United Nations system on action taken to alleviate the  
(72) special economic problems of the affected States and to report thereon to the Security Council,  
(73) as well as to submit a report on the implementation of the present resolution to the General  
(74) Assembly at its forty-ninth session.

# *Sample Resolution Model United Nations*

## 7. *The Debate*

Success in formal debate depends on the use of a different strategy and different tactics from the negotiating techniques used in the lobby. The delegate needs to act in a manner which will lead to the successful attainment of the goals of his particular forum or interest group by demonstrating skillful use of the rules of procedure.

Delegates need to know how and when to obtain the floor, when and how to ask questions (points of information) and how, when and to whom to yield the floor. In general, speaking in formal debate falls into two main areas: the delegate either has the floor to speak on the main motion or on a proposed amendment, or he is rising to a point of information and asking a question of the speaker who has the floor. A point of information may be supportive to the speaker, or may question the validity of the speaker's points. Knowledge of formal debate techniques and order will allow the delegate to move for recognition to speak.

### *Order of Debate*

- 1) The Chair calls the house to order.
- 2) The chair calls upon the submitter of the resolution to read the resolution aloud to the house. The submitter is the author, or one of the co-authors of the resolution and its main proponent. When he has finished reading the resolution, the Chair asks if anyone seconds the motion. Any member of the house may simply call out "Second". (This will be the case, since an unseconded motion can not be debated.)
- 3) The Chair fixes the debate time (e.g. 20 minutes of open debate; or 10 minutes closed debated for or against a resolution).
- 4) The Chair gives the floor to the submitter, who delivers a speech on the motion, after which he may yield to points of information i.e. answer questions from members of the house who have been recognized by the Chair. Points of information must be in the form of a question. The time taken for the question is not included in debate time but the time taken for answer is included. The speaker may retain the floor for the whole of the debate time, or he may yield the floor during the debate time to another member of the house to speak in favor of the motion, or he can simply yield the floor when he has finished without nominating the following speaker. Once a speaker has yielded the floor, no more points of information may be addressed to him.
- 5) If a speaker yields the floor without nominating another member of the house, the Chair will recognize any member of the house who wishes to speak in favor of the motion. This procedure is followed until debate time for the motion has been exhausted.

- 6) When the debate time for the motion has been exhausted, the Chair calls upon the speaker to yield the floor. He then declares the floor open to members of the house who wish to speak against the motion.
- 7) The Chair recognizes a member of the house to speak against the motion. The same procedure is followed for the opponents as for the proponents.
- 8) When the debate time has been exhausted, the Chair may, according to circumstances, propose an extension of time or close the debate and put the motion to a vote. Once the Chair has closed the debate, all points, except points of order relating the conduct of the voting, are out of order. Voting is normally by means of a show of hands.
- 9) The Chair conducts the vote by counting the number of votes in favor, the number against, and the number of abstentions. Normally, a simple majority of those voting either for or against is required for the passing or failing of a resolution, abstentions being simply disregarded. (Other voting requirements should have been agreed on by the whole house before the debate commences.) The Chair announces the result of the vote.
- 10) Amendments: Any speaker who has the floor may propose an amendment to the resolution. A resolution may be amended by adding, striking, inserting or striking and inserting any word, phrase or clause in the operative clauses. However, if this takes place in debate time for the resolution, the general purpose and intent of the amendment must be within the general purpose and intent of the original resolution and should seek merely to improve or clarify something in the resolution. Amendments proposed in debate time against the resolution may seek to alter the resolution in a more radical way and, if carried, may have the effect of turning the original proponents into opponents and vice versa. A copy of the proposed amendment has to be submitted in writing to the Chair before it is proposed. The Chair will decide on the propriety of the amendment, once the speaker has formally proposed it, and ask for a "second". The amendment is then debated as a subsidiary motion, in the same way as the main motion (the resolution) i.e. the Chair fixes a debate time for and against the amendment, recognizes speakers, closes debate on the amendment, conducts a vote on the amendment, which, if it carries, becomes part of the resolution. Once an amendment has been proposed, debate on the main motion is suspended until the amendment has been debated and voted upon, after which debate on the main motion continues from the point at which it was suspended except that the floor will be declared open, i.e. the speaker who proposed the amendment no longer has the floor. (Under Robert's Rules, it is possible to amend the amendment, but, under normal classroom conditions, this seems unnecessarily dilatory and could be omitted.)



*Sample amendment paper :*

<b>COMMISSION:</b>	1 <sup>st</sup> Political Committee
<b>QUESTION OF:</b>	The situation in the former Republic of Yugoslavia and its effects on peace and stability in the region
<b>RESOLUTION CODE:</b>	PC/A/1
<b>AMENDMENT SUBMITTED BY:</b>	Germany
<b>PROPOSED AMENDMENT:</b>	
<i>(State clearly a) the line(s) and b) the clause(s) to be amended and the nature of the amendment.)</i>	
To add in Operative Clause 4 the word	
"equal" in line 35	
so that the clause would read:	
<u>"Calls upon</u> all Nations to articipate in the equal distribution of refugees from the Balkan region;"	

## *Modes of Address*

All speeches should begin: "Mr. (or Madam) Chairman, ladies and gentlemen of the house..."

All references to other speakers should be in the third person, e.g. points of information should begin with a phrase such as: "Is the speaker aware that..." and never: "Do you think..." and within a speech, a speaker should not say: "Klaus, you said..." but: "As my (dear, learned, honorable) friend, Klaus, has told the house..."

### **Examples of phrases to be used by:**

#### **1. Members of the house:**

- Mr. / Madam Chairman...
- I request the floor.
- I wish to have the floor.
- I rise to a point of information / point of order.
- I wish to speak in favor of / against this motion / resolution / amendment because...
- Is the Chair / the speaker (not) aware that...
- Does the speaker (not) agree with me that...
- The speaker stated in his speech... Does he (not) realise that...
- I yield the floor (to points of information).
- I move to amend the resolution by striking / inserting / adding the words...
- I urge the house to give me their support by voting for / against this motion / resolution / amendment.

#### **2. The Chairman:**

- The house will come to order / Will the house please come to order.
- The chair calls upon X (the submitter) to read the resolution to the house.
- You have all heard the resolution. Is there a second?
- The Chair fixes a debate time of 10 minutes for and 10 minutes against the motion.
- Mr. X has the floor.
- All points are out of order until the speaker has concluded his speech.
- The Chair recognises Y. To what point do you rise?
- Please rise and state your point (of information / order).
- Will you please state your point in the form of a question?
- The speaker appears not to have heard / understood your question.
- Will you please repeat / rephrase your question?
- Are there any further points on the floor?
- Are there any further points of information to this speaker?
- There's a point of order on the floor. Please state your point.
- Your point is (not) well taken.
- Will the speaker please make his concluding remarks?
- Debate time for / against the resolution / the amendment has been exhausted / has expired. Will the speaker please yield the floor.
- Debate time has expired.

- The Chair proposes an extension of debate time by 5 minutes for and 5 minutes against the motion.
- The debate is now closed. We will move into voting procedures.
- All points are out of order.
- Does your point of order pertain to the conduct of voting?
- The motion will now be put to the vote.
- Will all those in favor of the resolution / the amendment please raise their hands?
- Will all those opposed to / against the resolution please raise the their hands?
- Are there any abstentions?
- Will all those abstaining please raise their hands?
- The motion / resolution / amendment has been carried / passed by:...
- The motion / resolution / amendment has failed / been defeated by: x votes to y with z abstentions.

## *Definitions of Debating Terms*

**The Chair (Chairman, Chairperson):** The chairman's role is very important. It is his job to conduct the debate and to maintain order, while remaining totally impartial. Initially, the teacher might like to perform this function himself but, once debating has become established practice, this job should be carried out by a student.

**The house:** All the members of the class except the chairman.

**The submitter:** The person who is proposing the motion in the form of a draft resolution for debate.

**The motion:** The proposal for debate which will eventually be voted upon.

## *General rules during debate*

- 1) The decisions of the Chair are final.
- 2) Only the Chair, a member of the house recognised by the Chair for a point, or the speaker holding the floor has any right to speak.
- 3) All speakers, including those rising to points, must stand when speaking and address the Chair first.
- 4) The Chair may, if circumstances warrant it, extend or reduce debate times or speaking times and limit the number of points of information.
- 5) Except by a decision of the Chair, there will be no suspension of the rules or changes in the order of debate.
- 6) Interruption of speeches and rising to points:
  - a) A speech may not be interrupted by any point except a point of personal privilege referring to audibility.
  - b) All other points e.g. order, parliamentary enquiry, information to the Chair or speaker, will be dealt with only when the speaker yields the floor either to points of information, or to another delegate, or back to the Chair.
  - c) A Point of Personal Privilege must refer to the comfort and well-being of the delegate. It may not refer to the content of any speech and may only interrupt a speaker if the speech is inaudible.
  - d) A Point of Order may relate to procedural matters only.
  - e) A Point of Information may be directed to the Chair OR to the speaker who has the floor if he has indicated that he is willing to yield to points of information. A point of information must be formulated as a question e.g. "Is the speaker aware that..." or "Does the speaker (not) realise that..." etc. A short introductory statement or reference may precede the question e.g. "The speaker stated in his speech that... Is he not aware...?" A series of questions from the same questioner will not be in order.
  - f) A Point of Parliamentary Enquiry is a point of information directed to the Chair concerning the rules of procedure.
  - g) A Call for the Orders of the Day is a call for the return to the main agenda of the committee, council or assembly. It may not interrupt a speech and must not refer to the content of a speech.

- 7) **Withdrawing a Motion:** A motion may be withdrawn:
  - a) by a decision of the submitting countries before debate has started
  - b) by unanimous consent or the passing (majority vote) of a motion to permit withdrawal. This is in order at any time before the motion is put to the vote.
- 8) **Amendments** can only be submitted by a speaker who has the floor. They may be moved either in debate time for the resolution or in debate time against the resolution. However, an amendment moved in debate time 'for' must be an attempt to improve the resolution and must not seek to change its general intent. It is nevertheless debatable.
- 9) **The Previous Question:** Moving the Previous Question calls for the closure of debate and for a vote to be taken on the motion pending. It may be moved by the Chair or a speaker who has the floor.
- 10) **Voting:**
  - a) **Amendments** - When an amendment is moved to a proposal, the amendment shall be voted on first. Should a second amendment be moved to a proposal, this will be voted on before the vote is taken on the first amendment. Where, however, the adoption of one amendment necessarily implies the rejection of the other, the first amendment shall not be put to the vote.
  - b) **Conduct during voting** - After the Chair has announced the start of voting procedures, no interruptions will be allowed except for points of order connected with the actual conduct of the voting.
  - c) **Explanation of vote** - After the completion of voting, one speaker of each side will be allowed ONE minute to explain his vote.

### *Summary for debate:*

- **POINT OF ORDER:** A point made to the Chair relating to procedural matters only. The Chair rules. The point may not interrupt a speaker unless he has yielded the floor (see Rule IV, point 15).
- **POINT OF INFORMATION:** This may be made to the Chair (as a point of parliamentary enquiry) OR to the speaker. It must be made in the form of a question
- **POINT OF PERSONAL PRIVILEGE:** Relates to the comfort of dignity of a member. It may not interrupt any speaker unless referring to the inaudibility of the speaker. It may not be used for debate.
- **PREVIOUS QUESTION:** If passed this closes debate. It may be moved by a speaker who has the floor or by the Chair.
- **OBJECTION TO THE CONSIDERATION:** This must be moved before debate has started and can only be used against a main motion and then only in Committee not in the General Assembly.

## 8. *Timeframe and assessment*

The coming weeks we will be working on all the things mentioned above.

### *Timeframe:*

#### *Week 1:*

- Introductory talk and instruction
- Research country profile (in pairs)
- Research policy statement (individually)

#### *Week 2:*

- *Homework: bring a copy of the country profile and your policy statement to hand in*
- Lobbying (trying to find a friend with a similar policy on the topic)
- Writing a resolution (in pairs)

#### *Week 3:*

- *Homework: bring a copy of your resolution to hand in (at the beginning of the project)*
- Debate the issues (ECOSOC in session!)

### *Assessment:*

This period ALL students will get two grades for your rapportcard:

The first one is a combination grade (and counts as a pw), the second is a grade for the participation in the debate

	<i>topic</i>	<i>weight</i>
<b><i>Grade 1:</i></b>	Country profile	3
	Policy Statement	2
	Resolution	5
<b><i>Grade 2:</i></b>	Debating participation	5
	Debating skill	5

