A GUIDE TO CONDUCTING INTERNATIONAL CONFERENCE SIMULATIONS

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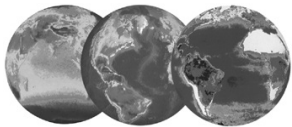Bloomington, IN 47408-4001

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CHAPTER I:
Overview

This guide is designed to provide secondary and post-secondary instructors with a framework to use simulations as an effective teaching tool. This simulation is student-driven, in that students will conduct the bulk of the work associated with the project. The basic model can be implemented with a blackboard, manila folders, and access to a photocopier (the last item is even optional), so it is also inexpensive. The simulation itself is open to modification in a variety of ways. Instructors can change the topic of the conference, impose more stringent rules, or add a distance-learning element to modify the simulation to meet their class objectives. These options will be discussed in greater detail in the text.

To prepare for the class simulation, instructors must determine the objective(s) of the exercise. Instructors can choose from a variety of options, basing the exercise on:

1. Content-Centered: the goal of the simulation may be to encourage the class to research and analysis global warming issues, population challenges, or arms control problems. In this case, the content of the simulation should be the focus of the exercise.

2. Negotiation Skill Development: this simulation can serve as an introduction to negotiation studies; the instructor can determine the level of negotiating difficulty through the selection of simulation rules and students can develop and hone their negotiating skills.

3. Theory-Building: instructors can use this simulation to translate theories into practice; after introducing a theory through readings and lecture, students can evaluate theory by participating in a simulation that focuses the key issues addressed in the theory in question. For example, students can analyze World Systems Theory by participating in a conference on Third World development such as UNCTAD.

4. Outreach: the use of this simulation is not limited to traditional classroom use. Instructors may use the simulation for extracurricular activities, such as exercise sessions for Model UN organizations. Some instructors may wish to take advantage of the distance-learning component of this simulation and run concurrent simulations with other classes or groups in different cities or around the world (more information on outreach is available in Chapter VII).

There are a wide range of issues and objectives that an instructor can develop through this simulation. This guide will provide you with a general overview of the simulation, explain how to implement a simulation effectively, and how to modify the simulation so you can adapt it for other classes and uses.

A. HOW THE SIMULATION IS CONDUCTED

In this guide, simulations are student-driven. While the instructor plays an important role in determining the theme of the conference, providing direction and suggesting resources, the students are responsible for conducting research and negotiating an agreement which addresses the causes and problems associated with the issue. The simulation can be broken down into three distinct stages:

1. **Pre-Conference Preparations**: To prepare for the conference, an instructor should assign readings and give lectures about the conference issue from a global perspective (how does this issue affect the world). Students then select a country they would like to represent from a list provided by the instructor. The students then conduct research to find out how that issue affects their country, how their country contributes to the problem, and start thinking about recommendations for ways to address these problems. The instructor should also provide a general overview on the basics of negotiation, discuss the conference rules, and describe the outline of a final treaty. Armed with this information, students are then prepared to represent their nations at the conference.

2. **Conference Implementation**: The simulation begins with the opening of the conference. The delegates introduce proposals which define the issue, identify the causes of the problem, describe the impact of the issue, or offer remedies for the issue. The assembly debates these proposals and can revise these ideas through amendments. Negotiations are conducted both during class (formal conference meetings) and outside through e-mail and/or informal meetings. When a majority of delegates decide that a proposal or amendment has been adequately discussed, they can move to vote on whether to reject or accept the proposal/amendment into the treaty draft. If passed by a majority of the delegates, the proposal or amendment becomes an article in the treaty. With the final adjournment of the conference, delegates decide whether they will sign (or refuse to sign) the final treaty document on behalf of their governments at an official signing ceremony.

3. **Post-Conference Session**: After the Treaty Signing Ceremony, the instructor should lead a debriefing session which provides an overview of the simulation. A debriefing should look at negotiating strategy and decision-making styles as well as assess the impact of the treaty on problems associated with the global issue. The instructor should encourage delegates to express their perspectives of the deliberations and provide an evaluation on the strengths and weaknesses of the treaty and delegation strategies.

A brief note about the format: examples of handouts used in simulations are scattered throughout this guide. To identify these examples and set them off from the text, they are encircled by a line and are printed in a different font (Times New Roman). A short list of recommended handouts for a simulation is included in the appendix.

This guide is designed to offer suggestions for conducting simulations and is far from comprehensive.

One should keep in mind that there are no hard and fast rules regarding the planning and implementation of a simulation.   Instructors should incorporate those elements that they feel will meet their curricular objectives and discard aspects which do not apply. Innovation and creativity are strongly encouraged when developing and running a simulation. Students find these exercises academically stimulating, as well as a lot of fun. Simulations can be a rewarding pedagogical tool to cap off an academic unit and simultaneously increase communications and analytical skills.
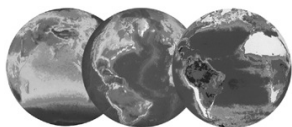
CHAPTER II:
Simulation Preparation and Set-up

Preparing for the simulation is critical to the success of the exercise. This section will help the instructor set up the simulation and prepare students for the proceedings. This chapter will address the treaty overview, country/delegation selection process, issue overview, simulation rules, pre-conference assignment, and e-mail correspondence process.

A. TREATY OVERVIEW

Before students can assess how nations negotiate treaties, the instructor should provide an overview of the final product, the treaty. A treaty is "a formal agreement entered into by two or more sovereign states for the purpose of creating or restricting mutual rights and mutual responsibilities. The treaty process includes negotiation, signing, ratification, exchange of ratifications, publishing and proclamation [optional], and treaty execution."[1] In this simulation, students negotiate and sign a treaty during a set period of time. The rest of the treaty process remains outside of the scope of the simulation.

Most treaties include the following components:

1. A definition of the primary issue of the conference, usually in the **preamble**;

2. A description of the problems associated with the primary issue, sometimes called **policy considerations**;

3. Recommendations of policies to address the primary issue and associated problems, generally referred to as the **instrument of implementation**. This section of the treaty will outline time limitations for the treaty, penalties for signatory state's failure for compliance with the terms of the treaty, and identity other limitations and responsibilities of the signing parties.;

4. Delegate signatures, the area where representatives will sign the final agreement (if they choose to commit their countries to the terms of the treaty).

For example, the format of the ***International Global Warming Treaty*** will consist of the following sections:

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[1] Jack Plano, Milton Greenberg, Roy Olton, and Robert E. Riggs, <u>Political Science Dictionary,</u> (Hinsdale, IL: The Dryden Press, 1973), p. 383.

1. **Preamble**: Delegates will define "global warming" which will include the identification of the major causes of the phenomenon;

2. **Policy Considerations for Action**: Delegates will describe the effects/problems of Global Warming at the global, regional, and national levels and discuss policy actions to alleviate these effects/problems;

3. **Instrument of Implementation**: In this section, delegates will state the responsibilities and requirements of each of the signatory states to address the problems of global warming and implement effective policies to remedy the situation.

During the simulation, delegates introduce proposals that will be considered by the assembly and then incorporated into the treaty or rejected on the basis of a majority vote. Proposals should be approximately a paragraph in length (longer proposals can be "divided" for consideration at the request of another delegation--see Simulation Rules in this chapter). If passed, the proposals become articles in the treaty draft. When the conference has ended, due either to a pre-conference deadline or by a successful motion by the conferees, each delegation must decide whether they will sign the final agreement or remain outside the terms of the agreement.

B. COUNTRY/DELEGATION SELECTION

When determining which countries should be represented in the simulation, you should focus on two issues: which countries should you represent at the discussions and what type of delegation teams will you employ? The selection of countries is critical for the overall success of the learning experience. Two major issues emerge when determining the delegation representation:

1. **Number of National Delegations**: You should have an even number of delegations represented at the conference. The negotiation process requires that participants form coalitions with other delegations in order to get their proposals and amendments incorporated into the treaty. When there is an odd number of delegations, successful negotiators find it relatively easy to form a coalition which can then ramrod resolutions through the proceedings. An even number of delegations makes this process more difficult and actually creates negotiation opportunities for clever delegates (participants can "sell" their support, or even an abstention, for a vote on a proposal or amendment).

2. **Selection of National Delegations**: The instructor should choose countries that will participate in a conference according to the requirements of the issue that will form the basis of the negotiation. There must be an even balance between countries that support an initiative with nations that oppose such action. For example, a global warming conference, where delegates debate the impact of carbon fuel combustion on the production of global warming gases, should balance oil-exporting nations (Nigeria, Russia, and Indonesia) with oil-importing countries (India, Brazil, and France). A good balance of regional representation is also important. Ideally, a conference would reflect the interests of major powers within a variety of world regions and balance developed nations with less-developed countries. A nuclear arms control conference would include

developed nations with nuclear weapons capabilities (for example, the United Kingdom, France, and Russia) with developing countries with advanced nuclear programs (Pakistan, China, and South Africa). The critical objective of any national delegation selection process is to seek a balance so that students can delve deeply into the issues associated with the conference topic.

The United States is not necessarily a good candidate to include in most conferences. First, it is very easy for students to research the American position on most issues and the goal for most International Studies courses is to encourage U.S. students to get a better understanding of other nations. In many cases, students can get easily overwhelmed by the amount of material that they can find on a particular issues. Second, the United States often becomes a "target of convenience" by other delegations during simulation exercises, especially since participants are not fully conversant with the policies of the countries they represent. Simulation sessions sometimes degenerate into attacks on the American delegation. By leaving the U.S. out of the discussions, it forces the participants to focus on the policies of the countries represented at the assembly. There is one exception to the rule of leaving the U.S. out of the delegation mix. In the event that you have foreign students participating in the conference, you may decide to include an American delegation instead of allowing them to represent their own countries.

3. **Non-Governmental Organization (NGO) Representation**: If you have a large number of students participating in the conference or if you would like to include an added dimension to the proceedings, you might choose to include Non-Governmental Organization representatives in the deliberations.   NGO representatives do not reflect the official views of a particular government but attempt to influence international conferences through the sway of public opinion. NGO delegates may represent Greenpeace, Amnesty International, the International Red Cross, or some other international organization that is relevant to the issue under discussion. One point to remember is that the NGO delegate does not have official support and would not be accorded the right to vote or sign the final treaty draft.

4. **Delegation Composition**: Not only must the instructor choose the number of delegations that will be represented at the conference, the instructor must determine the number of participants in each delegation. Delegation composition again reflects the level of complexity the instructor wishes the exercise to have. Delegation composition also affects the negotiation process since multi-member delegations allow participants to specialize.

   A. **One-Member Representation**: In this simulation format, one person represents a country at the conference. It is the simplest form of the simulation and places a premium on individual performance in the negotiations. At the same time, one-member representation slows down the tempo of the negotiations since it is difficult for one representative to write amendments, negotiate with other delegates, and pay attention to proceedings "on the floor" simultaneously. Despite the handicaps associated with one-member representation, this format is recommended for simulations with a limited number of participants (from six to twelve individuals). This format can also be used to introduce the simulation process to a larger class as a "dry run" for more complex negotiation exercises.

B. **Multiple Member Teams**: A more "realistic" simulation would involve the utilization of multiple member teams of two or more members. This type of format allows participants to specialize their activities. For example, one member may "float" around the assembly to conduct negotiations with other delegations while another member monitors activities on the conference floor and a third member serves as a "reporter," drafting proposals or amendments. The instructor should encourage the team to work together in preparation for the simulation and allow individuals to focus on their particular strengths. The biggest drawback to this type of team format is the "free rider" problem where the team perceives one member as not working as hard as the others on the assignment. This in itself may be a valuable learning experience for participants who may not have much background in group projects. Another problem emerges when the instructor plans to assign a grade for the simulation. It is sometimes difficult to determine who actually did the bulk of the work within the team and a team grade may penalize a student that did a great deal of work. This problem can be addressed by requiring individual assignments in addition to the group project (which will be discussed in greater detail in Chapter V).

C. **Functional Representation within Multiple Member Teams**: An even more sophisticated simulation could include the assignment of ministry portfolios to each member of a national delegation. For example, one individual would serve as a representative of the Ministry of Foreign Affairs, another as a representative from the Ministry of Economics, and a third as a representative of another ministry. The instructor should make sure that the ministries reflected in the national delegations would have a "stake" in the issue under negotiation at the conference. For example, representatives from the Ministry of Defense should participate in an arms control conference; the Ministry of Natural Resources at a global warming conference; or the Ministry of Family Services at a population control conference. In the event that some national delegations have an unequal number of representatives, these individuals could serve as representatives of specialized government organization, i.e., a representative from the Center for Disease Control at an international health conference. In addition to national delegation reports, which would be drafted by all of the members of a national delegation, each participant could submit specialized reports to their ministries. This allows instructors to gauge the work of both the national delegation and individual participants. In addition, in the event that an individual delegate does not support a decision of the delegation, that participant can write a "minority report" to express their doubts and offer alternative advice.

C. CONFERENCE ISSUE OVERVIEW

Once students understand the objective of the simulation (the negotiation of a treaty that addresses a particular issue) and have been assigned to national delegations, the instructor needs to provide a basic overview of the issue or problems that will serve as the focus of the conference. This initial preparation is critical to ensure that students will address the key problems associated with the issue under discussion. Simultaneously, the instructor should strive not to bias the conduct of the negotiations by delving into too much detail regarding the background of the problem or steer the students toward a particular solution. Ideally, the instructor should provide a brief overview of the various perspectives of the issue in a lecture

format and assign a wide range of readings that will present a variety of interpretations which may even contradict each other. The instructor should serve as a "resource provider" by encouraging students to conduct library and electronic research on the issue. In general, students should conduct two types of research to prepare for the conference. They must be conversant with the issue at the global level as well as determine how this issue affects the nation they represent and the national policies their respective governments have developed to deal with the problems associated with this issue.

To prepare for the conference, students should investigate the issues of the conference at both the global and national levels which will provide them with the basic information needed for their participation in the simulation. Basic questions should include:

1. What are the global problems associated with the central issue of the conference?

2. How does the country that you represent contribute to this issue?

3. How will your country be affected if this issue is left unresolved?

4. What is your government's official position on dealing with this issue?

The national delegation should write an **Official Statement** that addresses each of these questions for distribution to the class in advance of the opening of the conference. This Official Statement is important for a number of reasons. The Official Statement is the first activity that the delegates work on together and encourages members to work as a team. They have to decide as a group what key elements, problems, and policies their delegation will embrace during the negotiations. It is a good writing exercise which gets the participants thinking about how to establish a policy for their country. Second, the Official Statement is a public document that is shared with all of the other national delegations before the conference convenes. It reflects the negotiating positions of each of the delegations and can be used as an important negotiation tool by the other teams to gauge the positions of the other participating nations.

How you frame your questions is important for getting your students started on this simulation. Not all of these questions can be answered by all of the delegations. In many cases, countries have not made public official statements on the issue to be discussed in the simulation. Sometimes information about these positions are not available on the Web or in printed format or the information may be in the country's official language and not translated into English. In either case, the members of the delegation should draft an official position that reflects an accurate portrayal of the official statements they would expect their governments to declare based on their research into the politics, economics, and social structures of their countries. The instructor must serve as a referee and intervene if a delegation acts contrary to its national interests.

For example, a Pre-Conference Simulation Assignment for a Global Warming Conference might ask students to research and analyze the following questions from their country's perspective:

1. What are the global dimensions of Global Warming?

2. How does your country contribute to Global Warming, especially in terms of industrial, agricultural, and natural resource production?

3. How will your country be affected by increased temperatures due to Global Warming?

4. What is your country's official position on Global Warming?

By answering these questions, students should be able to represent their country's situation in the Global Warming Conference (an example of a Global Warming Pre-Conference Simulation Assignment is included in Chapter VI, page 44).

A Pre-Conference Simulation Assignment for a Global Population Conference would include similar questions to help prepare students. An instructor might ask students to investigate and research the following questions:

2. What are the global problems associated with unrestricted population growth?

2. How does your country contribute to population problems, especially in terms of national demographics, economic development, national health care, national education, social and cultural institutions, social security, and other economic/social indicators?

3. What is your country's official position on global population policy?

An example of a Pre-Conference Simulation Assignment handout for a Global Population Conference is provided in Chapter VI, page 42.

To help students undertake their research, it is often useful to provide each delegation with a **Recommended Research Guide**. This guide should identify international relations handbooks, encyclopedias, year books, and web sites that contain useful information on the countries involved in the simulation and the issue under consideration. Chapter VI contains a bibliography of research information for simulations on global warming, arms control, population, and international trade that students should consult for their research. This is far from an exhaustive list of topics or bibliographic sources, but they provide a good start to a wide range of simulations. You may wish to consult your librarian for additional recommended material.

An example of a *Global Warming Simulation National Data Sources Bibliographic Guide* follows:

GLOBAL WARMING SIMULATION
NATIONAL DATA SOURCES BIBLIOGRAPHIC GUIDE

General International Relations Handbooks

For information about individual nation's political, economic, and social backgrounds, the following books are concise and provide a gold mine of information.

The Economist. *The Economist Pocket World in Figures, 1999 Edition*. New York, NY: John Wiley and Sons, Inc., 1999.

The Europa World Year Book London, England: Europa Publications, Ltd., 1998.
        Bloomington Research Collections, JN1.E89

Hunter, Brian, ed. *The Statesman's Yearbook.* New York, NY: St. Martin's Press, 1999.
        Bloomington Research Collections, AY754.S7

Political Handbook of the World. New York, NY: McGraw-Hill Book Company, 1998.
        Bloomington Research Collections, JF37.P7

Web Sites

Center for the Study of Global Change, www.indiana.edu/~global (click on Library Resources).

Environmental Web Sites

United Nations Environment Programme, www.unep.ch/unepright.htm

Amazing Environmental Organization WebDirectory, www.webdirectory.com

Climate Action Network, www.climatenetwork.org

Global Environmental Change Programme, www.susx.ac.uk/Units/gec

Global Warming International Center: GWIC, www.globalwarming.net

Institute of Global Environment and Society: IGES, grads.iges.org/home.htm

University of Texas Department of Geography: Geography Resource Center,
        www.utexas.edu/grg/virtdept/resources/contents.htm

In some schools, access to library or electronic resources may be very limited for students. An instructor may decide to provide students with a **National Delegation Packet** which contains general information about the countries they will represent. This requires some additional work for the instructor since it will be necessary to duplicate information about each country for the National Delegation Packet. For example, an instructor might include the complete articles on India from *The Statesman's Yearbook*, the *Political Handbook of the World*, and *The Economist Pocket World in Figures* as well as information down-loaded from a few Web sites for the Indian delegation at the conference. These packets will contain much of the information needed to answer the questions raised on the Questions Hand Out.

If you are grading the simulation or would like a very useful debriefing tool, you might request each national delegation to submit a **Confidential Pre-Conference Delegation Report**. The students should write an official memo to their respective national governments which will not be shared with the other national delegations until the conference officially adjourns. In this confidential report, students should address the following questions:

1. What are the goals or objectives that your delegation hopes to achieve in this conference?

2. Establish a range of acceptable goals or objectives:

    A.   Ideally, what are the **optimal objectives** your nation can reasonably expect to achieve at this conference?

    B. What are the **minimum goals** that your nation is willing to accept in a treaty?

3. Identification of other national delegations' goals or objectives (after analyzing Official Statements):

    A. Which national delegations have goals which are similar to your delegation's objectives?

    B. Which national delegations have goals which are contrary to your delegation's goals?

4. What strategy (or plan of action) will your delegation employ during the conference to develop coalitions and get your proposals and amendments incorporated into the treaty draft?

The Confidential Pre-Conference Delegation Report encourages the delegation members to set their goals. Students can begin the process of identifying which delegations they can expect to work with and which countries have objectives that are antithetical to their own goals. In addition, this report can be very useful in helping students to understand how their positions changed during the conference negotiation process. After the conclusion of the conference, delegations can explain their initial positions and expectations and compare them to the final outcome of the exercise.

In the event that you decide to implement a more sophisticated simulation that involves the assignment of functional representation within each delegation, you could require each student to submit a **Confidential Pre-Conference Ministerial Report**. Students can address the same questions as outlined above to their respective ministries or departments. These reports are very useful in two ways. First, a

Confidential Pre-Conference Ministerial Report allows each student to submit a candid analysis of their delegation's objectives and strategy. You can determine any tensions that may arise within the delegation by comparing these reports within a national delegation. Second, a Confidential Pre-Conference Ministerial Report can be a useful grading tool since it separates individuals from the overall group project. This report also affords the industrious student the opportunity to rise above a mediocre group project by writing an insightful analysis and overview. This also helps address the "free rider" problem of a group project, since less committed students will submit inferior products.

D. SIMULATION RULES

The rules that govern the simulation are flexible and can be changed to meet the preparation and sophistication of the students involved. Simulations can be conducted with a minimum of class preparation (less than a full class period--20 minutes) whereas teachers who wish to stress the negotiation process can develop more complex rules and extend the preparation process.

For a basic simulation rule format, the following rules are recommended:

BASIC RULES OF PROCEDURE

A. Appointment of the Chair: The Chair shall officiate during the course of the proceedings. In addition to the duties and rights listed elsewhere in these rules, the Chair shall declare the opening and closing of all meetings, direct discussions during sessions, insure the observance of all rules, accord the right to speak, put questions to a vote and announce decisions, maintain control of the proceedings, limit the time a speaker may speak on a specific question, limit the time for consideration of an agenda item and/or proposal or amendment, close or adjourn debate at the end of a time limit, propose the suspension or adjournment of the meetings, and propose limitations on debate time on an issue under consideration.

B. Submission in Writing: Proposed draft resolutions and amendments will be placed before the Chair in writing. Copies of proposals/amendments will be circulated to conference delegates. Under unusual circumstances, a delegation may communicate a proposal/amendment on the blackboard or overhead projector for consideration by the entire conference.

C. Draft Resolutions: All draft resolutions and amendments are subject to a **majority vote**. In the event of a tie vote, the resolution/amendment does not pass but remains on the floor for consideration by the conference. Resolutions/amendments are always considered in the order of their submission. The conference may consider several resolutions on the same issue simultaneously and debate the issues involved. Once a resolution/amendment is passed by a majority vote, the resolution/amendment becomes an article within the working draft of the treaty.

D. Treaty Draft: The ultimate objective of this conference is to create an ***International Treaty*** which will include the following sections:

> **1. Preamble**: Define the problem/issue at hand and identify the major causes of the phenomenon;
>
> **2. Policy Considerations for Action**: Describe the problems associated with this issue and recommend policies to solve these concerns;
>
> **3. Instrument of Implementation**: State the requirements of the signatory states to address the defined issue/problems.

E. Speeches and Right of Reply: The Chair shall call upon delegates to make speeches or to address proposals/amendments. Delegates will raise their national placards to be placed on the Speakers' List. The Chair may accord the Right of Reply to any delegate if a speech by another representative makes this desirable. Such a request must be made immediately to the Chair and the Chair will state a decision and the amount of time permitted for a reply. The policy of the Chair shall be to accord the Right of Reply when a speech contains extraordinary comment bearing on the national or personal dignity of a delegate. The decision of the Chair is not debatable and shall not be put to a vote.

F. Withdrawal: A draft proposal or amendment may be withdrawn at any time by the submitting delegation as long as it has not been amended or voted upon in any manner. A draft proposal or amendment may be reintroduced by another delegation after its withdrawal.

G. Amendments to the Draft: Delegates may amend the treaty draft by a majority vote to eliminate an article. Any delegate may make a motion to strike an article before the adjournment of the conference. To further amend the treaty, delegates must introduce a new resolution/amendment to replace a stricken article.

H. Order of Precedence: Principal motions and draft resolutions/amendments shall take precedence in order of their submission. The following motions have precedence in the order stated over all principal motions and draft resolutions relative to the subject before the conference:

1. To adjourn the meeting;

2. To vote on a proposal or amendment;

3. To call for a controlled debate (with a stated time limit per speaker; the Chair acknowledges and lists speakers in order on a Speakers' List);

4. To call for an open debate (usually with a stated time limit--the floor is open to general comment directed by the Chair);

5. To request a recess (with a stated time limit);

6. To introduce a proposal or amendment (this motion does not require a procedural vote).

Any motion for the adjournment of debate shall be decided upon by a simple majority without debate. The Chair may refuse to recognize a motion to adjourn the meeting if the conference has not yet completed the business before it. Delegates may request a **point of information** from the Chair at any time for the clarification of a procedural question. The Chair has the sole discretion to answer or deny a point of information request.

I. Appeal the Decision of the Chair: If a delegate raises a "point of order", the Chair shall immediately state a ruling on that point. If that decision is challenged, the Chair shall submit the decision to the conference for an immediate vote, and it shall stand unless overruled by a majority in favor of the appeal.

J. Division of the Question: Parts of a draft proposal or amendment may be voted upon separately at the request of any delegate unless an objection is raised. If an objection is made, the motion shall be brought to a vote. The member moving division must specify the manner in which the division is to occur. If such specification is not made, it is assumed that each operative clause shall be voted upon separately. The Chair, with the aid of the original author, shall determine what constitutes an operative clause.

K. Conduct and Method of Voting: Each delegation shall have one vote. Voting on procedural motions (recesses, debates, and adjournments) shall normally be conducted by a show of hands and requires a majority for passage. Ties require continued voting until the tie is broken. Any delegate may request a roll call vote on a procedural motion. No request for a roll call vote shall be debated or voted upon. The Chair conducts a roll call vote in alphabetical order of the national delegations, beginning with a delegation chosen at random by the Chair. When a delegation is called upon to vote, they may respond with the following options:

1. Yes (supports the motion/proposal/amendment);

2. No (opposes the motion/proposal/amendment);

3. Abstain (neither supports nor opposes the motion/proposal/amendment); or

4. Pass (delays its decision until the end of the vote).

If a delegation does not respond to the roll call the first time through the vote, the delegation will be declared "Not Present" and may not vote on the second reading. The third pass on a vote by a delegation shall be recorded as an abstention. The results of a roll call vote will be announced immediately after the vote by the Chair and inserted into the record. Once voting has begun, no member may interrupt the conduct of the voting except on a point of order concerning the conduct of the vote. A delegation may request a change in their vote only once. Ties require additional voting until the tie is broken. The Chair may allow a delegate to explain a vote at the conclusion of the roll call vote and may limit the time allowed for such an explanation.

The simple majority affirmative vote rule applies to all procedural and substantive motions.

Explanation of the Basic Rules

While many of the rules outlined in the Basic Rules of Procedure are straightforward, a comment must be made regarding several of the above-mentioned points. (These selections refer to the rules in "Basic Rules of Procedure" from the previous page.)

B. Submission in Writing: A delegation must introduce a resolution or amendment in writing for several reasons. First, a written submission requires students to research a particular aspect of an issue and take a formal stand. The research and writing process prepares delegates to defend their position and field questions from the other delegates. Second, a written statement avoids misunderstandings and promotes discussion. Ideally, each delegation should receive a copy of a proposed resolution/amendment when the resolution/amendment is introduced for consideration. The submitting delegation should read the resolution/amendment and provide a short statement indicating why delegates should support it (the Chair should determine a time limit for such a presentation). The Chair can then entertain questions and answers from other delegations regarding the proposal. Delegates can either provide their own photocopies for distribution to the other delegations or provide the instructor with a master before class for photocopying. Students may also have the option of sharing resolutions/amendments via e-mail between conference sessions. In practice, amendments to resolutions often occur during discussions or after recesses. Delegates may submit their amendments on overhead transparencies, on a large sheet of paper on an easel, or on a chalkboard. The Chair should provide adequate time for delegations to write down the proposals. To save time, the Chair may instruct one delegate of a multi-member team to write the proposal while another delegate introduces the resolution/proposal. Finally, providing submissions in writing is critical for record-keeping purposes. The Chair is responsible for providing conference reports to the delegates. Written submissions are essential to provide accurate records (note, if the delegates use a chalkboard to distribute a resolution/amendment, the delegation should be required to submit a written copy to the Chair).

C. Draft Resolutions: When a delegation submits a resolution for inclusion in the treaty draft, the delegation should indicate where the submission will fit into the treaty (in the Preamble, Policy Considerations, or Instrument of Implementation sections). If a resolution or amendment is passed by the conference and the submitting delegation does not indicate in which section the new article should be inserted, the Chair, at its discretion, can determine where the article will reside.

Students often ask what is the proper format for a resolution or amendment. Unlike more complex simulations, there is no required sentence construction to introduce a resolution/amendment. The objective in this type of simulation is to promote a debate on the issues without bogging down the tempo with procedural issues. Resolutions can be simple, one line sentences or complex submissions consisting of several paragraphs. The following is an example of a simple resolution to the Preamble of a Global Warming Treaty Draft:

> "Global Warming is defined as the gradual increase in the temperature of the Earth's climate due to substantial increases in the levels of greenhouse gasses which come mainly from the burning of fossil fuels (carbon dioxide) and CFC's, nitrous oxide, and methane emissions due to human industrialization."

More complex resolutions/amendments will be discussed in greater detail in the Division of the Question Section below.

E. **Speeches and Right of Reply**: An important pedagogical device in the simulation is a discussion of the issues raised during the conference. Students are asked to research a global issue from a particular national perspective and then submit definitions and/or solutions to problems through resolutions or amendments. Not only must students exercise writing skills in submitting resolutions or amendments, they must verbally persuade other delegates to support their resolutions or amendments and defend their positions from opposing perspectives. The presentation of a proposal or amendment promotes the development of public speaking skills and the question and answer component hones debating abilities.

Proper etiquette and decorum are the hallmarks of diplomacy and high standards should be set for simulation participants. Each delegation should receive a National Placard (the five inch bottom half of a manila folder with the name of the country on it) at the beginning of the conference. If a delegate wishes to speak, the delegate should raise the placard until recognized by the Chair (either by delegation name or with a nod if another speaker has the floor). The Chair will then recognize the delegation for comment or question. The Chair should act as a referee to maintain a smooth-flowing and respectful dialogue. When the floor is open for business, the Chair will entertain motions, invite comments, or direct questions between delegates. If a delegate asks a question of an another delegation, the Chair can immediately recognize a member of the second delegation for a response. If a delegate makes a disparaging remark about another delegate, especially if it impugns the national or personal dignity of that delegation, the Chair can offer a member of the offended delegation the right of reply. Offensive remarks may be immediately stricken by the Chair and the offending delegate reprimanded or censored.

G. **Amendments to the Draft**: During this exercise, especially during the first or second session, students sometimes make mistakes or misunderstand the implications of their votes. The objective of this exercise is to explore a global issue from a variety of perspectives. As the conference proceeds, some delegates change their positions and recognize serious problems with the draft. Amending the draft allows delegates to withdraw proposals or amendments which have become articles in the treaty draft through a majority vote. A delegate seeking to strike an article would offer a resolution calling for the article's deletion.

H. **Order of Precedence**: To conduct an efficient and organized meeting, it is important to establish a hierarchy of rules concerning the conduct of the simulation at the onset of the conference. Delegates propose **motions** to the Chair to take certain actions once the Chair has opened the floor to business and these follow a prescribed order of priority. The highest priority is a motion for adjournment--it takes precedence over all other motions. A request for a vote on a resolution

or an amendment is next in priority. To discuss issues or a particular resolution/amendment, a delegate may move for a Controlled Debate or an Open Debate. A Controlled Debate is a more formal exercise and is better suited for simulations with a large number of delegations. The Chair announces a stated time limit for comments by delegates and maintains a Speakers' List. Delegates, wishing to speak, raise their national placard and the Chair adds their name on the blackboard, overhead, or large paper pad. The Chair then recognizes delegates by following the Speakers' List. A delegate may turn over part or all of their time to another delegation. An Open Debate is far less formal and usually works best with a small number of delegations. The Chair may or may not announce a time limit on comments and recognizes delegates, who raise their national placards which indicate their desire to speak. The Chair may keep an informal Speakers' List at the podium which is not available to the delegates. A relatively low priority is a motion to request a recess, although a recess is an important tool in promoting informal discussion between delegations during sessions. A delegate requesting a recess should indicate the duration of the proposed recess, which can be modified by the Chair. During most class periods, a recess can last from one minute to a maximum of ten minutes. The introduction of a resolution or an amendment has the very lowest priority in terms of Order of Precedence. However, to place a proposal or amendment "on the floor," a delegation does not require any voting. With approval from the Chair, a delegation introduces the proposal or amendment.

Once a delegate makes a motion, the conference must consider the request through a **procedural vote**. The delegates must approve by a simple majority vote (50 percent plus one) any procedural request. If a procedural vote is rejected or results in a tie, business continues as normal. More information on this subject follows below. The Order of Precedence must always be followed in dealing with procedural issues. If a delegate moves for a recess, but another delegation requests a vote on a particular proposal, the Chair asks the conference to consider the motion for a vote on the proposal first. If the delegates pass the proposal vote, then the Chair conducts a vote. If the proposal vote fails or results in a tie, the Chair requests the conference to consider the recess motion. If the recess motion fails or ends in a tie, the Chair reopens the floor for business.

In addition, to ensure the smooth running of the simulation and to allow students to ask questions about procedural issues, delegates have the option of raising a **point of information**. A delegate simply raises his/her national placard and declares that their delegation requests a point of information. The Chair can choose to answer the question, especially if it is a procedural question (such as "What are we doing now?" or "What will be the result this request") or decide not to answer. The Chair generally rejects points of information that are substantive, pertaining to the content of the motion rather than the process itself. Delegates may attempt to raise political issues during their point of information, which violates the spirit of this tool.

I. **Appeal of the Chair**: In a simulation where one of the delegates is appointed the Chair by the conference participants or there is a Rotating Chair which changes each session (see page 28), it is important that the Chair remains unbiased. There are some situations where an instructor may choose not to serve as the Chair (to observe the participants to grade, to coach delegations, or to insert outside events into the deliberations). There may be a strong temptation to abuse the Chair's privileges to promote a national agenda or undermine an opponent's position. To promote

a more equitable deliberation, delegates have the power to appeal the decision of the Chair by raising a **point of order**. If a delegation decides the Chair is not following the Order of Precedence or is not conducting an impartial demeanor, a delegation can raise its national placard and request a point of order. The Chair must announce a decision regarding the point raised. If this decision is challenged by a delegation, the Chair must put the question before the conference for a debate and a vote. In the event that the challenge fails or ends in a tie, the Chair's decision is put into effect.

J. **Division of the Question**: Students undertake a great deal of research in developing their national positions during simulations. As a result, delegates sometimes submit very lengthy and complicated resolutions to address the global issue. Negotiations can bog down as delegates struggle with different clauses which sometimes results in a plethora of amendments. To simplify this situation, any delegation may request a Division of the Question, which is automatic and does not require a majority procedural vote. Once a Division of the Question is requested, the Chair and the delegation(s) who proposed the original resolution divide the proposal into separate clauses and the Chair assigns each clause an individual reference number. The conference participants can then consider each clause independently. If the delegates decide to vote on a clause and approve it, the clause becomes an article in the treaty draft. For example, in a Global Population Conference, one delegation offered the following proposal:

"Unlimited population growth, combined with over-consumption, leads to problems such as resource, food, and land shortages in certain areas which hinder economic growth and lower living standards. Uncontrolled population growth and over-consumption also contribute to the world's degradation. To address these problems, a Global Overpopulation Relief Fund and Global Overpopulation Relief Committee shall be established to help alleviate these present problems and further prevent these and new problems in the future and to decrease the current rate of population growth in each country; by at least .1 each year. The Global Overpopulation Relief Fund shall be funded by developed nations and shall be dispersed to developing nations to battle the problems of overpopulation. The money allotted will be used for educational purposes, dispersion of birth control products, family planning programs, and other methods which the country finds effective. These methods and programs will be approved and evaluated by the Global Overpopulation Relief Committee, which shall be established and funded by developed nations, but which will include representatives from all involved countries to work together globally to combat overpopulation and its adverse effects. The committee shall meet monthly to evaluate and discuss the status of each countries' programs in reaching the desired .1 yearly decrease in population growth. For every year, after a two-year implementation period, that each of the developing nation lowers their population growth rate by at least .1, the developed nations agree to cut government loans (only government, not private institution loans) by 10%, until the country has reached population stability, whatever left of the debt is paid back, or ten years."

One of the delegates requested a Division of the Question and the Chair and drafting delegation decided to separate this proposal into four independent clauses:

Division of the Question:

Clause I:

"Unlimited population growth, combined with over-consumption, leads to problems such as resource, food, and land shortages in certain areas which hinder economic growth and lower living standards. Uncontrolled population growth and over-consumption also contribute to the world's degradation.

"To address these problems, a Global Overpopulation Relief Fund and Global Overpopulation Relief Committee shall be established to help alleviate these present problems and further prevent these and new problems in the future and to decrease the current rate of population growth in each country; by at least .1 each year.

Clause II:

"The Global Overpopulation Relief Fund shall be funded by developed nations and shall be dispersed to developing nations to battle the problems of overpopulation. The money allotted will be used for educational purposes, dispersion of birth control products, family planning programs, and other methods which the country finds effective.

Clause III:

"These methods and programs will be approved and evaluated by the Global Overpopulation Relief Committee, which shall be established and funded by developed nations, but which will include representatives from all involved countries to work together globally to combat overpopulation and its adverse effects. The committee shall meet monthly to evaluate and discuss the status of each countries' programs in reaching the desired .1 yearly decrease in population growth.

Clause IV:

"For every year, after a two-year implementation period, that each of the developing nation lowers their population growth rate by at least .1, the developed nations agree to cut government loans (only government, not private institution loans) by 10%, until the country has reached population stability, whatever left of the debt is paid back, or ten years."

By dividing the question, the delegates were better able to debate the more controversial parts of the proposal and amend serious problems. The drafting delegation also gained an advantage in getting this proposal passed since they could easily get the less controversial clauses passed quickly and then persuade other delegates to accept the more controversial clauses through later amendments.

K. **Conduct and Method of Voting**: The simulation is a democratic system whereby delegates determine what they will do during the proceedings and the proposals and amendments they accept into the final document by a simple majority vote. Each delegation is accorded one vote. There are two types of voting:

1. **Standard Vote**: Once the conference participants pass a motion to vote on a proposal or amendment, the Chair requests that all delegations which support the proposal/amendment raise their national placard and records the number of raised placards. The Chair then asks delegations which oppose or reject the proposal/amendment to raise their national placards and records the tally. Finally, the Chair asks if any delegations abstain from the vote and

notes the number. The Chair then announces the result of the vote to the delegates. If the proposal/amendment is passed, it is incorporated into the treaty draft as an article. If the proposal/amendment fails, it is dropped from further consideration by the assembly. If the final vote is a tie, the proposal/amendment remains on the floor for future deliberation. The Chair publishes the results of the vote in the Official Record which is distributed before the beginning of the next session.

2. **Roll Call Vote**: Any delegate may request a roll call vote which is automatically adopted by the Chair without reference to a procedural vote. In a roll call vote, the Chair questions each delegation alphabetically whether they support the proposal/amendment (yes vote), oppose the submission (no vote), abstain, or pass. If a delegation passes, the Chair then proceeds to the next delegation on the Roll Call List and, upon completion of the first round returns to delegations that have passed. A delegation may pass on its vote two times; the third pass results in the Chair marking the delegation as not present. The Chair tallies the results and announces the results to the delegates. The voting pattern of each of the delegations is then published in the next Official Record. When a motion for a second vote during a session passes, with a roll call vote request, the Chair starts the vote with the second delegation on the Roll Call List and records the votes of each of the delegations.

    A roll call vote is very informative regarding the strategy and decision-making of each of the delegations. A savvy delegate can determine which delegations are supporting a particular measure or policy and identify hostile delegations. A roll call vote requires each delegation to make a public stand on issues; they can more easily hide in a standard vote. The major drawback to a roll call vote is time. If delegates face a time constraint, a roll call vote can delay the proceedings.

Simplified Simulation Rules

To **simplify the simulation**, a teacher may choose to employ any of the following modifications:

A. **Appointment of the Chair**: The instructor may make it clear from the opening of the simulation that the instructor will serve as the Chair for the duration of the conference. The instructor can then assume control of the tempo of the proceedings and navigate the class through difficult negotiations.

H. **Order of Precedence**: To encourage discussion of the issues before the delegates, the instructor may delete "3. To call for a controlled debate" to speed up the deliberation process (See page 16). Instead, the Chair should maintain tight control over the debate process by allowing only delegates that are recognized by the Chair with the right to speak or reply.

I. **Appeal the Decision of the Chair**: An instructor may choose to delete any challenges by delegates to any decision stated by the Chair during the conference, including the right by the

delegates to overrule a Chair's decision by a majority vote. This serves to streamline the deliberations by limiting the delegates' ability to take up class time on procedural issues.

J. **Division of the Question**: This rule can be eliminated entirely by requiring delegates to submit proposals and amendments to the treaty in a simplified form. All submissions must be limited to one paragraph in length or a maximum of three sentences. The Chair may assume the right to edit proposals or amendments and/or reject their consideration by the assembly if the format exceeds the length limitation.

Enhanced Simulation Rules

On the other hand, an instructor may choose to incorporate **complex simulation rules** to teach a class negotiating skills or to prepare students for participation in other types of simulations (for example, the Model U.N., the Model European Union, or the Model Arab League). As mentioned earlier, an instructor can easily modify this type of simulation to meet the needs of the class. In this case, an instructor may provide the class with an overview to *Robert's Rules of Order* or the *National Model United Nations Conference Rules*. For more information, the following books, videos, and web sites are good places to start for modifying simulation rules:

Robert's Rules of Order

De Vries, Mary Ann. *The New Robert's Rules of Order*. New York, NY: New American Library, 1990.

Point of Order: An Introduction and an Application of the Rules Contained in Robert's Rules of Order. Videorecording. United States: Taurian Telecorporation, c. 1988.

Robert, Henry M. *Robert's Rules of Order: The Classic Manual of Parliamentary Procedure*. New York, NY: Gramercy Books, 1978.

Robert, Henry M., Sarah Corbin Robert, Henry M. Robert III, and William J. Evans. *Robert's Rules of Order: Newly Revised*. Reading, MA: Perseus, 1998.

Model United Nations

National Model United Nations Conference. New York, NY. http://www.nmun.org/

To make a simulation even more realistic, an instructor may insert **news updates** which have an important impact on the proceedings. For example, an instructor may include an article in the newspaper reporting on the death of president or prime minister of one of the delegations. An election or a coup may result in a new government which may advocate a different policy. A natural disaster, such as a cyclone or earthquake, may force a country to refocus its national priorities which would have an impact on the delegation's decision-making. A news update may also have global implications which affect all of the delegations. For example, a group of scientists investigating the carbon dioxide content of the ancient atmosphere trapped in ice may discover that global warming gasses were significantly higher than the current rate. A multinational corporation may announce the availability of low cost technology which absorbs carbon dioxide emissions during the combustion process. Another alternative is a scientific

publication which conclusively demonstrates that population levels have exceeded the earth's capacity to absorb certain wastes or the availability of a critical resource. In each of these cases, the news should have an important bearing in the decisions that delegates debate and adopt as part of the final treaty.

E. SIMULATION MATERIALS AND EQUIPMENT

Materials and equipment needed to conduct a simulation can vary from inexpensive and simple materials to a complex array of equipment. In a **simplified simulation**, an instructor needs only the following materials:

1. Chalkboard/Large Easel Pad
2. Manila Folders (one per delegation)
3. General Access Bulletin Board

A simulation can effectively be implemented with a limited supply of materials. Each delegation can present proposals or amendments on the chalkboard (with a paper copy presented to the Chair) or on a sheet of large easel pad paper. The manila folders can be cut lengthwise so that delegations can write the name of their delegation and use this "national placard" as a means of identification and for voting purposes. The participants also need access to a bulletin board outside of class where the instructor can post the Official Record, newspaper articles, a list of current proposals/amendments, the current treaty draft, etc. A general access bulletin board is very useful to instructors who lack ready access to a photocopier and cannot hand out copies to the conference participants. The conference itself can be conducted in a classroom, preferably a room large enough to allow delegates to break up into smaller groups during session recesses.

For instructors with greater resources, the following equipment and materials are very useful in conducting simulations:

1. Podium/Lectern
2. National Flags
3. Overhead Projector and Transparencies
4. Access to a Photocopier
5. Access to a Computer and Printer

A podium/lecture is quite helpful for the Chair, who not only directs the simulation but must keep records of activities. Delegates who introduce proposals/amendments or must make a speech can deliver their address from the lectern which adds a degree of formality to the proceedings. An added touch to the simulation is the incorporation of a national flag, either to the national placard (a relatively easy task if you have access to the Internet and a color printer) or a small flag and stand. This touch of color adds to the general milieu of the simulation. Instructors might even require delegates to dress appropriately for the proceedings. This gives an instructor the opportunity to discuss the importance of costume in conveying status and professionalism.

An overhead projector can replace a bulletin board or the large easel pad for the distribution of information during a session. Students can take home a sheet of overhead transparency and write down their proposals/amendments before class. Better yet, a photocopier allows each member of delegation to receive proposals/amendments and information from the Chair. A computer with an attached printer serves the same purpose. Ideally, the site of the simulation conference would include a room for the general meeting and a hallway or adjoining rooms where delegates could retire to discuss issues with other delegates in private. Negotiations conducted in other rooms will not disturb proceedings on the floor during working sessions.

F. E-MAIL CORRESPONDENCE (OPTIONAL)

In the event that students have ready access to e-mail, an instructor may choose to keep abreast of developments by requiring students to copy the instructor on all e-mail correspondence. Students should be encouraged to use e-mail to facilitate the negotiation process outside of the classroom, especially if the conference is scheduled to last more than one day. This type of communications is especially useful if students cannot easily meet on campus during non-class hours. In addition, e-mail messages are a good way for the instructor to gauge student participation within the national delegation and in negotiations between different delegations outside of class. Many instructors are surprised to find that students who are quiet in class during the simulation exercise are very busy "behind the scenes" through e-mail exchanges. E-mail serves as another tool for instructors to evaluate student participation in an unobtrusive manner.
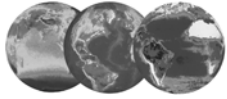
CHAPTER III:
Simulation Implementation

In this chapter, we will discuss the preparations and implementation of a simulation.

A. PRE-CONFERENCE PREPARATIONS

1. <u>Pre-Simulation Lecture</u>: To prepare students for the simulation, the instructor should address the goals of the exercise (the formulation of an international treaty which addresses a global issue), the rules of the simulation, and discuss the art of negotiation in general terms.   Prior to this lecture, the instructor should provide hand-outs on the framework of the treaty and the simulation rules (examples are provided in the appendix).   The instructor should set aside time to field questions regarding the treaty framework or the rules.   It is also a good idea to provide an example of a proposal and an amendment to give the students an idea of what they should be drafting for negotiation.

A general overview of the art of diplomacy is a complicated task, since entire books are devoted to this subject.   For the purposes of a simulation, an instructor might wish to address the basics of negotiations in a general overview.   Such a summary should include the following issues:

A. Identify National Goals/Objectives: Members of a delegation, after having conducted research on the countries they will represent, should decide which issues should be raised at the conference and what objectives should be included in the final treaty draft.   As a first step, they should compose a list of issues and a list of goals which address those issues.   For their country, what are the problems of population growth and what steps should the international community take to solve those issues?   What are the major causes of global warming, how does global warming affect their country, and what policies should be developed to deal with these challenges?

B. Establish a Range of Goals/Objectives: Once a delegation has compiled a list of issues and objectives, the next step is to determine a range of acceptable objectives that must be incorporated in a treaty.   Delegates should identify their **optimal objectives**; in the ideal treaty, what goals could their nation *reasonably* expect to achieve at the conference?   Emphasis here is placed on reasonable goals since it is unproductive for a delegation to enter the simulation with extraordinary expectations.   Simultaneously, a delegation should set **minimum goals** that their nation would be willing to accept in a treaty.   A final document that does not meet these minimal expectations will not be signed by their delegation.   This exercise should be conducted with the actual resources and conditions of the nations represented firmly in mind.   For example, for Saudi Arabia to agree to a treaty that severely curtails the consumption of fossil fuels to reduce the production of global warming gases without adequate compensation or similar sacrifices in other

areas of global warming gas production by other nations is unrealistic.

C. Identify Opposition Goals/Objectives: Delegates should also consider the possible goals of other nations participating in the simulation.   The instructor may ask each delegation to submit a short summary of their country's treaty issues and policies for distribution to the entire conference.   Delegates should analyze these statements with two goals in mind.   They need to identify which delegations have similar problems and goals.   This is the first step towards developing **coalitions** with other like-minded nations.   At the same time, delegates should consider which nations have objectives that may be antithetical to their position on this global issue.   The delegation may decide to start a dialogue to seek out common ground or take steps to isolate a potential opponent during the deliberations.

D. Develop a Strategy: A strategy is simply a plan a delegation devises to achieve the objectives they identified at the beginning of the simulation.   This plan should be flexible to take into account ideas that arise during the deliberations or road blocks which may emerge.   Students should prepare to answer a number of questions such as: which delegations will support a particular proposal; which countries will attempt to block that submission; what should we offer during the deliberations; how will we draft a proposal; what we will do in the event our proposal is rejected; etc.?   Delegates will have to decide what they will include in public statements, how and when they will approach other delegations, and divide work between the members of their delegation.

2. <u>Selection of Delegations</u>: Once the instructor has decided on the composition of the delegations participating in the simulation (one-member teams, multi-member teams, or functional representation), the issue arises on the assignment of students.   An instructor can employ a number of methods in making these assignments:

A. Voluntary Selection: The instructor lists the countries that will be represented in the simulation and asks students to indicate which country they would like to represent.   This is especially useful when selecting multi-member teams.   If the required number of students indicate that they would like to represent a country, then that delegation is completed.   In the event that more students volunteer for a delegation, the instructor can ask each candidate to explain to the class why they should be selected for a position.   This encourages students to start the process of negotiation and public presentation--critical components of the exercise.   Students with the best statements earn their position as part of the delegation.

B. Priority Lists: After presenting the list of nations for the simulation, the instructor asks each student to list three countries he or she would like to represent in order of preference.   The instructor can then assign teams on the basis of student interest.   This is a very useful selection process if the class has access to e-mail.   The instructor makes the country list available electronically and the students respond via e-mail.   This encourages the students to begin the process of sharing their e-mail communications with the instructor.

C. Chance (Raffle): An instructor can write the name of all of the countries that will be represented at the simulation on small pieces of paper and fold them.   Students then pick these

names out of a hat.   This process is arbitrary and may be used if the selection of countries is not a high priority for the instructor.   Chance is also a useful and fast means to determine country assignments for single-member delegation simulations.

D. Instructor Assignment: If the instructor plans to incorporate the simulation with a larger lesson plan or unit, the instructor may simply assign representation to particular students.   This assignment may be linked to larger projects the students are already working on.   Teachers might also seek to "balance" teams to encourage lively debates during the simulation.

3. Selection of a Chair: If the instructor plans to chair the simulation, then no further comment is necessary.   If the instructor chooses to have a Rotating Chair, then the instructor may ask for volunteers from the delegations to serve as Chair for different sessions.   Another option is to simply follow the Roll Call Vote List and have each delegation serve as Chair for one session.   The members of the delegation choose among themselves which delegate will lead the deliberations during their assigned session.

Another option is the appointment of a Permanent Chair who directs the entire conference.   Due to team balance, an "extra" student may be appointed as the Permanent Chair.   An instructor may recognize a student with strong leadership skills by appointing him/her to this position.   Should the instructor decide to allow the conference to elect a Chair, then one of the first orders of business will be to hold elections.   Delegates that want to be considered for the position should present a public speech on their qualifications for the Chair.   Once the speeches are completed, the delegations vote for a candidate.   This is a relatively simple procedure and again gives the delegations some early experience in public speaking and the voting process.

4. Additional Personnel: In addition, an instructor may appoint an **Official Reporter** to help record events during the deliberations.   The Official Reporter keeps track of motions, copies of proposals and amendments, and records votes.   This official can also help write the documentation that is distributed to delegates before each session.   The instructor may also designate a **News Reporter**, especially a student with journalism interests.   The reporter could comment on session events and write the simulation's newspaper, which is distributed to members before the beginning of sessions. The instructor plays an important role in supervising the activities of both positions.

5. Document Distribution: Before the conference officially opens for deliberations, the instructor may choose to distribute information to the participants.   These documents provide helpful insights and possible suggestions to get the negotiations started.   Instructors should consider distributing three types of hand outs:

A. National Delegation Packets: The instructor may compile articles and Web site documents into a packet for each country involved in the negotiations.   This information should be distributed

soon after students receive their ~~delegation assignments so they can incorporate the data into~~ their negotiation strategy.   This is a useful option in situations where students do not have ready access to library or electronic resources.

B. Confidential Government Reports: Each delegation should receive a confidential message from their home governments.   In the initial message, the Ministry of Foreign Affairs may review their country's situation, offer some suggestions on direction, and express confidence in the delegation's ability to negotiate a sound treaty.   The instructor may include information or directives from other ministries as well.   The Ministry of Defense may comment on security concerns, the Ministry of Economics may provide information on development problems, the Ministry of Natural Resources may suggest environmental policy recommendations, etc.   These reports are not shared by the instructor with other delegations.   These reports can take a variety of forms.   An instructor may include conflicting recommendations from different ministries to encourage students to consider a variety of perspectives.   It is then up to the delegation to decide which recommendations to adopt and which to ignore.   Confidential Government Reports can also be used to assist delegations that are having problems by providing them direction and offering new ideas.   Such reports can be used to encourage delegations or prod them into action. Most importantly, the Confidential Government Reports can be used to keep delegations in line to accurately represent their country at the conference.   Delegations that adopt a "science fiction" position on an issue can be brought down to earth with a reprimand from their home government. At the end of each session, the instructor should allow time for each delegation to write a report back to their home government.   In this session report, the delegation will answer questions raised by the home government, analyze events which occurred during the session, outline their strategy for the next meeting, and ask the home government questions.   Delegates should indicate whether their reports are confidential or can be released to the public through newspaper articles.   The government then responds with a new set of messages before the beginning of the next session.

C. Newspaper Articles: While Confidential Government Reports are private and designed for individual delegations, the instructor should give students a public forum to discuss issues.   All of the delegates receive the same newspaper which can address a variety of issues.   In the first issue, a reporter may interview a "negotiations expert" who can outline what the delegates can expect during the negotiations and offer hints for proceeding.   The newspaper is also a useful vehicle to report the public statements of the delegations and what they hope to achieve.   In subsequent issues, the instructor can report on developments at the conference, assess the strengths and weaknesses of proposals and amendments on the floor, provide additional negotiation hints, or comment on world events which might have an impact on the deliberations.

B. CONDUCTING THE CONFERENCE

The hand outs are distributed, the delegations are seated, and the Chair begins the simulation with a short welcome.   At this point the instructor simply lets the class go.   Some delegates are excited about the exercise and are ready to start the negotiations.   Sometimes there is dead silence despite the best attempts at prior planning.   It is important for the instructor not to jump in and take charge but to allow students to ease into the exercise at their own pace.   Negotiation is a learned skill and students will have a wide range of experience and ability.   The first session normally consists of public statements on the issues, tentative proposals, and several missteps.   Students have to get used to the rules, begin to open lines of communication with other delegations, assess their opening position, and get the feel of the tempo of the simulation.   The Chair should be ready to address Points of Information and facilitate negotiations.

At the end of the first session, the instructor needs to collect information and prepare for the next meeting. Details include the following:

1. <u>Confidential Government Reports</u>: The instructor should collect reports for respective home governments from each of the delegations at the end of each session.   As mentioned above, the students should answer questions raised by government ministries, report on developments at the conference, and ask questions of their government leaders.   The instructor should prepare a new Confidential Government Report which addresses these issues, offers advice and recommendations, and asks new questions for distribution at the beginning of the next meeting.

One interesting option that is sometimes emerges in multi-member delegations is the **Minority Report**.   Not all of the members of a delegation agree on a policy or an objective.   In this case, dissenting members have the option of writing an independent Confidential Government Report to their home government.   The appropriate ministry can then respond to the individual and/or the entire delegation.

2. <u>Newspaper Articles</u>: A new issue should be distributed to each delegate at beginning of each session.   It should provide a summary of activities at the previous session, general suggestions by an international negotiations expert, and other important news.

3. <u>Official Record</u>: At the beginning of the second session, the Chair or Official Recorder should "publish" an Official Record for distribution to each of the delegates.   This document should include three major sections:

A. Official Session Summary: This section will summarize the events which occurred at the previous meeting.   It is primarily a list of motions (identifying the delegation making the request), recesses, votes, etc. in chronological order.   This information is very useful for delegates who are attempting to figure out other delegations' true positions, forming coalitions, and identifying opponents.   This section is also useful for the instructor when it comes time to debrief and/or grade the participants because the document records specific actions.

B. Proposals/Amendments on the Table: Any proposals or amendments which are submitted

by delegates and are on the floor for consideration should be included in this section.   Delegates will have an official record of the proposals currently under review and can make better decisions regarding a course of action.   In addition, submitting delegations can rectify any mistakes in the official record by reviewing this document.

C. Treaty Draft: Once a proposal or amendment is passed by the delegates, it becomes an article in the treaty draft and is recorded in this section.   This allows delegates to keep abreast of the development of the final document and helps them identify problems that need to be addressed in subsequent articles.

4. <u>External Agreements</u>: During the course of negotiations, delegations may reach bilateral or multilateral agreements which are outside the scope of the conference.   These agreements may be very limited, such as promising support for a proposal in return for similar support for a different amendment.   Another form of external agreement may be a Memorandum of Understanding where several delegations sign an agreement regarding a policy the assembly should adopt to solve a problem.   Some delegations go well outside the range of the deliberations and sign agreements on financial or economic aid, military assistance, trade agreements, etc.   These types of arrangements do occur at conferences and are an important part of the coalition-building process.

The instructor should receive copies of any agreements directly from the delegations involved or through the Confidential Government Reports.   Delegates should identify whether these agreements are confidential or public.   If **confidential**, the contents of the agreement (and the agreement itself) are not revealed to the other delegations during the conference.   The instructor will discuss the agreement during the debriefing session so the class can analyze the simulation with this information. If the delegates indicate that this agreement is **public**, photocopies of the agreement should be distributed to all of the delegations and the press should comment on the document in the next newspaper issue.

5. <u>Collecting E-Mail</u>: Once the simulation gets under way, the students quickly learn that negotiations are not limited to the official sessions during class hours.   Delegations will often meet outside of class to form coalitions or discuss issues.   In addition, student use of e-mail encourages further discussion of the problems addressed during the official deliberations.   While the instructor cannot attend non-official meetings, the instructor can request that students "cc" him/her on e-mail exchanges.   The instructor can keep a finger on the pulse of the negotiations without intruding on the actual debates. This will help in drafting the Confidential Government Reports and understanding delegate positions. E-mail also allows delegates to send press releases to the Newspaper Reporter to include stories in the next issue.

6. <u>Conference Time Limit</u>: Most conferences have set time frames for discussing the issue.   In the "real world," negotiators have to deal with deadlines and students will have to face this same constraint.   Instructors should announce before the opening of the conference when the negotiations
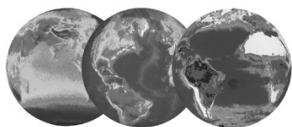
will end.   Deadlines will increase the tempo of the negotiations especially as the end of the conference draws nearer.   It is important that the instructor plan for a debriefing session for the participants.   If the curriculum is flexible, an instructor may allow the delegates to vote for additional time for negotiations.   However, few conferences settle all of the problems associated with a global issue.   Many negotiations are conducted in a series of "rounds," where agreements offer partial solutions to complex international problems.   The instructor may inform the students that any proposals or amendments still remaining on the table for consideration would serve as the basis for a future round of negotiations on this issue.   The delegates must then decide whether to sign the final document drafted during their meetings.

7. <u>Conference Organization Options</u>: If the instructor has assigned a large block of time for a simulation and has decided to form multi-member delegations, there are several options that make the simulation even more "realistic" for the students.

A. Formation of Special Committees: Sometimes a conference becomes deadlocked on a specific issue.   When this occurs, the instructor or the Chair may recommend that each delegation team appoints a member to meet as a Special Committee to negotiate that issue in detail.   The other delegate members can then proceed to other problems associated with the treaty.   The Special Committee can then formulate an agreement that can be reviewed and voted on by the general assembly.

B. Final Draft Committee: Once the deadline for negotiations is reached, each delegation appoints a member to serve on the Final Draft Committee.   This committee reviews the treaty to iron out specific wording, place articles in proper order, revise inconsistent clauses, and to edit grammatical errors.   This committee is limited in its revision powers and cannot change the substance of the final document.   Once this committee approves the final draft, the treaty is presented to the delegates for the final signing ceremony.

8. <u>Final Signing Ceremony</u>: The last session of the simulation should include a Final Signing Ceremony.   At this point, all negotiations have ended and the final draft awaits delegation signatures.   The Chair invites each delegation to come forward and sign the document if they support its provisions.   Each delegation then has the opportunity to make a public announcement which explains why they chose to, or chose not to, sign the treaty.   Countries that decide to sign the treaty are bound by the provisions of the treaty until their home governments ratify or reject the final treaty.   Nations that choose not to sign are not bound by the document.

CHAPTER IV:
Debriefing the Simulation

The most important pedagogical tool in the simulation is the debriefing. This exercise gives students the opportunity to analyze their actions at the conference and consider the strengths and weaknesses of their treaty in addressing the global issue at stake. There are a number of elements that an instructor will want to address in the debriefing process.

   1. Publication of Confidential External Agreements: After the signing ceremony and the beginning of the debriefing, the instructor can publicize any Confidential External Agreements reached during the deliberations. The instructor may request that the parties involved give a short presentation on the agreements and why they chose to draft these treaties. The publication of these documents are often useful in helping to explain the behavior of these delegations during the talks.

   2. Oral Debriefing: The instructor may encourage deeper discussion of events and issues by asking each delegation to answer some or all of the following questions publicly in class:
   Discussion Questions:

   •   What were your delegation's goals at the conference?
   •   On what basis did you form alliances/coalitions?
   •   Did you reach any agreements with other delegations:
             - Within the conference (regarding votes or proposals/amendments)?
             - Outside of the conference (informal or formal arrangements)?
   •   What surprised you the most about the negotiations?
   •   What frustrated you the most about the negotiations?
   •   What are some of the strengths of the treaty?
   •   What are some of the problems with the treaty?
   •   How do you define "winners" and "losers" at the conference?
   •   How would you assess the "winners" and "losers" at the conference?

Most of these questions are straightforward and many will result in discussion and debate. The last two questions are not as easy to answer. The instructor should encourage the students to look at these questions from two different perspectives: the national level and the global level.

   A. National Level: Some countries clearly benefit from treaties at the expense of others. Those that gain advantages or do not have to pay costs/penalties might be viewed as "winners" while those nations which bear the burden of the treaty objectives may be considered "losers." For example, a Global Warming Treaty which heavily taxes carbon fuel producers and users but does

not address tropical forest preservation issues results in national winners and losers. Countries like Nigeria, a major oil exporter, and Italy, an important oil importer, have to forego economic growth through higher taxes, lost industrial production, and higher unemployment. The treaty focuses on the impact of fossil fuel emissions as the primary contributor to global warming. However, the document does not consider the carbon absorption properties of rain forests, another dimension of the global warming controversy. Countries like Brazil are free to continue slash and burn agricultural methods which destroy forest cover and release carbon back into the atmosphere. From a national perspective, Brazil is a winner since it does not have to pay the costs for reducing global warming gases.

B. Global Level: Using the same example and countries, are all countries of the world better off with such a Global Warming Treaty? While there will be some benefits from the reduction in fossil fuel consumption, the treaty is flawed since it does not address an important factor in global warming process. More importantly, the stringent measures demanded by the treaty may prevent countries like Mexico and France from signing the document. These countries may decide that continued economic growth is more important than environmental protection and choose not to adhere to the treaty. How does their failure to agree affect the global environment?

3. Additional Variables: The instructor may also take a few minutes to explain other issues associated with the treaty and its implementation.

A. Treaty Ratification: Although a delegation may sign the treaty and temporarily accepts the terms described, the country does not officially accede to its provisions until the document is ratified by the nation's legislature and executive branches. Different countries have different processes required to ratify treaties. In the United States, a treaty is not ratified unless it is passed by two-thirds of the Senate and signed by the President. If the treaty is rejected by the nation's legislature or executive, the country is no longer bound by its provisions.

B. Application of Terms: By the very nature of the simulation, it is impossible to have delegates represent every country in the world. The treaty drafted by the conference pertains only to the countries that sign the treaty. Nations that are not represented at the conference cannot be compelled to follow the terms of the agreement. These nations might be invited to future rounds of negotiations. The treaty may call on developed nations or developing countries to adopt certain practices or observe certain conventions, but the treaty is not binding on them. An instructor might discuss which countries should have been invited to the conference and how their participation might have affected the final agreement.

4. Instructor Evaluation: The last part of the class debriefing should also include the instructor's appraisal of the conference. The instructor, as a neutral observer, should allow time to assess the strengths and weaknesses of each delegation's performance. This allows students to respond and explain why they decided to follow a particular path or reach a certain decision. Students often get

caught up in the emotions of the debate and have a hard time analyzing their actions. The instructor can offer an impartial perspective that students appreciate. In addition, the instructor may pass out **Negotiation Statistics** which gives a general overview of the deliberations. This handout would include a summary of the proposals, amendments, and articles offered by each delegation during the conference.

5. <u>Student Evaluation</u>: It is strongly recommended that the instructor hand out an evaluation form for the students to fill out after the debriefing. Students often have interesting insights regarding the preparation and implementation of a simulation. The instructor should encourage students to provide suggestions on how to improve the exercise. The Student Evaluation can also be conducted by e-mail although student confidentiality may be voided as a result.
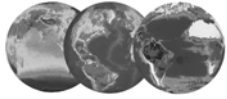
CHAPTER V:
Assignment and Grading Options

Evaluating students is an important component of the learning process. Because the simulation often involves considerable team work and a great deal of work outside of the classroom, grading individual students can often be a difficult exercise for the instructor. Presentations in class represent only a small part of the preparation students undertake for class. There are, however, a number of options an instructor can incorporate into the simulation to provide a basis for evaluation to determine a student's grade.

A. DELEGATE PARTICIPATION

At the very minimum, an instructor can assess a student's performance in the simulation by observing class participation during the deliberations. The instructor can easily maintain a check list with every student's name and indicate a check or plus when a student makes a good point, offers interesting insights, submits a good proposal or amendment, etc. The instructor can also assign a minus when a student makes an obvious error, provides incorrect or misleading information, fails to take action, unnecessarily delays deliberations with trivial comments, etc. At the end of the session, the instructor can easily add up pluses, subtract minuses, and record null scores to determine which students actively contributed to the proceedings and who took little or no part. There are several drawbacks to basing a student's grade in a simulation on delegate participation alone. This grading does not take into account pre-session preparation (researching information, writing proposals, and/or conducting external negotiations) which are an important part of the simulation. More importantly, especially from the students' perspective, is the concern about the issue of subjectivity in instructor grading. Two instructors observing the same simulation might assign different grades to the same students. While grading, delegate participation should be an important element, but other types of assignments are also beneficial.

B. WRITTEN CONFERENCE ASSIGNMENTS

Simulations lend themselves to a variety of written assignments which the instructor can use as in grading:

> **1. <u>Pre-Conference Confidential Strategy Statement</u>**: Delegations can determine their national policy in regard to the conference through a Confidential Strategy Statement submitted to the instructor before the first session. This statement, which is not released to the rest of the class, states the delegation's maximum and minimum goals, outlines definitions and policy recommendations, considers potential coalition partners and opponents, etc. It is a good assignment to help delegates start the process of working together.
>
> **2. <u>Pre-Conference Public Statement</u>**: This document helps participants to determine the stand of each delegation at the beginning of the talks. The members of each delegation work to draft a statement which summarizes their views on the global issue at hand, its causes and repercussions,

and recommendations to deal with the issue and mitigate its effect.   This document is distributed among all of the delegations and comment may be made in regard to these statements in the conference newspaper.

3. <u>Official Reports to Home Governments</u>: At the end of each session, delegates should write a confidential report to their home governments.   In this report, the delegates should respond to questions raised by their government ministries (in response to the message they received from their home government at the beginning of the session), report on that session's proceedings, discuss their strategy for the next round, forward any external agreements they reached with other delegations, and ask questions of their home government.   These reports are extremely useful for instructors to find out how delegates are doing.   Do they understand the assignment; do they have any particular problems; or is additional information needed to help delegations get on track?   In addition to providing an assignment for grading purposes, this document can show instructors that they should provide information through Confidential Government Reports, e-mail specific delegations, or give a short lecture at the beginning of the next session if there are a number of delegations experiencing the same problem.

Students also have the option of utilizing other types of official reports:

A. Minority Reports to Home Governments: In a multi-member delegation, a participant who does not agree with the rest of the delegation on a policy issue may choose to write a dissenting message back to the home government.   Such a message may request the instructor (home government official) to intervene in a policy decision or to censure another team member.   This is an important source of information for the instructor grading a team project, especially when determining individual grades.

B. Public Official Reports: As mentioned earlier, some delegations may choose to make some or all of their communications with their home governments available to other delegations.   Representatives may request that the instructor pass on information to the other delegations through handouts, e-mail, or as articles in the conference newspaper.

4. <u>Post-Conference Summary Report</u>: Once a simulation is completed, the instructor may require each delegate to write a Summary Report.   This assignment may include some of the questions outlined in the debriefing section.   This is a useful tool to determine if the students have understood the objectives of the simulation and assess what they have learned.

C. RESEARCH PROJECT

An instructor may use the simulation as part of a larger research project.   The instructor may assign, or

students may select, the countries students will represent at the simulation at the beginning of the course. The students then spend the semester researching their country's background (political, economic, and social characteristics), the global issue that will be addressed at the conference, and potential policy recommendations to address these issues.   The instructor may start the simulation around the middle of the semester (for example, Fridays may be assigned as conference sessions) or may conduct the simulation during a block of classes near the end of the term.   Students turn in a Research Paper that addresses their country in terms of the context of a larger global issue.

D. QUIZZES/EXAMINATIONS

Another tool for grading is a quiz or an essay question on an examination.   An instructor may ask students to write a proposal during an exam to deal with a global issue or identify terms that are associated with the conference.   An essay question may ask students to draft a policy recommendation for a country to deal with population growth, global warming, arms control, or economic development. Using the tools developed during the simulation deliberations, students should be encouraged to apply these techniques to other global issues.   Ideally, students should be able to incorporate the concepts and skills addressed in their simulation and apply them to other international problems.
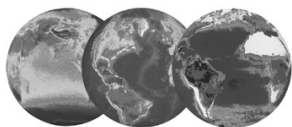
CHAPTER VI:
Simulation Conference Models

In this chapter, we will walk step-by-step through two simulation conferences; one focusing on global warming and the other on global population. Instructors can use this as a general guide for conducting their own simulations. These examples are simply suggestions. There are no hard and fast rules regarding the conduct of simulations. You should take advantage of every opportunity to mold the simulation into a format that best meets your curriculum goals. The Global Warming Conference consisted of four sessions of fifty minutes and a fifty minute debriefing session, while the Global Population Conference included an extra conference session. Examples of handouts reflecting the Simulation Handout Checklist found in Appendix A are also included.

A. GLOBAL WARMING CONFERENCE SIMULATION

1. National Delegations: When selecting countries participating in a global warming conference, the instructor should strive to achieve a balance between major groups of states. One grouping might include oil-exporting nations and oil-importing countries. Another combination would reflect developed/industrialized countries and developing nations. Ideally, an instructor would include a balance between countries with rich rainforest reserves and states without significant forest biomes. A conference that balances these groups of countries will result in a great deal of debate.

	Oil-Exporters	**Oil-Importers**
Developed	Canada, Russia	France, Japan
Developing	Indonesia, Nigeria	Brazil, India

Balance is critical since it forces students to work much harder to form coalitions. They must determine areas of common interest and work out a policy compromise when differences emerge. If you conference has a large number of developing countries and few industrialized nations, there will be a tendency for the developing countries to form a bloc and steam roll the developed nations. A similar problem emerges if you assign a large number of oil-importing nations in relation to oil-rich countries. While there are clearly quantitative differences in the number of countries in the world that fit in a particular category, the most challenging simulations establish a balance between the delegations.

2. <u>Pre-Conference Handouts</u>: Before the simulation begins, the instructor should provide information about global warming issues to prepare the students for their deliberations. Here are a few examples of important handouts that will benefit your students.

    A. Simulation Introduction and Delegation Selection Memo: The instructor may choose to introduce the simulation and encourage students to choose the country they would like to represent in an e-mail message. The instructor should do this as early in the term as possible to give students time to research their country's background and the problems of global warming. Students should have a minimum of two weeks (the more time, the better the results) preparation time before the conference begins.

PRE-CONFERENCE COUNTRY SELECTION E-MAIL MESSAGE

Please select a country that you would like to represent as soon as possible. Failure to choose a country will result in the instructor selecting a country for you.

Starting on Monday, February 28th, the class will begin a Global Warming Conference simulation at the Center for the Study of Global Change (201 N. Indiana Ave.). During this exercise, class members will represent various countries as members of three-member national delegations. The following countries will participate in the conference:

Brazil	Canada
France	India
Indonesia	Japan
Nigeria	Russia

Class members will conduct research on the national profiles and global warming policies of these countries in preparation of the simulation. More information will be presented later in class regarding preparation for the exercise.

You have the opportunity to select which national delegation you would like to represent during the conference. Please e-mail me a list of your three (3) choices and prioritize them with one representing your first choice and three your last choice.

If you have any questions, please do not hesitate to contact me via e-mail or by telephone.

Instructor's Name

B. National Delegation List: This handout should list the name of each country participating at the conference, the names of the delegates, and their telephone numbers or e-mail addresses. This information is very important in a simulation because students often continue their negotiations outside of class. An instructor must be cognizant that some students have unlisted telephone numbers or may not be willing to share their e-mail addresses. In this case, the instructor should discuss the situation with the student to help them fully participate in negotiations.

C. National Delegation General Questions: Once the delegations have been assigned, the students should begin working on a set of general questions which will provide them with basic information about their country: how their country contributes to global warming; how global warming affects their country; and what is their national policy on this issue. This leads to a myriad of questions. Not all countries are adversely affected by an increase in global temperatures and some would actually benefit from a warmer climate. In addition, students may not be able to determine a national policy on global warming for their country. In this event, students should take an "educated guess" and determine a policy that they believe represents their national goals. An example of a general questions handout follows:

GLOBAL WARMING SIMULATION--NATIONAL DELEGATION QUESTIONS

As national delegates to an International Global Warming Conference, your job will be to represent your nation as realistically as possible. To achieve this objective, your team will have to research and consider the following questions/issues in regard to your country:

Part I: The Problem of Global Warming

     1. Technical Summary: What is Global Warming? (Is there a consensus of what is Global Warming among the members of your delegation?)

     2. What are the potential effects of global warming on the planet?

Part II: How Does Your Country Contribute to Global Warming?

     1. Industrial Development
          A. What is the nature and state of industrial development in your country?
          B. What are the major industries?
          C. How is industry a major source of pollution?
          D. To what extent does industry in your country rely on oil, natural gas, or coal?
          E. How much of these carbon fuels represent major imports?

     2. Agricultural Development
          A. What is the nature of agriculture in your country?
          B. What are the major crops?
          C. How does the farming of these crops contribute to land degradation, deforestation, and/or desertification?

     3. Natural Resource Production
          A. What are the major minerals and natural resources produced in your country?
          B. Which natural resources are exported?
          C. Does your country export petroleum, natural gas, and/or coal?

Part III: How Will Your Country Be Affected by an Increase in Global Warming?

     1. What are the anticipated problems (or benefits) that Global Warming will have on your country?

     2. Which of these effects will your country share with other nations?

Part IV: Summary of Your Country's Official Position on Global Warming

     1. What is your government's official position regarding the potential problems of Global Warming?

     2. Has your government declared an official policy to reduce Global Warming factors?

     3. If not, what are the major obstacles to developing such a policy?

D. Treaty Outline Handout: Some instructors find that a separate handout outlining a treaty is very useful. Although this information is included in the Simulation Rules of Procedure, this handout is a good reference guide.

INTERNATIONAL GLOBAL WARMING TREATY OUTLINE

The primary goal of the Global Warming Conference is to draft an *International Global Warming Treaty* which has three critical elements:

> 1. The treaty will define global warming;
>
> 2. It will describe the problems associated with global warming; and
>
> 3. The treaty will recommend policies to address these problems.

The format of the *International Global Warming Treaty* will consist of the following sections:

1. Preamble: Delegates will define "global warming" which will include the identification of the major causes of the phenomenon;

2. Policy Considerations for Action: Delegates will describe the effects/problems of Global Warming at the global, regional, and national levels and discuss policy actions to alleviate these effects/problems;

3. Instrument of Implementation: In this section, delegates will state the responsibilities and requirements of each of the signatory states to address the problems of global warming and implement effective policies to remedy the situation.

E. Global Warming Bibliography and Web Site Guide: Well in advance of the first session of the conference, students should receive a handout identifying important guides, handbooks, reference works, and web sites which focus on global warming.   Information for this handout is available in Chapter VII.

F. Roll Call Vote Sheet: This handout is primarily for the Chair, who will have to supervise and record roll call votes. Be sure to include the date of the session, especially if the conference is scheduled for more than one meeting. An instructor can design this list in a number of different ways. One option follows:

Date: _____

ROLL CALL VOTE SHEET

	Vote #1	Vote#2	Vote #3	Vote #4	Vote #5
Brazil					
Canada					
France					
India					
Indonesia					
Japan					
Nigeria					
Russia					

G. Simulation Rules of Procedure: Before the conference begins, the students should receive a copy of the simulation rules. They should have time to read them through and be given the opportunity to ask questions about any points they do not understand. The instructor should consider giving a special presentation on the rules followed by questions and answers. A copy of sample rules is provided in Chapter II, Section D.

3. Conference Handouts: Once the simulation begins, the instructor should have another set of handouts ready for the students. Before the first session opens for business, the delegates should receive an Official Report from the home government and a copy of the conference newspaper. Examples follow in the sub-sections below:

A. Official Reports from the Home Government: In preparation for the first meeting, students should receive an official communique from their governments. The instructor, acting on behalf of the national government, may offer some suggestions, provide encouragement, and ask several questions for the delegation to answer at the end of the session in their Official Report to the Home Government. Delegations should receive Official Reports at the beginning of each session.

CONFIDENTIAL

TO: BRAZILIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: FEBRUARY 28, 2000

RE: OPENING OF THE GLOBAL WARMING CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. AS YOU KNOW, THE GOVERNMENT IS STRIVING TO BECOME THE REGION'S LEADING ECONOMIC AND POLITICAL POWER. OUR COUNTRY ALSO SUFFERS FROM THE WORLD'S HIGHEST DEBT AND WE ARE CURRENTLY FACING SEVERE ECONOMIC DISLOCATIONS DUE TO INTERNATIONAL FINANCIAL INSTABILITY. REGARDING OUR NATIONAL ENERGY SITUATION, BRAZIL HAS VERY FEW DOMESTIC SOURCES OF ENERGY AND MUST IMPORT PETROLEUM TO FUEL OUR ECONOMY. THE ADMINISTRATION IS ALSO UNDER PRESSURE FROM INTERNAL POLITICAL FACTIONS WHICH PLAN TO DEVELOP AMAZONIA. THE DEVELOPMENT OF THIS REGION IS CRITICAL TO BRAZIL'S FUTURE ECONOMIC GROWTH. AT THE SAME TIME, THE INTERNATIONAL COMMUNITY IS PUTTING PRESSURE ON THE GOVERNMENT TO CURTAIL DEVELOPMENT IN AMAZONIA.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL WARMING CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: CANADIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: FEBRUARY 28, 2000

RE: OPENING OF THE GLOBAL WARMING CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. AS YOU KNOW, CANADA IS RICH IN LARGE OIL, COAL, AND NATURAL GAS RESERVES WHICH PROTECT OUR NATION FROM FOREIGN ECONOMIC THREATS. CANADA IS ONE OF THE FEW INDUSTRIALIZED COUNTRIES WHICH DOES NOT RELY ON IMPORTED PETROLEUM. OUR INDUSTRIES HAVE READY ACCESS TO CARBON-BASED FUELS AND ANY RESTRICTIONS ON THEIR CONSUMPTION WILL HAVE A MAJOR IMPACT ON ECONOMIC GROWTH.

AT THE SAME TIME, CANADA IS A POST-INDUSTRIAL COUNTRY AND OUR CITIZENS RECOGNIZE THE IMPORTANCE OF THE GLOBAL ENVIRONMENT. THE COMBUSTION OF CARBON FUELS AND RESULTING GLOBAL WARMING GAS EMISSIONS MAY HAVE AN IMPACT ON THE ATMOSPHERE WHICH LEADS TO HIGHER TEMPERATURES. THE CANADIAN PEOPLE WILL ACCEPT INTERNATIONAL STANDARDS, ESPECIALLY IF OTHER COUNTRIES ADOPT SIMILAR POLICIES.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL WARMING CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: FRENCH DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: FEBRUARY 28, 2000

RE: OPENING OF THE GLOBAL WARMING CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK DURING THE NEGOTIATIONS! AS YOU WELL KNOW, FRANCE IS A POST-INDUSTRIAL COUNTRY THAT HAS EXPERIENCED THE DEVASTATIONS OF THE INDUSTRIAL REVOLUTION. THE FRENCH PEOPLE SUPPORT THE ESTABLISHMENT OF A CLEAN ENVIRONMENT AND FRENCH INDUSTRY IS SUBJECT TO TOUGH EUROPEAN UNION ENVIRONMENTAL REGULATIONS. REGARDING OUR NATIONAL ENERGY SITUATION, EASTERN FRANCE IS RICH IN COAL DEPOSITS BUT WE LACK PETROLEUM RESERVES. THE NATION MUST IMPORT OIL AND THE GOVERNMENT HAS EMBRACED A FOREIGN POLICY OF MAINTAINING STRONG TIES WITH THE ARAB STATES, ESPECIALLY THOSE IN NORTH AFRICA WHICH PROVIDE US WITH THE BULK OF OUR OIL IMPORTS. IN ADDITION, THE GOVERNMENT HAS STRONGLY SUPPORTED THE DEVELOPMENT OF THE NUCLEAR INDUSTRY AS AN ALTERNATIVE TO DEPENDENCE ON FOREIGN PETROLEUM.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL WARMING CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

CONFIDENTIAL

TO: INDIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: FEBRUARY 28, 2000

RE: OPENING OF THE GLOBAL WARMING CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK DURING THE NEGOTIATIONS! AS YOU KNOW, INDIA IS IN A DELICATE INTERNATIONAL POSITION. THE GOVERNMENT HAS TAKEN STRONG MEASURES TO BECOME A REGIONAL HEGEMON, EXPANDING THE SIZE AND CAPABILITIES OF INDIA'S MILITARY FORCES AND DEVELOPING A NUCLEAR WEAPONS PROGRAM. OUR COUNTRY PLAYS AN IMPORTANT ROLE IN TERMS OF REGIONAL POLITICAL AND ECONOMIC RELATIONS. THIS DEDICATION TO THE EXPANSION OF INDIAN POWER REFLECTS THE THREATS THE NATION FACES FROM PAKISTAN AND CHINA. THE BORDER BETWEEN INDIA AND PAKISTAN HAS BEEN THE SCENE OF SEVERAL WARS SINCE INDEPENDENCE IN 1947 AND BOTH COUNTRIES CLAIM TITLE TO KASHMIR. IN 1962, THE PRC SEIZED INDIAN TERRITORY ALONG THE SINO-INDIAN BORDER WHICH GIVES THE CHINESE CONTROL OF STRATEGIC PASSES THROUGH THE HIMALAYAS. AT THE SAME TIME, INDIA IS A DEVELOPING COUNTRY WITH A TREMENDOUS POPULATION GROWTH RATE. WE ARE EXPECTED TO SOON SURPASS CHINA AS THE MOST POPULOUS COUNTRY IN THE WORLD. POVERTY IS A SERIOUS NATIONAL PROBLEM WHICH UNDERMINES SOCIAL CONDITIONS. ALTHOUGH INDIA DOES HAVE SOME COAL RESOURCES, THERE ARE NO SIGNIFICANT RESERVES OF PETROLEUM OR NATURAL GAS. AS A RESULT, THE COUNTRY RELIES HEAVILY ON EXPENSIVE IMPORTS AND REGULAR ACCESS TO FOREIGN OIL IS CRITICAL TO MAINTAIN CONTINUED ECONOMIC AND INDUSTRIAL EXPANSION.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL WARMING CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

CONFIDENTIAL

TO: INDONESIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: FEBRUARY 28, 2000

RE: OPENING OF THE GLOBAL WARMING CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK DURING THE NEGOTIATIONS! AS THE LARGEST NATION IN SOUTHEAST ASIA, WE ARE SEEKING TO BECOME THE DOMINANT POWER IN THE REGION. DESPITE A LARGE MILITARY INFRASTRUCTURE WHICH HAS SUPPORTED THE GOVERNMENT, GRASS ROOTS DEMOCRACY HAS CHALLENGED THE POLITICAL STATUS QUO IN RECENT YEARS. MORE IMPORTANTLY, NATIONALIST MOVEMENTS HAVE EMERGED ON SEVERAL ISLANDS ON THE ARCHIPELAGO WHICH CHALLENGE THE TERRITORIAL INTEGRITY OF THE COUNTRY. THE RECENT NATIONALIST VICTORY IN EAST TIMOR AND RESULTING RIOTING HAS LED TO INTERNATIONAL CONDEMNATION OF INDONESIAN POLICY AND THE DEPLOYMENT OF A UNITED NATIONS PEACEKEEPING MISSION ON THE ISLAND. THE NATION'S POLITICAL PROBLEMS WERE FURTHER AUGMENTED BY THE FINANCIAL CRISIS WHICH SPREAD ACROSS SOUTHEAST ASIA AND RESULTED IN THE DEVALUATION OF THE RUPIAH. THE NATION IS A MEMBER OF OPEC AND IS RICH IN HIGH QUALITY PETROLEUM AND NATURAL GAS RESERVES (ALTHOUGH DOMESTIC DEMAND IS GROWING, LEAVING LIMITED OIL FOR EXPORT). INDONESIA'S FUTURE ECONOMIC HEALTH RELIES HEAVILY ON CONTINUED PETROLEUM EXPORTS AND THE GOVERNMENT PLANS TO USE THE REVENUE DERIVED FROM OIL EXPORTS TO DIVERSIFY THE NATION'S ECONOMY.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL WARMING CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

CONFIDENTIAL

TO: JAPANESE DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: FEBRUARY 28, 2000

RE: OPENING OF THE GLOBAL WARMING CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK DURING THE NEGOTIATIONS! AS YOU WELL KNOW, JAPAN IS A GLOBAL ECONOMIC "SUPERPOWER" WHICH BOASTS SOME OF THE LARGEST MULTINATIONAL CORPORATIONS AND INTERNATIONAL BANKS IN THE WORLD. ALTHOUGH THE JAPANESE ECONOMY IS CURRENTLY SUFFERING FROM A RECESSION CAUSED BY THE RECENT ASIAN ECONOMIC CRISIS, JAPAN CONTINUES TO WIELD CONSIDERABLE ECONOMIC POWER AS A MEMBER OF THE GROUP OF SEVEN. THE GREATEST THREAT TO JAPAN'S FUTURE REMAINS THE LACK OF NATURAL RESOURCES ON THE ISLANDS. JAPANESE INDUSTRY RELIES HEAVILY ON OIL IMPORTS FROM THE VOLATILE MIDDLE EAST. THE COUNTRY HAS LIMITED COAL RESERVES ON HOKKAIDO AND THE NATION IS DEVELOPING ALTERNATIVE ENERGY SOURCES. HOWEVER, THE RECENT RADIATION LEAK AT A URANIUM FUEL REPROCESSING PLANT HAS FORCED THE GOVERNMENT TO RECONSIDER THE NATION'S RELIANCE ON NUCLEAR ENERGY. THE JAPANESE PEOPLE ARE VERY ENVIRONMENTALLY AWARE AND ARE CONCERNED WITH THE FUTURE OF THE ISLANDS. HOWEVER, OTHER ALTERNATIVE ENERGY SOURCES CANNOT SUPPLY JAPAN'S ENERGY NEEDS FOR THE FORESEEABLE FUTURE.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL WARMING CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

CONFIDENTIAL

TO: NIGERIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: FEBRUARY 28, 2000

RE: OPENING OF THE GLOBAL WARMING CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK DURING THE NEGOTIATIONS! NIGERIA IS EMERGING AS ONE OF THE LEADING NATIONS IN AFRICA. WE HAVE SENT MILITARY MISSIONS ACROSS THE CONTINENT TO REESTABLISH POLITICAL STABILITY. THE DISCOVER OF HIGH QUALITY PETROLEUM RESERVES IN THE 1960'S AS SERVED AS THE BASIS FOR NIGERIAN ECONOMIC GROWTH AND THE COUNTRY IS A MEMBER OF OPEC. SIMULTANEOUSLY, THE NATION'S ECONOMIC DEVELOPMENT HAS NOT KEPT PACE WITH THE COUNTRY'S HIGH POPULATION GROWTH RATE. POLITICAL INSTABILITY IS ALSO A CONSTANT THREAT WITH THE MYRIAD OF ETHNIC GROUPS THAT CONSTITUTE THE COUNTRY. THE COUNTRY ALSO FACES AN ENVIRONMENTAL THREAT IN THE NORTH AS DESSERTIFICATION IN THE SAHEL LIMITS AGRICULTURAL PRODUCTION. NIGERIA'S FUTURE DEVELOPMENT RESTS SQUARELY ON CONTINUED PETROLEUM EXPORTATION AS THE GOVERNMENT RELIES ON OIL REVENUES TO DIVERSIFY THE NATIONAL ECONOMY.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL WARMING CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

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CONFIDENTIAL

TO: RUSSIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: FEBRUARY 28, 2000

RE: OPENING OF THE GLOBAL WARMING CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK DURING THE NEGOTIATIONS! WHILE A HEAVILY INDUSTRIALIZED NATION, RUSSIA IS STRUGGLING WITH ECONOMIC AND POLITICAL ISSUES WHILE IT MAKES THE DIFFICULT TRANSITION FROM SOCIALISM TO CAPITALISM. THE SUDDEN RESIGNATION OF PRESIDENT BORIS YELTSIN AND THE NATIONAL ELECTIONS IN MARCH HAVE NOT CONTRIBUTED TO THE POLITICAL STABILITY OF THE COUNTRY. THE COLLAPSE OF THE SOVIET UNION AND DEVOLUTION OF THE FORMER SOCIALIST REPUBLICS HAVE ENCOURAGED THE RISE OF NATIONALISM BY ETHNIC GROUPS WITHIN RUSSIA. THE CURRENT CIVIL WAR IN CHECHNYIA HAS LED TO INTERNATIONAL CRITICISM ALTHOUGH THE REBEL FORCES HAVE BEEN EXPELLED FROM THE CAPITAL AND FORCED INTO THE MOUNTAINS. THE DISINTEGRATION OF THE WELFARE SYSTEM HAS ENCOURAGED DISSATISFACTION FROM THE LEFT. WHILE RUSSIA HAS AN EXTENSIVE INDUSTRIAL INFRASTRUCTURE, THE TECHNOLOGY IS OUTDATED AND UNCOMPETITIVE WITH WESTERN PRODUCTION. THE FAILURE TO EXPORT GOODS HAS CONTRIBUTED TO THE CURRENCY CRISIS AS MANY WORKERS HAVE NOT RECEIVED WAGES FOR MONTHS. WESTERN BANKS HAVE BEEN RELUCTANT TO INVEST IN RUSSIA DUE TO THE NATION'S POLITICAL INSTABILITY AND VAST CORRUPTION. AS YOU KNOW, THE COUNTRY'S GREATEST ASSET IS ITS WEALTH OF NATURAL RESOURCES, INCLUDING VAST RESERVES OF PETROLEUM, NATURAL GAS, AND COAL. THE COUNTRY'S FUTURE RELIES HEAVILY ON THE CONTINUED EXPORTATION OF THESE RESOURCES.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL WARMING CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

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An instructor may send messages from other government ministries (Defense, Economics, Trade, Natural Resources, etc.), especially if there is an issue that would be addressed by that government organization. Sometimes the information contained in these Government Reports may be contradictory and the delegates will need to sort through their instructions and formulate their own policy. For example, after the third session of the Global Warming Conference, the Japanese delegation might get the following Official Report. These Official Reports were issued in response to a proposal by the Indonesian delegation (Proposal #4) which included the following:

Proposal #4

> "Global Warming is primarily caused by carbon emissions from industrialized nations. France has annual carbon emissions of 4.7 tons per person and Japan has 5.6 tons per capita while developing countries, in stark contrast, have only .2 to .6 tons per capita. Because of such discrepancies, industrialized nations have contributed to the major problems associated with Global Warming, these being: ozone depletion, increase in global temperatures, and an increase in sea levels. To alleviate these problems, it is apparent that carbon emissions must be reduced. France and Japan must reduce their emissions of greenhouse gases by 25 percent in the next five years.

> "Also, multinational corporations that are in non-industrialized and developing countries must follow these same standards proposed above. A Global Warming Fund shall be set up, funded by industrialized nations, to fund less industrialized nations to help them reduce their carbon emissions. Use of this fund will be for technologies and education to help implement programs to reduce emissions from developing nations."

Home Government Official Report to the Japanese Delegation:

CONFIDENTIAL

TO: JAPANESE DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: MARCH 6, 2000

RE: PARTICIPATION AT FINAL GLOBAL WARMING SESSION

THE MINISTRY NOTES WITH CONCERN DEVELOPMENTS DURING THE THIRD SESSION OF THE GLOBAL WARMING CONFERENCE. THE DEVELOPING NATIONS HAVE PLACED THE BRUNT OF RESPONSIBILITY ON THE SHOULDERS OF THE FIRST WORLD NATIONS AND WOULD LIKE TO IMPOSE DRACONIAN MEASURES ON OUR INDUSTRY WHICH COULD CRIPPLE OUR ECONOMY. THE ESTABLISHMENT OF A GLOBAL WARMING FUND MAY BE ACCEPTABLE, DEPENDING ON THE SIZE OF THE FUND AND FINANCIAL COMMITMENT BY FIRST WORLD COUNTRIES TO SUPPORTING THE CAPITALIZATION OF THE VENTURE.

THE MINISTRY RECOMMENDS THE FOLLOWING OPTIONS:

1. YOU REQUEST A "DIVISION OF THE QUESTION." THIS WILL DIVIDE PROPOSAL #4 INTO SEVERAL PARAGRAPHS WHICH CAN BE VOTED ON SEPARATELY. THE MORE ONEROUS PARTS OF THE PROPOSAL MAY THEN BE ELIMINATED.

2. WE RECOMMEND THAT YOU OFFER AMENDMENTS TO STRIKE THE MOST HARMFUL SECTIONS OF PROPOSAL #4 OR A DIVIDED PROPOSAL #4.

EITHER OPTION WILL GIVE YOUR DELEGATION THE APPEARANCE OF WORKING WITH DEVELOPING COUNTRIES TO SOLVE THE GLOBAL WARMING PROBLEM. IF DELIBERATED LONG ENOUGH, YOU MAY BE ABLE PREVENT PROPOSAL #4 FROM A VOTE WHICH WILL INCLUDE THIS DANGEROUS MEASURE INTO THE GLOBAL WARMING TREATY DRAFT.

HAVE YOU APPROACHED BRAZIL TO FIND OUT IF THEY ARE WILLING TO WORK ON A COMPROMISE? DESPITE THEIR VERBAL SUPPORT FOR PROPOSAL #4, THEY VOTED AGAINST THE MEASURE AND PREVENTED IT FROM GOING INTO THE TREATY DRAFT. MAYBE THERE IS ROOM FOR NEGOTIATIONS.

BE SURE TO PROVIDE COPIES OF ANY AGREEMENTS THAT YOU SIGN WITH OTHER DELEGATIONS TO THE MINISTRY.

GOOD LUCK IN THE FINAL SESSION!

CONFIDENTIAL

TO: JAPANESE DELEGATION

FROM: MINISTRY OF ECONOMICS

DATE: MARCH 6, 2000

RE: PARTICIPATION AT GLOBAL WARMING CONFERENCE

THE MINISTRY READ WITH GREAT ALARM BRAZIL'S PROPOSAL #4. THE INCLUSION OF THIS MEASURE INTO THE GLOBAL WARMING DRAFT WILL HAVE SERIOUS REPERCUSSIONS FOR THE JAPANESE ECONOMY. THERE ARE A NUMBER OF ELEMENTS IN THIS PROPOSAL THAT WE CANNOT SUPPORT.

1. JAPAN CANNOT REDUCE ITS GLOBAL WARMING GAS EMISSIONS BY 25 PERCENT BY 2005 WITHOUT SERIOUSLY DISRUPTING OUR INDUSTRIAL PRODUCTION.

2. THE GOVERNMENT CANNOT FORCE JAPANESE MULTINATIONAL CORPORATIONS OPERATING OVERSEAS TO ADOPT TREATY STANDARDS OR PROVIDE TECHNICAL ASSISTANCE. MNC'S ARE PRIVATE ENTERPRISES, BEYOND THE CONTROL OF THE GOVERNMENT. THE GOVERNMENT MAY SET STANDARDS INSIDE OUR BORDERS BUT CANNOT CONTROL THEIR ACTIVITIES IN FOREIGN COUNTRIES. THEY OPERATE UNDER THE JURISDICTION OF FOREIGN GOVERNMENTS.

3. THE GLOBAL WARMING FUND IS A DANGEROUS IDEA BECAUSE THE INDONESIAN DELEGATION DOES NOT DETAIL HOW MUCH MONEY THE FIRST WORLD COUNTRIES MUST PUT INTO THIS FUND NOR DO THEY DESCRIBE HOW THIS FUND WILL BE GOVERNED (WILL THE COUNTRIES THAT "CONTRIBUTE" THESE FUNDS CONTROL THEIR DISTRIBUTION OR WILL THE FINANCES BE UNDER THE DIRECTION OF DEVELOPING COUNTRIES OR A COMBINATION GOVERNING BOARD OF FIRST AND THIRD WORLD NATIONS?). THIS FUND COULD BE A GLOBAL WELFARE CHEST WITHOUT ADEQUATE CONTROLS AND RESPONSIBILITIES.

4. FRANCE'S ARGUMENT THAT THE INDUSTRIAL DEVELOPMENT OF THIRD WORLD NATIONS IS ILLOGICAL SHOULD BE SUPPORTED. BY ENCOURAGING INDUSTRIALIZATION IN THE DEVELOPING WORLD, THERE WILL BE A MAJOR INCREASE IN GLOBAL WARMING EMISSIONS WHICH WILL NOT SOLVE THE PROBLEM.

IN ADDITION, YOU SHOULD CONSIDER SOME OF THE ARGUMENTS THAT BRAZIL RAISED DURING THEIR STATEMENTS IN SUPPORT OF PROPOSAL #4.

1. IT IS IMPOSSIBLE FOR FIRST WORLD GOVERNMENTS TO FORGIVE FOREIGN DEBTS TO THIRD WORLD COUNTRIES FOR TWO MAJOR REASONS:

    A. GOVERNMENTS CANNOT FORGIVE PRIVATE FOREIGN DEBTS BECAUSE THESE DEBTS WERE EXTENDED BY PRIVATE BANKS. THESE INSTITUTIONS HAVE RESPONSIBILITIES TO THEIR SHARE HOLDERS. THIRD WORLD GOVERNMENTS MUST ENTER INTO NEGOTIATIONS WITH PRIVATE BANKS TO HAVE THEIR DEBTS REDUCED OR ELIMINATED.

    B. WHILE GOVERNMENTS CAN FORGIVE PUBLIC FOREIGN DEBTS (GOVERNMENT-TO-GOVERNMENT LOANS), JAPANESE TAX PAYERS WILL REVOLT SINCE THIS DEFICIT WILL HAVE TO BE APPLIED TO THE NATIONAL DEBT AND THEY WILL HAVE TO PAY HIGHER TAXES TO COVER THE LOSS.

2. THIS PROPOSAL REPRESENTS A TREMENDOUS SETBACK TO THE JAPANESE ECONOMY. WHAT DOES THE THIRD WORLD COALITION OFFER IN RETURN? BRAZIL SUGGESTED A SERIES OF TRADE AGREEMENTS WITH THE FIRST WORLD COUNTRIES WHICH, SUPPOSEDLY, WILL GIVE DEVELOPED NATIONS SOME ECONOMIC ADVANTAGES. THERE ARE TWO PROBLEMS HERE AS WELL:

    A. THE TRADE AGREEMENTS ARE NOT SPELLED OUT IN GREAT DETAIL. THIS IS AN IMPORTANT POINT THAT MUST BE ADDRESSED.

    B. TRADE WITH THIRD WORLD NATIONS IS NOT CRITICAL TO THE JAPANESE ECONOMY. BESIDES, THE PRIMARY GOODS THAT THEY OFFER ARE NOT AS VALUABLE AS THE FINISHED GOODS WE PRODUCE. THIS IS A NOT TOO VIABLE AN OPTION.

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3. THE JAPANESE GOVERNMENT CANNOT SIMPLY "TURN OVER" NEW TECHNOLOGY TO DEVELOPING NATIONS. MOST TECHNOLOGICAL INNOVATION IS UNDERTAKEN BY PRIVATE CORPORATIONS AND THEY HOLD OWNERSHIP IN THE FORM OF PATENTS OVER THIS TECHNOLOGY.

4. CRITICAL ISSUE: DURING THE LAST SESSION, YOU SHOULD POINT OUT TO THE THIRD WORLD COALITION THAT AN ECONOMIC CRISIS IN THE FIRST WORLD, WHICH LEADS TO A GLOBAL RECESSION OR, EVEN WORSE, DEPRESSION WILL HAVE A TREMENDOUS IMPACT ON DEVELOPING NATIONS' ECONOMIES. AS DEVELOPED COUNTRIES PRODUCTION COLLAPSES, SO WILL DEMAND FOR THIRD WORLD PRIMARY PRODUCTS WHICH WILL HAVE A CATASTROPHIC IMPACT ON THEIR ECONOMIC FUTURES. ARE THEY ATTEMPTING TO COMMIT GLOBAL ECONOMIC SUICIDE?

CONFIDENTIAL

TO: JAPANESE DELEGATION

FROM: MINISTRY OF NATURAL RESOURCES

DATE: MARCH 6, 2000

RE: PARTICIPATION AT GLOBAL WARMING CONFERENCE

THE MINISTRY OF NATURAL RESOURCES HAS READ YOUR REPORT FROM SESSION #3 WITH GREAT INTEREST. WHILE PROPOSAL #4 WILL UNDOUBTEDLY HAVE A PAINFUL IMPACT ON THE JAPANESE ECONOMY, IT DOES REPRESENT "THE FUTURE OF OUR EARTH." GLOBAL WARMING IS A SERIOUS PROBLEM AND THE MINISTRY BELIEVES THAT WE SHOULD TAKE ADVANTAGE OF THIS CONFERENCE TO ADDRESS THIS INTERNATIONAL ISSUE.

THERE IS GROWING SUPPORT AMONG THE GREENS, ENVIRONMENTAL NGO'S, AND YOUNG PEOPLE IN OUR COUNTRY TO ADDRESS GLOBAL ENVIRONMENTAL CONCERNS. WE MUST CONSIDER THE WELFARE OF THE NEXT GENERATION IN ADDRESSING THESE ISSUES.

WHILE ECONOMICS PLAY AN IMPORTANT ROLE IN JAPAN'S FUTURE, SURVIVAL OF THE PLANET IS EQUALLY CRITICAL.

Home Government/Instructor Questions or Instructions: As the simulation proceeds, you may ask delegations for additional information in Official Reports from National Delegations which should help the students develop their negotiation strategies and delve deeper into the issues associated with the causes and problems of Global Warming. Examples include:

1. After today's session, are you planning to approach any new countries to form a coalition?

2. What is your next step in preparation for the next session? Have you changed your strategy? If so, how?

3. Are you contemplating introducing any new proposals? Do you plan to amend a proposal on the table?

4. Are you negotiating any external agreements? Be sure to identify these countries and provide copies of these agreements with the home government. Home Governments might also issue instructions or recommend a certain course of action to help a delegation during deliberations. Ministries might suggest procedural motions such as:

A. <u>Motion for a Recess</u>: to discuss issues informally or to make sure a delegation has enough votes to pass a proposal or amendment;

B. <u>Division of the Question</u>: a proposal or amendment on the table may very complex and, to facilitate progress, a ministry may suggest dividing the proposal/amendment into more manageable clauses; or

C. <u>Motion for Debate</u>: the home government may wish to gain more information from other delegations about a particular proposal/amendment or more general information about government policy on an issue;

6. **Recall or Reassignment**: In rare circumstances, an instructor, acting on behalf of the home government or for the welfare of the simulation exercise itself, may remove a delegate or delegation from the conference.

A. Recall: If the negotiations become unbalanced, in that a majority of delegates decide to pick on one delegation and adopt measures that are totally unacceptable to that delegation, the home government may lodge an official protest to the proceedings by recalling their delegation. At that point, the delegation removes itself from the proceedings and does not participate in any further activities. Recall is also an option for an individual delegate who may be upsetting the proceedings or not following the home government's instructions to carry out directives.

B. **Reassignment**: In the event that delegations are not working out or individual delegates are proving to be serious problems at the deliberations, the home government may choose to reassign that individual. In this case, a delegate may be assigned to the Chair's staff and serve as an Assistant Official Reporter or become a journalist for the newspaper.

B. Newspaper Reports: In addition to Official Reports from the Home Government, each delegate should receive a copy of newspaper articles written about the conference. This articles provide a great deal of public information including information about global warming, reports on national delegations, and recommendations about negotiations in general. Delegations can include information they would like to see published in the newspaper by sending their stories to the instructor.

FIRST SESSION, FEBRUARY 28, 2000

"Global Warming Conference Opens in Bloomington Today"

UPI/February 27, 2000, Bloomington, IN -- The Second Annual Conference on Global Warming opens at Indiana University this afternoon at the Center for the Study of Global Change. Delegates representing eight nations will meet to negotiate a treaty to minimize/reverse the adverse effects of Global Warming on the Earth's atmosphere. Scientific evidence suggests that due to the Global Warming phenomenon, the earth's average temperature is rising at a rate of one degree Fahrenheit every decade. The results of continued temperature increases may have catastrophic effects on the environment. However, the scientific community is far from a consensus regarding the causes and effects of Global Warming. Some scientists dispute the "evidence" that Global Warming exists and point to evidence that the Earth may be entering another ice age. The delegates will meet in Bloomington over the next two weeks to hammer out a treaty addressing the problems of Global Warming.

"Conference Analysis"

API/February 27, 2000, Bloomington, IN -- Dr. Robert Jones, an international expert on global conferences, described in a news conference this morning some of the activities the press can expect to see during the deliberations. Dr. Jones thought there probably would not be much action on the floor during the first session. "Delegates are still testing the waters, determining other delegations' positions on Global Warming. Several are in the process of starting to form coalitions on common policies. Don't forget, a lack of action on the floor doesn't mean that the delegates are sitting idly by. Seasoned delegations will leave one official on the floor to conduct business and respond to speeches and debates while the other members of the delegation are out meeting with their foreign counterparts. In addition, negotiations are going on outside of the conference hall, after hours, through e-mail and telephone discussions."

Dr. Jones also pointed out that various delegations have different approaches to drafting the treaty. Most delegations work on a single paragraph for incorporation into the treaty. This may be a few lines or half a page. These delegations are usually focusing on an issue of critical importance to their government in relation to Global Warming. They will draft a proposal and photocopy copies for all of the other delegations for consideration. Some delegations may respond to a proposal by drafting an amendment. Amendments can be written on overhead transparencies or on the chalkboard for the conferees to examine.   There are also delegations that draft an entire treaty for consideration by the delegates. These delegations often seize control of the agenda and the debate since they have formulated an agreement and the rest of the delegates are forced to respond to their initiative. The major drawback to this approach is that it is too easy for the other delegations to dismiss the document and a lot of work and energy goes for naught.

Finally, Dr. Jones concluded the news conference with a note of warning. While the original objective of this conference is to frame a treaty that addresses the problems of Global Warming, the end results can be very different. Some delegations are here not to achieve Global Warming agreement. Some countries may benefit from the warming of the atmosphere and may work to undermine any kind of consensus. Some governments are not convinced that Global Warming is a serious threat but are participating in the conference to make sure that their national interests are not injured in a sweeping document. These delegates will probably not be serious participants in the negotiations. In addition, some governments will indeed sign treaties, but these agreements will be outside the scope of Global Warming. Some delegates may sign economic pacts or military agreements on a bilateral basis. While some of these treaties may be seen as "pay-offs" for a nation to adhere to the Global Warming convention, a few agreements may not have any relationship to the final agreement.

"Conference Goals"

Reuters/February 27, 2000, Bloomington, IN --The delegates at the Conference on Global Warming have three major objectives in drafting a treaty. First, the representatives must compose a preamble, or statement that defines Global Warming and identifies the major factors that contribute to the phenomenon. Next, the delegates will draft a statement on the expected adverse effects of Global Warming which will include economic, social, biological, and political problems faced by the participating nations. Finally, the delegates will hammer out an instrument of implementation by declaring specific policies that each nation will adopt to reduce the problems of Global Warming and avoid a planet-wide disaster. The delegates face a difficult challenge. They must draft a treaty that has the power to neutralize the potentially adverse effects of Global Warming while persuading as many nations at the conference to adhere to tough provisions.   A treaty that is too tough on economic development and threatens social dislocation may scare away some important countries. A treaty that is too mild may be politically acceptable but simply puts off an inevitable global catastrophe. The bottom line is that when the delegates meet on Wednesday, April 14th for the last session of the conference, they must decide whether they should sign the treaty or walk away from the negotiating table.

Participating Nations: Eight nations have sent delegations to participate in this conference. They represent a wide range of political, economic, and social needs, but their presence at this forum reflects their home governments' concern for the future of the planet. The following countries have sent representatives:

Brazil: one of the leading countries of South America, Brazil is a regional economic and political power. However, Brazil is also a developing nation with huge debt problems. The country has faced severe economic dislocations due to international financial instability. An important source of revenue for the nation is the exportation of raw materials. In addition, Brazil is facing internal political demands to develop the rain forests of the Amazon region. Farmers require new land for farming and grazing and employ "slash and burn" agricultural methods to expand production. While rich in many natural resources, Brazil does not have any petroleum reserves and must import oil to support its economy.

Canada: is a member of the G-8 Nations, an organization consisting of the leading industrialized countries of the world and one of three members of the North American Free Trade Association (along with the U.S. and Mexico), a major international free trade zone. Canada is rich in petroleum, natural gas, and coal resources as well as a wide range of other natural resources. This makes the country unique among the post-industrialized countries since it is not dependent on imported oil to fuel its economy. Many Canadians have embraced a "green" view of the world and there is strong support for environmental protection issues. There is a great deal of political debate regarding fossil fuel exploration and its impact on the tundra region of Arctic Canada.

France: is best described as a post-industrial nation and important power within the European Union. The French have experienced the destruction of the industrial revolution and recognize the importance of reestablishing a clean environment. French industry is now subject to tough EU environmental regulations while the people enjoy a very high standard of living. France does have access to coal reserves but lacks access to domestic sources of petroleum. As a result, the French rely heavily on oil imports, especially from the Middle East. The French have adopted a two-pronged national strategy to deal with their energy shortfalls. First, the French have developed excellent relations with the Arab oil-exporting nations. Second, the French have developed alternative sources of energy, especially nuclear energy.

India: is in an unusual situation; it is simultaneously the dominant economic and political power of South Asia and is one of the poorest nations in the world on a per capita basis. India is a developing country and has made great strides in establishing itself as the regional hegemonic power since independence in 1947. India has developed an industrial infrastructure and expanded its armed forces. The country recently entered the ranks of the nuclear powers by detonating an indigenous atomic bomb. India's regional monopoly on nuclear weapons was short-lived as Pakistan demonstrated that it too has developed a nuclear arsenal by testing its atomic bomb.

weapons was short-lived as Pakistan demonstrated that it too has developed a nuclear arsenal by testing its atomic bomb. At the same time that India has spent a tremendous amount of money on developing nuclear weapons, the country is experiencing rampant population growth which threatens to undermine the economic advances the nation has achieved since independence. Population experts expect India to surpass China as the most populated country on the planet within the foreseeable future. While the country has some resources, including coal deposits, it has extremely limited petroleum reserves. The country must import oil on a large scale to support its growing economy.

Indonesia: is another developing nation that may become a dominant power in Southeast Asia. One of the largest nations in the world, Indonesia has several unique characteristics. It is a huge archipelago that stretches for thousands of miles and has one of the largest populations in the world. It is the world's largest Muslim nation. The Indonesians have a large military which has supported several dictators since independence from the Dutch in the 1940's. The country has experienced a degree of political instability in recent years due to grass roots opposition to Suharto, the former dictator, and the rise of nationalist movements on several of the islands. The recent elections in East Timor which resulted in a victory for the Timor independence movement led to widespread violence and the mobilization of a United Nations peace mission on the island in an attempt to restore order. The country's political problems were further augmented by a financial crisis which led to the devaluation of the national currency. Indonesia is rich in petroleum and natural gas reserves and is a member of OPEC. The country's economic health is heavily dependent on continued oil exports which the government has hoped to use to further develop the country.

Japan: an economic "superpower" in the Far East, Japan is another post-industrial nation that is concerned with environmental issues. A defeated country at the end of World War II, Japan abandoned its military power and concentrated on economic reconstruction. During the 1950's, the nation's economic resurgence was unmatched in East Asia and by the 1970's Japanese exports flooded the world market. The economic miracle was accompanied by the successful transition to democratic government. Although the Japanese economy has suffered some setbacks due to the recent Asian economic crisis, Japan continues to hold considerable economic power and is a member of the Group of Eight. Japan's greatest threat is its lack of natural resources. Japanese industry relies heavily on the importation of petroleum from the Middle East. The country has developed alternative sources of energy and has limited access to coal reserves. The recent radiation leak at a uranium fuel processing plant has forced the government to reconsider the country's reliance on nuclear power. However, other alternative energy sources cannot supply the country's energy needs for the foreseeable future.

Nigeria: one of the leading countries of Africa, Nigeria is a developing nation. Since the country's independence in 1960, the nation has striven to develop its industrial base. The discovery of high quality petroleum reserves served as the basis for Nigerian economic growth and the country became a member of OPEC. At the same time, the nation's political development has not kept pace as Nigerians struggle with population growth and dealing with the myriad of peoples that constitute the nation. Nigeria has played an increasingly important role in terms of providing security for different regions of Africa. Nigerian forces participate in multinational forces that have helped restore peace. Future development for Nigeria will rest squarely on petroleum exports as the government seeks to diversify the Nigerian economy.

Russia: while a heavily industrialized nation, Russia is struggling with political and economic problems while it makes the difficult transition from socialism to capitalism. While many Russians welcomed the overthrow of the Communist regime in 1990, Boris Yeltzin has had a difficult time introducing democratic reforms amid the nation's economic malaise. The collapse of the Soviet Union and the independence of the former Soviet republics has been a source of political disruption, especially among the nationalists. The disintegration of

social welfare programs has encouraged dissatisfaction among the left. Russia has an extensive industrial infrastructure, but the technology is outdated and uncompetitive with Western products. The failure to export goods has led to currency crises within the country and many workers have not received wages for months. Western banks have been reluctant to invest heavily in Russia due to the country's political instability, which further compounds the problem.   Russia's greatest assets is its wealth of natural resources, including vast reserves of petroleum, coal, and natural gas.   The country's future relies heavily on the continued exportation of these resources, especially as Russia shares many of the same problems that developing nations face.

C. Official Record: After the completion of the first session of the conference, the instructor should provide the delegates with a summary of the minutes of the meeting. Delegates would receive the Official Record prior to the next session. This information is very useful to delegates since it provides them with a record of the previous conference session's activities, identifies how countries voted on certain issues, and helps them identify potential coalition partners and opponents. The Official Record is also useful for the instructor because it provides a good summary of the proceedings which the instructor can use in the Simulation Debriefing. An example of an Official Record follows:

GLOBAL WARMING CONFERENCE
OFFICIAL RECORD
MARCH 3, 2000

The conference opened for discussions at 12:20 PM at the Center for the Study of Global Change.

Brazil requested a five-minute recess at 12:22 PM; the motion passed, 7-0.

Indonesia requested a five-minute recess at 12:35 PM; the motion passed, 6-2.

France request a five-minute recess; the motion failed, 3-5.

Indonesia introduced Proposal #4 for consideration:

"Global Warming is primarily caused by carbon emissions from industrialized nations. France has annual carbon emissions of 4.7 tons per person and Japan has 5.6 tons per capita while developing countries, in stark contrast, have only .2 to .6 tons per capita. Because of such discrepancies, industrialized nations have contributed to the major problems associated with Global Warming, these being: ozone depletion, increase in global temperatures, and an increase in sea levels. To alleviate these problems, it is apparent that carbon emissions must be reduced. France and Japan must reduce their emissions of greenhouse gases by 25 percent in the next five years.

"Also, multinational corporations that are in non-industrialized and developing countries must follow these same standards proposed above. A Global Warming Fund shall be set up, funded by industrialized nations, to fund less industrialized nations to help them reduce their carbon emissions. Use of this fund will be for technologies and education to help implement programs to reduce emissions from developing nations."

Nigeria requested a vote on Proposal #4; the motion was tabled, 4-4 (Proposal #4 remains on the floor for consideration).

Nigeria moved to adjourn the session at 1:03 PM; the motion passed, 8-0.

Proposal #1, Amendment #1 to Proposal #1, and Proposal #4 remain on the floor for consideration at the next session.

D. Proposals and Amendments Summary: In addition to the Official Record, delegates should

receive a copy of the Proposals and Amendments Summary, usually after the first session (in some simulations, delegates do not introduce proposals or offer amendments to the second or third session). These proposals and amendments are on the floor for consideration by the delegates. Proposals/amendments rejected by the conferees during a vote are dropped from this summary; proposals/amendments passed by a vote become articles in the treaty draft. The Proposals and Amendments Summary is a very useful tool because it affords delegates the opportunity to check the accuracy of proposals and amendments before a vote. If there are mistakes in the text, the submitting delegation can point out the error to the Chair for correction. In addition, this summary helps assist delegates to draft amendments to proposals that need minor revisions. Certain clauses can be stricken from the original proposal and/or text can be added through the amendment process. To help delegates identify changes to the original draft of a proposal in an amendment, the instructor can highlight text that is added to the original and place highlighted brackets around text that is deleted.

GLOBAL WARMING TREATY
PROPOSALS AND AMENDMENTS
ON THE FLOOR FOR CONSIDERATION
MARCH 3, 2000

Bold draft within brackets has been deleted and bold draft reflects revised text.

Proposal #1--Japan

"Global Warming is the result of environmental pollution which invariably has hurt the atmosphere and continues to do so. The affects can be seen by the outrageous though slowly changing weather patterns over the last decade. An example of this, as noted by scientists, would be El Nino and La Nina weather phenomena of the past couple of years. The causes of this environmental disaster are carbon dioxide, aerosols, the burning of fossil fuels, and fertilizers."

Amendment #1 to Proposal #1--France

"Global Warming is the result of environmental pollution which invariably has hurt the atmosphere and continues to do so. The affects can be seen **[by the outrageous] through** slowly changing weather patterns over the last decade. An example of this, as noted by scientists, would be El Nino and La Nina weather phenomena of the past couple of years. The causes of this environmental disaster are carbon dioxide, aerosols, the burning of fossil fuels, and fertilizers."

Any proposals or amendments still on the floor at the final adjournment of the conference can be used as

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Proposal #4--Indoneisa

"Global Warming is primarily caused by carbon emissions from industrialized nations. France has annual carbon emissions of 4.7 tons per person and Japan has 5.6 tons per capita while developing countries, in stark contrast, have only .2 to .6 tons per capita. Because of such discrepancies, industrialized nations have contributed to the major problems associated with Global Warming, these being: ozone depletion, increase in global temperatures, and an increase in sea levels. To alleviate these problems, it is apparent that carbon emissions must be reduced. France and Japan must reduce their emissions of greenhouse gases by 25 percent in the next five years.

"Also, multinational corporations that are in non-industrialized and developing countries must follow these same standards proposed above. A Global Warming Fund shall be set up, funded by industrialized nations, to fund less industrialized nations to help them reduce their carbon emissions. Use of this fund will be for technologies and education to help implement programs to reduce emissions from developing nations."

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discussion points for the next round of talks at a future date (another class).

E. Treaty Draft: At the end of each session, the instructor should assemble the most recent version of the Treaty Draft. Delegates should receive a copy of the Treaty Draft before the beginning of the next session. This is a very useful way for delegates to assess where they are in terms of meeting the framework of an effective treaty and where the document needs to be strengthened. At the conclusion of the conference (in this case, after four meetings), the instructor prepares the final draft for the official signing ceremony. At the beginning of the Debriefing Session, normally the next class, each delegation has the opportunity to sign, or refuse to sign, the final document. They are also accorded a few minutes to explain their actions publicly. An example of a Final Treaty Draft follows:

GLOBAL WARMING TREATY
DRAFT
MARCH 6, 2000

Preamble of the Treaty

ARTICLE I:

Global Warming is defined as the gradual increase in the temperature of the Earth's climate due to substantial increases in the levels of greenhouse gasses which come mainly from the burning of fossil fuels (carbon dioxide) and CFC's, nitrous oxide, and methane emissions due to human industrialization.

Policy Considerations

ARTICLE II:

Global Warming is primarily caused by carbon emissions from industrialized nations. France has annual carbon emissions of 4.7 tons per person and Japan has 5.6 tons per capita while developing countries, in stark contrast, have only .2 to .6 tons per capita. Because of such discrepancies, industrialized nations have contributed to the major problems associated with Global Warming, these being: ozone depletion, increase in global temperatures, and an increase in sea levels. To alleviate these problems, it is apparent that carbon emissions must be reduced. France and Japan must reduce their emissions of greenhouse gases by 25 percent in the next five years.

ARTICLE III:

Also, multinational corporations that are in non-industrialized and developing countries must follow these same standards proposed above. A Global Warming Fund shall be set up, funded by industrialized nations, to fund less industrialized nations to help them reduce their carbon emissions. Use of this fund will be for technologies and education to help implement programs to reduce emissions from developing nations.

ARTICLE IV:

Industrialized nations will forgive the foreign debt of developing countries: Indonesia, Brazil, India, and Nigeria, in order to decrease crippling interest payments.

ARTICLE V:

Industrialized nations must allocate a greater proportion of their annual financial budget towards supporting corporations Research and Development departments.

ARTICLE VI:

New technologies developed, (e.g., pollution controls, energy efficiency, agriculture, forestry, and pharmaceuticals) must be openly shared with less developed nations free of cost. Such exchanges will all less developed countries to improve their own economies and reduce emissions, which, in turn, will benefit industrialized nations (better materials, etc., for trade).

Brazil _____   **Canada** _____

_____   _____

_____   _____

France _____   **India** _____

_____   _____

_____   _____

Indonesia _____   **Japan** _____

_____   _____

_____   _____

Nigeria _____   **Russia** _____

_____   _____

_____   _____

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4. <u>Post-Conference Handouts</u>: Once the Signing Ceremony is completed, the instructor might provide two additional handouts to assist in the debriefing process. The first handout is a Summary of Delegation Activity which provides a short overview of the activities of the various representatives. The second, the Conference Evaluation, is very informative for the instructor. This handout will allow students to provide a critique of the simulation experience and offer suggestions on how to improve the exercise.

   A. Delegation Activity Summary: It is often helpful for students to see a "big picture" of the negotiations side of the simulation. This element of the simulation is especially important for an instructor that emphasizes negotiations as a process (i.e., the study of diplomacy) rather than the issue-based end product (the final contents of the treaty). As delegates representing national views, they focus on their own agendas without stepping back to consider the overall negotiation process. The instructor should address this issue during the debriefing and this handout is helpful as an overall summary and as a tool to demonstrate how each delegate contributed to the process.   This handout is a very rudimentary summary--it does not include important aspects of the negotiation process such as external talks, procedural motions (which sometimes have an

important impact on the final product), or the reflect the negotiation position of a particular delegation (some delegations adopt a difficult position at a conference which places them in an important, but limited position). This summary is easily generated by the instructor by referring to the official documents distributed by the Chair during the conference. An instructor may further modify this summary by adding additional categories such as number of external agreements generated by the conference and the parties involved.

DELEGATION ACTIVITY SUMMARY
MARCH 6, 2000

Negotiation Totals

	# Withdrawn	#Passed	#Failed	#Remaining	Total
Proposals	3	3	0	1	7
Amendments	0	9	2	8	19

Delegation Activity

	Proposals Introduced	Amendments Introduced	Total
Brazil	0	2	2
Canada	1	2	3
France	1	3	4
India	2	1	3
Indonesia	0	2	2
Japan	1	6	7
Nigeria	0	2	2
Russia	2	1	3
TOTALS	7	19	26

B. Conference Evaluations: As mentioned above, student evaluations are extremely useful in helping instructors improve their future simulations.   These evaluations can be conducted in a number of ways once the questions have been identified. An instructor can schedule fifteen

minutes at the end of the debriefing session for students to answer the evaluation anonymously in class. For a more detailed evaluation, the instructor could request students to take the evaluation home and turn in the forms at the next class. If confidentiality is not an issue, instructors may send out the forms electronically and ask students to e-mail back their recommendations.

GLOBAL WARMING CONFERENCE EVALUATION
MARCH 6, 2000

Please evaluate the Global Warming Treaty Simulation by answering the following questions. Use the back of this form or attach another sheet for additional comments.

1. What did you enjoy the most about the simulations?

2. What did you find the least useful/beneficial?

3. How useful did you find the Global Warming Bibliographic Handout? Are there any additional sources that you found that you would recommend to add to this handout?

4. Did you find the Rules of Procedure difficult to understand? What revisions would you recommend to improve the flow of the deliberations?

5. How would you improve the simulations?

Thank you for your input. Your comments will help improve the simulation for the next class.

B. GLOBAL POPULATION CONFERENCE SIMULATION

In this section, the handouts associated with the Global Population Conference simulation will be presented. To avoid unnecessary duplication of information, please refer to Section A of this chapter (the Global Warming Conference) for examples of handouts for Simulation Rules of Procedure, the National Delegation List, the Global Issue Bibliography and Web-Site Information List, the Delegation Activity Summary, and Conference Evaluations (pages 14-15, 43, 97-99, 66, and 67, respectively). In all of these cases, the instructor need only substitute Global Population for Global Warming on these handouts. In addition, the descriptions of these handouts will be cursory since the information included in the Global Warming Conference section is equally applicable to these handouts.

1. <u>National Delegations</u>: In this simulation sample, the instructor decided to develop the exercise on the basis of one-member national delegations. Each student represents one country. To a degree this limits the range of "diplomatic activity" in comparison with multi-member delegations because delegates cannot conduct talks while there is business on the floor. If a representative is involved in talks and is not following floor motions, an important vote may be missed and a contrary proposal may be incorporated into the treaty draft. On the other hand, it is very difficult for a student to "hide" and not participate in the negotiations process if he/she is the only delegate representing a country. An instructor can get a better idea of how well a student has prepared for the simulation and get a better gauge of their negotiating abilities.

For the Global Population Conference, the selection of countries participating in the exercise must be balanced. In this example, twelve countries participated in the negotiations. There are two major groups of countries involved in the simulation: Developed/Industrialized and Developing Nations:

Developed/Industrialized	**Developing**
Australia	Ethiopia
Canada	India
Hungary	Iran
Poland	Mexico
Sweden	People's Republic of China
Vatican City	Peru

The major theme that these groups of countries address is:

Which countries are more responsible for the problems associated with uncontrolled global population: developing countries, with their high birth rates but low per capita income, or developed/industrialized nations, with low or stable birth rates but high consumption rates of limited world resources?

Two of these countries, India and the PRC, have the largest populations in the world. Several countries have instituted strict birth control policies that affect population growth rates. The PRC has adopted the "one family-one child" policy to reduce their national birth rate and increase per capita

income. On the other hand, Iran and the Vatican have joined forces to block artificial birth control measures at international population conferences. These countries have a significant impact on the faithful in other nations which gives them far greater influence beyond their national borders. For some countries, population issues take a back seat to more pressing national problems. Hungary and Poland have achieved population stability but are now focusing on the transition from socialist economies to free market systems. Ethiopia, with a ballooning growth rate, has serious problems with poverty, drought, warfare, and endemic disease and has few resources to direct towards population control policies.

Another advantage to using single member delegations in a simulation is that you can include a larger number of countries in the exercise. In this case, nine world regions are represented: Africa, Eastern Europe, Far East, Latin America, Middle East, North America, Oceania, South Asia, and Western Europe. An instructor can design a truly international conference which will give students a greater number of perspectives on this issue.

2. Pre-Conference Handouts: Before the simulation begins, the instructor will provide information about global population issues to prepare the students for their deliberations. This pre-conference information includes the following handouts: Pre-Conference Country Selection Memo; National Delegation Questions; Treaty Outline; Home Government Official Reports; and Newspaper Report.

   A. Simulation Introduction and Delegation Selection Memo: An example of a memo would include the following:

PRE-CONFERENCE COUNTRY SELECTION E-MAIL MESSAGE

Starting on Monday, April 17th, the class will begin a Global Population Conference simulation at the Center for the Study of Global Change (201 N. Indiana Ave.). During this exercise, class members will represent various countries. The following countries will participate in the conference:

Australia	Mexico
Canada	PRC
Ethiopia	Peru
Hungary	Poland
India	Sweden
Iran	Vatican City

Country information packets for each country will be distributed in class next week after country assignments have been completed. Class members will conduct research on the population policies of these countries in preparation of the simulation. More information will be presented later in class regarding preparation for the exercise.

You have the opportunity to select which national delegation that you would like to represent during the conference. Please e-mail me a list of your top THREE (3) CHOICES and PRIORITIZE THEM with one representing your first choice and three your last choice. Appointments to a national delegation will be based on a first-come, first-serve basis (the sooner you contact me, the better the chances that you will receive the delegation of your choice). Failure to respond to this delegation selection invitation will result in your appointment by the instructor to a delegation of his choice. Avoid disappointment by responding early!

If you have any questions, please do not hesitate to contact me via e-mail or by telephone.

Instructor's Name

B. National Delegation List: See the Global Warming Conference section for information.

C. National Delegation General Questions: To prepare a realistic portrayal of their country's resources and policies, each delegation should research the following questions:

GLOBAL POPULATION SIMULATION--NATIONAL DELEGATION QUESTIONS

As a national delegate to an International Global Population Conference, your job will be to represent your nation as realistically as possible. To achieve this objective, you will have to research and consider the following questions/issues in regard to your country:

Part I: The Problem of Global Population

    1. Technical Summary: What are global problems associated with current population growth?

    2. What are the potential effects of population growth on the planet?

Part II: How Does Your Country Contribute to Population Problems?

    1. National Demographics
        A. What is your country's population?
        B. What is your country's population density (people per square km)?
        C. What is your country's annual average growth rate?
        D. Given the above figures, what will your country's population be in 2020?
        E. What is the percentage of your population under the age of 15?
        F. What is the percentage of your population over the age of 65?
        G. What is the average life expectancy of people in your country?
            a. What is the average life expectancy of men?
            b. What is the average life expectancy of women?
        H. What is the birth rate per 1000 in your country?
        I. What is the death rate per 1000 in your country?
        J. What is the percentage of people who live in urban areas in your country?

    2. Economic Development
        A. What is the Gross Domestic Product (GDP) of your country (in U.S. dollars)?
        B. What is the GDP per capita of your country (in U.S. dollars)?
        C. What is your country's annual growth rate in real GDP?

    3. National Health Care
        A. How many hospitals are located in your country?
        B. What are the total number of beds in these hospitals?
        C. What is the per capita ratios of population to hospitals and to beds?
        D. How many doctors are practicing in your country?
        E. How many dentists are practicing in your country?
        F. What is the per capita ratios of population to doctors and to dentists?

    4. National Education
        A. What is the adult literacy rate of your country?
        B. How many primary schools (K-8th grade) are located in your country?
        C. How many secondary schools (high schools) are located in your country?
        D. How many total teachers teach in your country?
        E. What is the ratio between population under 15 and teachers in your country?
        F. How many post-secondary institutions (higher institutions, colleges, and universities) are located in your country?

5. Social and Cultural Institutions
      A. What religions are represented in your country?
      B. What percentages of the population do these religions represent?
      C. Does your country have an official policy on birth control?
      D. What is the availability of birth control in your country?
      E. Is divorce legal in your country?
      F. If so, what is the divorce rate per 1000?

6. Social Security
      A. Does your national government offer a national health/retirement insurance program?
      B. How many people does it cover?
      C. How many people contribute to the health insurance program?
      D. How many people receive retirement pensions?

Part III: Summary of Your Country's Official Position on Global Population Issues

1. What is your government's official position regarding the potential problems of Global Population issues?

2. Has your government declared an official policy on Global Population?

3. If not, what are the major obstacles to developing such a policy?

D. Treaty Outline Handout: A Global Population Treaty would be very similar in format to the Global Warming Treaty example provided in the last section:

INTERNATIONAL GLOBAL POPULATION TREATY

The primary goal of the Global Population Conference is to draft an *International Global Population Treaty* which has three critical elements:

1. The treaty will define the problem of unlimited global population growth;

2. It will describe the problems associated with this issue; and

3. The treaty will recommend policies to address these problems.

The format of the *International Global Population Treaty* will consist of the following sections:

1. Preamble: Delegates will define the problem of unlimited global population growth which will include the identification of the major causes of the phenomenon;

2. Policy Considerations for Action: Delegates will describe the effects/problems of population growth at the global, regional, and national levels and discuss policy actions to alleviate these effects/problems;

3. Instrument of Implementation: In this section, delegates will state the responsibilities and requirements of each of the signatory states to address the problems of global population growth and implement effective policies to remedy the situation.

E. Global Population Bibliography and Web Site Guide: Well in advance of the first session of the conference, students should receive a handout identifying important guides, handbooks, reference works, and web sites which focus on global population issues.   Information for this handout is available in Chapter VII.

F. Roll Call Vote Sheet: Again, there is very little variation in a Global Population Roll Call Vote Sheet in relation to the example provided for the Global Warming Conference except for the delegations involved in the deliberations:

ROLL CALL VOTE SHEET

	Vote #1	Vote#2	Vote #3	Vote #4	Vote #5
Australia					
Canada					
Ethiopia					
Hungary					
India					
Iran					
Mexico					
PRC					
Peru					
Poland					
Sweden					
Vatican City					

G. Simulation Rules of Procedure: See the Global Warming Conference section for information.

3. Conference Handouts: Once the simulation begins, the instructor should have another set of handouts ready for circulation to the students. Before the first session opens for business, the delegates should receive an Official Report from the home government and a copy of the conference newspaper.   Once the simulation is underway, the instructor should distribute an Official Conference Record; Proposals and Amendments Summary; and Treaty Draft at the beginning of each session.

A. Official Reports from the Home Government: These reports are written by the instructor to provide assistance, encourage action, and gather information from each of the delegations involved in the conference.

CONFIDENTIAL

TO: AUSTRALIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. AS YOU KNOW, THE GOVERNMENT IS A REGIONAL POLITICAL AND ECONOMIC POWER. AS A DEVELOPED NATION, AUSTRALIA HAS ENJOYED A HIGH STANDARD OF LIVING. THE COUNTRY HAS ENCOURAGED IMMIGRATION TO DEAL WITH LABOR SHORTAGES TO HELP MAINTAIN ECONOMIC PROSPERITY. THE MAINTENANCE OF THE GLOBAL CAPITALIST ECONOMIC SYSTEM IS CRITICAL TO THE COUNTRY'S FUTURE PROSPERITY.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: CANADIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. AS YOU KNOW, THE GOVERNMENT IS A GLOBAL POLITICAL AND ECONOMIC POWER (CANADA IS A G-7 NATION AND IS A MEMBER OF NATO). AS A DEVELOPED NATION, CANADA HAS ENJOYED A HIGH STANDARD OF LIVING. THE COUNTRY HAS ENCOURAGED IMMIGRATION TO DEAL WITH LABOR SHORTAGES TO HELP MAINTAIN ECONOMIC PROSPERITY. THE MAINTENANCE OF THE GLOBAL CAPITALIST ECONOMIC SYSTEM IS CRITICAL TO THE COUNTRY'S FUTURE PROSPERITY.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: SWEDISH DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. AS YOU KNOW, THE GOVERNMENT IS A REGIONAL POLITICAL AND ECONOMIC POWER. SWEDEN HAS MAINTAINED A STRICT POLICY OF ARMED NEUTRALITY SINCE THE ONSET OF THE COLD WAR BUT HAS JOINED THE EUROPEAN UNION. AS A DEVELOPED NATION, SWEDEN HAS ENJOYED A HIGH STANDARD OF LIVING. THE KINGDOM HAS SHARED ITS WEALTH WITH THE POOREST NATIONS OF THE WORLD BY EXTENDING ONE THE WORLD'S HIGHEST LEVELS OF FOREIGN AID. HOWEVER, THE MAINTENANCE OF THE GLOBAL CAPITALIST ECONOMIC SYSTEM IS CRITICAL TO THE COUNTRY'S FUTURE PROSPERITY.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: PAPAL DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE COUNCIL WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. YOU FACE AN IMPORTANT CHALLENGE IN THESE NEGOTIATIONS AS YOU STRIVE TO UPHOLD THE BASIC TENETS OF THE CATHOLIC FAITH AS OTHER NATIONS ATTEMPT TO UNDERCUT MORAL VALUES. WHILE THE CHURCH HAS CRITICIZED MANY FACETS OF CAPITALISM AND ITS ACCOMPANYING POVERTY, WE ARE ADAMANT THAT ARTIFICIAL BIRTH CONTROL IS NOT THE SOLUTION. INSTEAD, COUNTRIES MUST TAKE ON THE BROADER ISSUES OF BASIC HUMAN RIGHTS AND JUSTICE AND DEVELOP MORE EQUITABLE MEANS OF SHARING ECONOMIC RESOURCES.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: IRANIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. YOU FACE AN IMPORTANT CHALLENGE IN THESE NEGOTIATIONS AS YOU STRIVE TO UPHOLD THE BASIC TENETS OF THE ISLAMIC FAITH AS OTHER NATIONS ATTEMPT TO UNDERCUT MORAL VALUES. AS YOU KNOW, IRAN SUFFERED FOR YEARS UNDER THE SHAH'S RULE AS HE ATTEMPTED TO "WESTERN" THE COUNTRY BY ADOPTING FOREIGN VALUES. THE FUNDAMENTALIST REVOLUTION IN THE LATE 1970'S RESTORED ISLAMIC VALUES WHICH ARE NOW UNDER ATTACK BY THE WEST. IRAN IS A DEVELOPING NATION, BUT HAS THE ADVANTAGE OF RICH PETROLEUM AND NATURAL GAS RESERVES. CLEARLY, THE INTERNATIONAL ECONOMIC SYSTEM MUST BE REVISED TO MEET THE NEEDS OF DEVELOPING COUNTRIES AND OIL MAY BE THE TOOL THAT CAN BE USED TO REFORM THE SYSTEM.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: HUNGARIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. YOU FACE AN IMPORTANT CHALLENGE DURING THESE NEGOTIATIONS. HUNGARY MUST STRIKE A CAREFUL BALANCE BETWEEN DEVELOPMENT AND ACCEPTANCE BY THE WESTERN POWERS. THE COUNTRY IS UNDERGOING THE PAINFUL TRANSITION FROM SOCIALISM TO CAPITALISM WHICH HAS RESULTED IN RELATIVELY HIGH UNEMPLOYMENT, MASSIVE INVESTMENT TO MODERNIZE THE COUNTRY'S INDUSTRY, AND MOUNTING FOREIGN DEBT. ON THE OTHER HAND, THE NATION HAS JOINED NATO AND HAS APPLIED FOR MEMBERSHIP IN THE EUROPEAN UNION. THE GOVERNMENT HAS CHOSEN THE PATH OF CAPITALISM AS THE BEST COURSE FOR FUTURE PROSPERITY.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: POLISH DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. YOU FACE AN
IMPORTANT CHALLENGE DURING THESE NEGOTIATIONS. POLAND MUST STRIKE A CAREFUL
BALANCE BETWEEN DEVELOPMENT AND ACCEPTANCE BY THE WESTERN POWERS. THE
COUNTRY IS UNDERGOING THE PAINFUL TRANSITION FROM SOCIALISM TO CAPITALISM
WHICH HAS RESULTED IN RELATIVELY HIGH UNEMPLOYMENT, MASSIVE INVESTMENT TO
MODERNIZE THE COUNTRY'S INDUSTRY, AND MOUNTING FOREIGN DEBT. ON THE OTHER
HAND, THE NATION HAS JOINED NATO AND HAS APPLIED FOR MEMBERSHIP IN THE
EUROPEAN UNION. THE GOVERNMENT HAS CHOSEN THE PATH OF CAPITALISM AS THE BEST
COURSE FOR FUTURE PROSPERITY.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION
CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH
WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE
OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF
NEGOTIATIONS.

CONFIDENTIAL

TO: CHINESE DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. YOU FACE AN IMPORTANT CHALLENGE DURING THESE NEGOTIATIONS. CHINA IS EMERGING AS AN IMPORTANT REGIONAL (AND GLOBAL) ECONOMIC POWER AS WELL AS AN ESTABLISHED MILITARY AND POLITICAL POWER. SIMULTANEOUSLY, THE COUNTRY IS STILL A DEVELOPING NATION THAT SEEKS ECONOMIC EQUITY WITH THE WESTERN POWERS. THE GOVERNMENT STILL EMBRACES MAO'S PRINCIPLES AND THE COMMUNIST REVOLUTION OF 1949. THE PRC'S ULTIMATE GOAL IS THE OVERTHROW OF THE GLOBAL CAPITALIST SYSTEM AND THE DEVELOPMENT OF A VIABLE SOCIALIST/COMMUNIST SYSTEM. UNTIL THE GLOBAL REVOLUTION IS ACHIEVED, THE COUNTRY MUST CONTINUE TO WORK WITHIN THE CAPITALIST FRAME WORK.

ONE WAY OF ACHIEVING THIS GOAL IS TO MAINTAIN OUR NATION'S POPULATION POLICIES. FOR CENTURIES, THE CHINESE PEOPLE SUFFERED FROM MASSIVE POVERTY. IN ADDITION TO SOCIALIST REFORMS, THE GOVERNMENT'S BIRTH CONTROL POLICY HAS GREATLY IMPROVED THE PEASANT'S STANDARD OF LIVING. THIS IS REFLECTED BY THE COUNTRY'S HIGH ECONOMIC GROWTH RATE ON A PER CAPITA BASIS--MORE PEOPLE CAN ENJOY THE BENEFITS OF THE EXPANDING ECONOMIC PIE.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: MEXICAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. YOU FACE AN IMPORTANT CHALLENGE DURING THESE NEGOTIATIONS. MEXICO IS AN IMPORTANT REGIONAL ECONOMIC POWER. IT IS ONE OF THE LEADING ECONOMIC POWERS OF LATIN AMERICA AND IS A MEMBER OF THE NORTH AMERICAN FREE TRADE ASSOCIATION (NAFTA). SIMULTANEOUSLY, THE COUNTRY IS STILL A DEVELOPING NATION THAT SEEKS ECONOMIC EQUITY WITH THE WESTERN POWERS, ESPECIALLY THE UNITED STATES. THE GOVERNMENT STILL EMBRACES THE LIBERAL PRINCIPLES OF THE 1917 REVOLUTION. THIS REQUIRES A CAREFUL POLICY OF BALANCE BETWEEN DEVELOPMENT GOALS (INCLUDING A MORE EQUITABLE DISTRIBUTION OF WEALTH AND RESOURCES BETWEEN DEVELOPED NATIONS AND LESS-DEVELOPED COUNTRIES) AND CONTINUED COOPERATION WITH THE WESTERN ECONOMIC POWERS.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: INDIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. YOU FACE AN IMPORTANT CHALLENGE DURING THESE NEGOTIATIONS. INDIA IS EMERGING AS AN IMPORTANT REGIONAL (AND GLOBAL) ECONOMIC POWER AS WELL AS AN ESTABLISHED MILITARY AND POLITICAL POWER.   THE COUNTRY HAS A NUCLEAR STRIKE FORCE AND FACES SEVERAL MILITARY THREATS. WHILE THE PRC HAS BEEN A MENACE ON THE NATION'S NORTHERN BORDER SINCE THE EARLY 1960'S, INDIA'S PRIMARY THREAT COMES FROM PAKISTAN. THE COUNTRY HAS FOUGHT SEVERAL WARS WITH PAKISTAN AND THE PAKISTANIS RECENTLY DETONATED THEIR OWN NUCLEAR DEVICE WHICH HAS FURTHER UNDERMINED SECURITY IN THE REGION.

WHILE INDIA IS A NUCLEAR POWER, THE COUNTRY IS STILL A DEVELOPING NATION THAT SEEKS ECONOMIC EQUITY WITH THE WESTERN POWERS. THE GLOBAL CAPITALIST SYSTEM HAS SLOWED ECONOMIC DEVELOPMENT IN MUCH OF THE DEVELOPING WORLD. IN THE CASE OF INDIA, THE COUNTRY'S HIGH POPULATION GROWTH RATE HAS FURTHER MARRED ECONOMIC GROWTH ON A PER CAPITA BASIS. THE COUNTRY HAS A MYRIAD OF PROBLEMS TO ADDRESS AT THIS CONFERENCE.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

CONFIDENTIAL

TO: PERUVIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. YOU FACE AN IMPORTANT CHALLENGE DURING THESE NEGOTIATIONS. AS YOU KNOW, PERU IS A DEVELOPING COUNTRY THAT FACES A HOST OF PROBLEMS INCLUDING LIMITED ECONOMIC GROWTH, ENVIRONMENTAL ISSUES, AND A GROWING POPULATION. MOST CITIZENS ARE ROMAN CATHOLIC AND ARE INFLUENCED BY THE CHURCH. THE GOVERNMENT WOULD LIKE TO SEE A REFORM OF THE CURRENT GLOBAL ECONOMIC SYSTEM WHICH WOULD REDUCE THIRD WORLD DEBT AND INCREASE WESTERN INVESTMENT AS THE BEST MEANS TO SPUR ECONOMIC GROWTH. THIS WILL REQUIRE CONCESSIONS BY THE WESTERN POWERS AND THE DEVELOPMENT OF A UNITED FRONT BY DEVELOPING NATIONS.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

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CONFIDENTIAL

TO: ETHIOPIAN DELEGATION

FROM: MINISTRY OF FOREIGN AFFAIRS

DATE: APRIL 17, 2000

RE: OPENING OF THE GLOBAL POPULATION CONFERENCE

THE MINISTRY WISHES YOU THE BEST OF LUCK IN THE DELIBERATIONS. YOU FACE AN IMPORTANT CHALLENGE DURING THESE NEGOTIATIONS. AS YOU KNOW, ETHIOPIA IS AMONG THE POOREST OF THE DEVELOPING COUNTRIES. THE COUNTRY HAS RESUMED FIGHTING WITH ERITREA TO GAIN ACCESS TO THE RED SEA AND THIS WAR HAS HAD A TERRIBLE IMPACT ON THE COUNTRY'S FAILING ECONOMY. THE NATION'S EXPERIMENT WITH SOCIALISM DURING THE 1970'S EXACERBATED THE COUNTRY'S WEAK ECONOMIC INFRASTRUCTURE AND REFUGEES FROM THE SUDAN HAVE PLACED FURTHER BURDENS ON THE COUNTRY. ETHIOPIA FACES A HOST OF PROBLEMS INCLUDING NEGATIVE ECONOMIC GROWTH, ENVIRONMENTAL ISSUES, AND ONE OF THE HIGHEST POPULATION GROWTH RATES IN AFRICA. THE GOVERNMENT WOULD LIKE TO SEE A REFORM OF THE CURRENT GLOBAL ECONOMIC SYSTEM WHICH WOULD REDUCE THIRD WORLD DEBT AND INCREASE WESTERN INVESTMENT AS THE BEST MEANS TO SPUR ECONOMIC GROWTH. THIS WILL REQUIRE CONCESSIONS BY THE WESTERN POWERS AND THE DEVELOPMENT OF A UNITED FRONT BY DEVELOPING NATIONS.

WHAT DOES YOUR DELEGATION PLAN TO ACHIEVE AT THE GLOBAL POPULATION CONFERENCE? WHAT ARE YOUR OPTIMAL AND MINIMAL GOALS FOR A TREATY? WITH WHOM DO YOU PLAN TO FORM COALITIONS? WHICH COUNTRIES HAVE GOALS WHICH ARE OPPOSED TO YOUR OBJECTIVES?

WE LOOK FORWARD TO RECEIVING YOUR REPORT AT THE END OF THE FIRST SESSION OF NEGOTIATIONS.

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For a discussion on different ministry directives and additional home government questions/instructions, please refer to page 56 of the Global Warming Conference Simulation Section.

  B. Newspaper Reports: In addition to Official Reports from the Home Government, each delegate should receive a copy of newspaper articles written about the conference. A copy of the newspaper articles distributed for the final session of the Global Population Conference follows:

**FIFTH SESSION
GLOBAL POPULATION CONFERENCE
APRIL 26, 2000**

"Progress Gained at Global Population Conference"

UPI/April 25, 2000, Bloomington, IN -- Delegates at the fourth session of the Second Annual Meeting of the Global Warming Conference achieved great strides towards a Global Population Treaty on Monday, April 24th. Five new articles were added to the treaty draft, two new proposals are on the floor for consideration, and there is an amendment to Article I of the treaty draft. According to Dr. Robert Jones, a noted international negotiations analyst, this flurry of activity reflects a high degree of negotiations behind the scenes. Delegates have been able to work with other representatives to compromise on difficult issues and cooperate on programs of benefit to the majority of the participants.

Australia was very active during this session of the negotiations. Australia introduced Proposal #6, a very complicated proposal that integrated population growth reductions in developing nations with cuts in government foreign debt by First World countries. This exchange will be monitored by the Global Overpopulation Relief Committee. When Australia first presented this proposal and requested a vote, members of the developing nations expressed their concerns and refused to consider the measure. The Canadian delegate then asked for a "division of the question" which divided the proposal into several sections. With diplomatic flare, Australia requested votes on Sections II and III, the least onerous parts of the proposal, which a clear majority of the delegates adopted into the draft treaty. Given the qualms of the Third World delegates regarding phrases in Section I, Canada introduced an amendment which eliminated some quantitative measures for developing world population targets. With these goals removed, most of the Third World countries supported the amendment and it was incorporated into the draft treaty. Mexico then amended the oversight provisions of the Global Overpopulation Relief Committee in the fourth and final section of Australia's original proposal. This revision resulted into Section IV adoption into the treaty draft with no direct opposition.

In terms of the introduction of new proposals, Peru and the Vatican/Iran took an active role in Monday's proceedings. Vatican City and Iran introduced Proposal #7, which emphasizes the dual roles of education and religion in helping to curb high population growth rates. Peru was equally productive and introduced Proposal #8 and an Amendment to Article I. Peru's amendment warns of the looming economic global disaster if developing countries do not soon gain access to economic reform, foreign debt relief, environmental protection, and improved education. Proposal #8 addresses the need for First World investment in the developing world and the necessity of foreign debt relief.

Like the third session, delegates did not take a recess during Monday's meeting. However, unlike the last session, the delegates limited their debate time and instead focused on introducing new proposals and amendments and considering proposals. The treaty draft now includes two articles in the Preamble and five articles in the Policy Recommendations Section.

Wednesday marks the last session of the conference, although negotiations on the treaty draft conclude at the end of today's meeting. Any proposals or amendments that remain on the floor at the final adjournment of the Second Annual Global Population Conference will serve as negotiating points for the next convention. The delegates' last official act before adjournment of the conference on Friday will be to sign the final draft version of the treaty. Countries that do not sign are not bound by the terms of the convention.

"Conference Outcome Predictions"

Reuters/April 25, 2000, Bloomington, IN – Dr. Robert Jones, famed international negotiations analyst, discussed his predictions for the final session of the Global Population Conference. Some countries have achieved a lot at this conference and may oppose any attempts to radically revise the existing treaty draft. There are several other countries who have not gained much during these negotiations and will seek to add several articles to the draft which will benefit their nations.   A third group of countries, who are fundamentally opposed to a global population treaty may attempt to filibuster the final session which will gridlock deliberations. The introduction of a large number of new proposals may overwhelm the delegates during the last fifty minute session. These considerations do not take into account the proposals and amendments that are already on the floor for consideration. Countries must judiciously use their time during this final session.

However, Dr. Jones pointed out that the real fireworks of the negotiations will occur with the delegates' last official act before adjournment. "Each delegation will be invited to sign the final draft version of the treaty, as approved by the conference participants. Members will decide whether they will abide by the terms of the convention by signing the document or will reject the treaty and continue to contribute the global population problem." Dr. Jones pointed out that this act will be the most crucial of the entire conference. While some countries may rejoice at having their proposals and amendments rammed into the convention, the treaty will not be as effective if several of the delegations chose not to sign the treaty. But Dr. Jones did insist that even if several countries chose not to sign, the drafting of this treaty marks a major step towards addressing the problems associated with global population.

C. Official Record: Below is an example of the Official Record, published by the Chair, and distributed to all of the delegates. This Official Record summarizes the activities at the third session of the Global Population Conference.

GLOBAL POPULATION TREATY
OFFICIAL RECORD
APRIL 24, 2000

The conference opened for discussions at 12:20 PM at the Center for the Study of Global Change.

Australia, with Canada and Mexico, introduced Proposal #6 for consideration:

"Unlimited population growth, combined with over-consumption, leads to problems such as resource, food, and land shortages in certain areas which hinder economic growth and lower living standards. Uncontrolled population growth and over-consumption also contribute to the world's degradation.

"To address these problems, a Global Overpopulation Relief Fund and Global Overpopulation Relief Committee shall be established to help alleviate these present problems and further prevent these and new problems in the future and to decrease the current rate of population growth in each country; Peru, Mexico, Ethiopia, and India, by at least .1 each year.

"The Global Overpopulation Relief Fund shall be funded by developed nations; Canada, Sweden, and Australia, and shall be dispersed to developing nations; Peru, India, Mexico, and Ethiopia, to battle the problems of overpopulation. The money allotted will be used for educational purposes, dispersion of birth control products, family planning programs, and other methods which the country finds effective.

"These methods and programs will be approved and evaluated by the Global Overpopulation Relief Committee, which shall be established and funded by Canada, Sweden, and Australia, but which will include representatives from all involved countries to work together globally to combat overpopulation and its adverse effects. The committee shall meet monthly to evaluate and discuss the status of each countries' programs in reaching the desired .1 yearly decrease in population growth.

"For every year, after a two-year implementation period, that each of the developing nation lowers their population growth rate by at least .1, the nations of Australia, Canada, and Sweden agree to cut government loans (only government, not private institution loans) by 10%, until the country has reached population stability, whatever left of the debt is paid back, or 10 years."

Peru introduced Amendment #1 to Article I of the Preamble for consideration:

"Population growth in still developing nations, if measures to encourage economic growth, expand communications, and help reduce numbers of children per family are not soon introduced, will soon, in some cases perhaps fatally, undermine any hope for these nations to repay their present debt loads, develop their economies, reduce environmental pressures, and encourage family planning via enhanced education and other programs, since all income will increasingly need to be diverted to try and meet even the basic needs of their rapidly-increasing populations."

Vatican City and Iran introduced Proposal #7 for consideration:

"The developing countries should realize that the main cause of over-population is a result of the lack of educated citizens and ignorance. As a result, a task force should be set up in rural areas. These programs should aid government officials in teaching both men and women methods of family planning, in areas of basic reading and writing skills, mathematics, economics, and basic science, e.g. health classes. It is our belief that once morality and religion take center stage in the lives of people, over-population and other social ills will significantly decrease."

Chair announced a three-minute recess at 1:26 PM.

Australia made a motion for a roll call vote on Proposal #6; the motion, failed 3-6.
> Canada requested a Division of the Question for Proposal #6: Australia and the Chair divided the proposal:

Division of Proposal #6:

Section I:

"Unlimited population growth, combined with over-consumption, leads to problems such as resource, food, and land shortages in certain areas which hinder economic growth and lower living standards. Uncontrolled population growth and over-consumption also contribute to the world's degradation.

"To address these problems, a Global Overpopulation Relief Fund and Global Overpopulation Relief Committee shall be established to help alleviate these present problems and further prevent these and new problems in the future and to decrease the current rate of population growth in each country; Peru, Mexico, Ethiopia, and India, by at least .1 each year.

Section II:

"The Global Overpopulation Relief Fund shall be funded by developed nations; Canada, Sweden, and Australia, and shall be dispersed to developing nations; Peru, India, Mexico, and Ethiopia, to battle the problems of overpopulation. The money allotted will be used for educational purposes, dispersion of birth control products, family planning programs, and other methods which the country finds effective.

Section III:

"These methods and programs will be approved and evaluated by the Global Overpopulation Relief Committee, which shall be established and funded by Canada, Sweden, and Australia, but which will include representatives from all involved countries to work together globally to combat overpopulation and its adverse effects. The committee shall meet monthly to evaluate and discuss the status of each countries' programs in reaching the desired .1 yearly decrease in population growth.

Section IV:

"For every year, after a two-year implementation period, that each of the developing nation lowers their population growth rate by at least .1, the nations of Australia, Canada, and Sweden agree to cut government loans (only government, not private institution loans) by 10%, until the country has reached population stability, whatever left of the debt is paid back, or ten years."

Peru introduced Proposal #8 for consideration:

"In light of our previous meetings, Peru would like to draw industrialized nations' attention one more time to the Spring meeting of the International Monetary Fund and World Bank held on April 17, 2000 (copies given to all delegations at last meeting). You will note that the Group of Seven industrialized democracies (including Canada) "set a reformist tone" calling on the IMF to adopt graduated rates for its major loan programs. French Finance Minister Fabius also called on lenders to "find a way to forgive debts for the world's poorest nations."

"Peru therefore proposes that Australia, Canada, and Sweden consider the possibility of extending graduated rates to Peru, Mexico, India, and especially Ethiopia in order to give our countries more time to repay our debts and at a more reasonable rate of interest. This would enable our countries to divert more funds to developing new, more environmentally-friendly businesses which would enhance our economies, provide more jobs, and encourage young people to marry later.

"Peru also proposes that if industrialized nations are indeed willing to consider the establishment of a special "Population Help" fund, Peru will use its portion to fund new schools, especially in more rural, poor regions, providing equal education opportunities for boys and girls, and also encourage the establishment of new vocational colleges, especially in areas such as electronics, computers, high tech. communications and biotechnologies. Education will provide far greater opportunities for our populations to find skilled jobs with higher rates of pay. Peru's economy will expand, relying less on environmentally-damaging occupations. As has been the experience in industrialized nations, skilled workforces tend to marry later, and have fewer children. Peru will thus open its doors to developing new joint enterprises and partnerships with international corporations from industrialized nations to our mutual benefit.

"The Peruvian delegation, which has paid avid attention to Professor Terry's discussions on increased communications across nations, also proposes meetings to develop new international communications and information partnerships and joint enterprises with industrialized nations such as Australia, Canada and Sweden, to involve direct investment, revenue-sharing agreements, and commitments to expand in the areas of telecommunications, Internet and computers, and cellular and telephone industries. Television and radio broadcasting can be extended throughout Peru and programs can instruct and inform the people on the benefits of education, women's equality, and smaller families."

Australia made a motion for a roll call vote on Section II of Proposal #6; the motion passed, 9-2.

Section II of Proposal #6 was approved, 9-2;

Yes	Australia, Canada, Ethiopia, Hungary, India, Mexico, Peru, Poland, and Sweden
No	Iran and Vatican City
Abstain	0
Not Present	PRC

Australia made a motion for a roll call vote on Section III of Proposal #6; the motion passed, 10-0.

Section III of Proposal #6 was approved, 10-0;

Yes	Australia, Canada, Ethiopia, Hungary, India, Iran, Mexico, Poland, Sweden and Vatican City
No	0
Abstain	0
Not Present	PRC and Peru

Australia made a motion for a roll call vote on Section I of Proposal #6, but withdrew the motion.

Canada introduced Amendment #2 to Section I of Proposal #6:

"Unlimited population growth, combined with over-consumption, leads to problems such as resource, food, and land shortages in certain areas which hinder economic growth and lower living standards. Uncontrolled population growth and over-consumption also contribute to the world's degradation.

"To address these problems, a Global Overpopulation Relief Fund and Global Overpopulation Relief Committee shall be established to help alleviate these present problems and further prevent these and new problems in the future and to decrease the current rate of population growth in each country; Peru, Mexico, Ethiopia, and India, **ideally** .1 each year."

This amendment deletes "by at least" and inserts "ideally" in its place.

Australia made a motion for a roll call vote on Amendment #1 of Section I of Proposal #6; the motion passed, 11-0.

Amendment #2 of Section I of Proposal #6 was approved, 11-0.

Yes	Australia, Canada, Ethiopia, Hungary, India, Iran, Mexico, Peru, Poland, Sweden, and Vatican City
No	0
Abstain	0
Not Present	PRC

Mexico introduced Amendment #3 to Section IV of Proposal #6:

"For every year, after a two-year implementation period, that each of the developing nation lowers their population growth rate **at the discretion of the Global Overpopulation Committee**, the nations of Australia, Canada, and Sweden agree to cut government foreign debt repayments (only government, not private institution loans) by 10%, until the country has reached population stability, whatever left of the debt is paid back, or 10 years."

This amendment deletes "by at least .1" and inserts "at the discretion of the Global Overpopulation Committee" in its place.

Australia made a motion for a roll call vote on Amendment #3 of Section IV of Proposal #6; the motion passed, 9-0.

Amendment #3 of Section IV of Proposal #6 was approved, 10-0.

Yes	Australia, Canada, Ethiopia, Hungary, India, Mexico, Peru, Poland, Sweden, and Vatican City
No	0
Abstain	Iran
Not Present	PRC

Australia made a motion to adjourn at 1:02 PM; the motion passed, 6-2.

Proposal #1, Proposal #2, Proposal #3, Proposal #4, Proposal #7, Proposal #8, and Amendment #1 to Article I remain on the floor for consideration at the next session.

D. Proposals and Amendments Summary: In addition to the Official Record, delegates should receive a copy of the Proposals and Amendments Summary. Below is an example of the report for the fourth session of the conference:

GLOBAL POPULATION TREATY
PROPOSALS AND AMENDMENTS
ON THE FLOOR FOR CONSIDERATION
APRIL 25, 2000

Bold draft within brackets has been deleted and bold draft reflects revised text.

Proposal #1--Iran

The problem of population growth lies in a grossly uneven distribution of agricultural and industrial resources to a rapidly growing uneducated and undereducated population.

Proposal #2--Submitted by Peru, Ethiopia, Mexico, and India

That industrialized nations forgive much of the present debt load, especially that of less developed nations who rely heavily on one/two raw materials or other products for their survival, or have very large poor populations. The interest monies saved would be put towards funding family planning clinics, increasing education for both men and women about birth control, providing contraception, bringing social changes to increase women's education, raise marriage age, and allow women equal voice in their lives. Agreement to these plans will be a prerequisite to request for debt load forgiveness.

Proposal #3--Submitted by Peru, Ethiopia, Mexico, and India

That industrialized nations agree to start paying a special tax (amount to be worked out and, depending on the product, its availability, and the pollution associated with its production) on every type and kind of natural resource/raw material imported from less developed nations. For example, resources would include, but are not limited to, crops, fruits, ores, minerals, lumber, and fossil fuels. These payments would be monitored by the U.N. and these countries' representatives and their governments, to be used to establish family planning, etc., as mentioned in the previous proposal.

Proposal #4--Submitted by Peru, Ethiopia, Mexico, and India

That industrialized nations, like Australia (with the media giant Murdoch), in association with Canada, Sweden, and also Great Britain, the U.S.A., Germany, etc., with their transnational multimedia corporations, agree to work with lesser developed nations to install new cable/satellite communications that can be reached by every village, no matter how isolated. Broadcasting communications (radio, TV, cellular phones, etc.) will help governments promote family planning policies/education, etc. to large numbers of their populations who presently receive little or no education or information. The industrialized nations would agree to provide expertise and innovations at reduced costs, in return for cheaper advertising/promotion of their own programs, etc., to be negotiated.

Amendment #1 to Article I of the Preamble--Submitted by Peru

Population growth in still developing nations, if measures to encourage economic growth, expand communications, and help reduce numbers of children per family are not soon introduced, will soon, in some cases perhaps fatally, undermine any hope for these nations to repay their present debt loads, develop their economies, reduce environmental pressures, and encourage family planning via enhanced education and other programs, since all income will increasingly need to be diverted to try and meet even the basic needs of their rapidly-increasing populations.

Proposal #7--Submitted by Vatican City and Iran

The developing countries should realize that the main cause of over-population is a result of the lack of educated citizens and ignorance. As a result, a task force should be set up in rural areas. These programs should aid government officials in teaching both men and women methods of family planning, in areas of basic reading and writing skills, mathematics, economics, and basic science, e.g. health classes. It is our belief that once morality and religion take center stage in the lives of people, over-population and other social ills will significantly decrease.

Proposal #8--Submitted by Peru

In light of our previous meetings, Peru would like to draw industrialized nations' attention one more time to the Spring meeting of the International Monetary Fund and World Bank held on April 17, 2000 (copies given to all delegations at last meeting). You will note that the Group of Seven industrialized democracies (including Canada) "set a reformist tone" calling on the IMF to adopt graduated rates for its major loan programs. French Finance Minister Fabius also called on lenders to "find a way to forgive debts for the world's poorest nations."

Peru therefore proposes that Australia, Canada, and Sweden consider the possibility of extending graduated rates to Peru, Mexico, India, and especially Ethiopia in order to give our countries more time to repay our debts and at a more reasonable rate of interest. This would enable our countries to divert more funds to developing new, more environmentally-friendly businesses which would enhance our economies, provide more jobs, and encourage young people to marry later.

Peru also proposes that if industrialized nations are indeed willing to consider the establishment of a special "Population Help" fund, Peru will use its portion to fund new schools, especially in more rural, poor regions, providing equal education opportunities for boys and girls, and also encourage the establishment of new vocational colleges, especially in areas such as electronics, computers, high tech. communications and biotechnologies. Education will provide far greater opportunities for our populations to find skilled jobs with higher rates of pay. Peru's economy will expand, relying less on environmentally-damaging occupations. As has been the experience in industrialized nations, skilled workforces tend to marry later, and have fewer children. Peru will thus open its doors to developing new joint enterprises and partnerships with international corporations from industrialized nations to our mutual benefit.

The Peruvian delegation, which has paid avid attention to Professor Terry's discussions on increased communications across nations, also proposes meetings to develop new international communications and information partnerships and joint enterprises with industrialized nations such as Australia, Canada and Sweden, to involve direct investment, revenue-sharing agreements, and commitments to expand in the areas of telecommunications, Internet and computers, and cellular and telephone industries. Television and radio broadcasting can be extended throughout Peru and programs can instruct and inform the people on the benefits of education, women's equality, and smaller families.

E. Treaty Draft: At the end of each session, the instructor should assemble the most recent version of the Treaty Draft. Delegates should receive a copy of the Treaty Draft before the beginning of the next session. This is a copy of the Treaty Draft provided to delegates after the fourth session of the Global Population Conference:

GLOBAL POPULATION TREATY
DRAFT
APRIL 26, 2000

Preamble of the Treaty

ARTICLE I:

We recognize that uncontrolled population growth combined with over-consumption and an unequal distribution of resources causes negative effects to our earth and must be addressed for the future well-being of our world and its peoples.

ARTICLE II:

Unlimited population growth, combined with over-consumption, leads to problems such as resource, food, and land shortages in certain areas which hinder economic growth and lower living standards. Uncontrolled population growth and over-consumption also contribute to the world's degradation.

Policy Recommendations

ARTICLE III:

To address these problems, a Global Overpopulation Relief Fund and Global Overpopulation Relief Committee shall be established to help alleviate these present problems and further prevent these and new problems in the future and to decrease the current rate of population growth in each country; Peru, Mexico, Ethiopia, and India, ideally .1 each year.

ARTICLE IV:

The Global Overpopulation Relief Fund shall be funded by developed nations; Canada, Sweden, and Australia, and shall be dispersed to developing nations; Peru, India, Mexico, and Ethiopia, to battle the problems of overpopulation. The money allotted will be used for educational purposes, dispersion of birth control products, family planning programs, and other methods which the country finds effective.

ARTICLE V:

These methods and programs will be approved and evaluated by the Global Overpopulation Relief Committee, which shall be established and funded by Canada, Sweden, and Australia, but which will include representatives from all involved countries to work together globally to combat overpopulation and its adverse effects. The committee shall meet monthly to evaluate and discuss the status of each countries' programs in reaching the desired .1 yearly decrease in population growth.

ARTICLE VI:

For every year, after a two-year implementation period, that each of the developing nation lowers their population growth rate at the discretion of the Global Overpopulation Committee, the nations of Australia, Canada, and Sweden agree to cut government foreign debt repayments (only government, not private institution loans) by 10%, until the country has reached population stability, whatever left of the debt is paid back, or ten years.

For an example of the Final Treaty Draft, please refer to pages 63-64 in the Global Warming Conference Simulation Section.

4. Post-Conference Handouts: As part of the Debriefing Session, an instructor should pass out two important handouts: the **Delegation Activity Summary** and the **Conference Evaluations**. Both of these forms are quite standard, although instructors should modify them to meet their needs. Examples of these two handouts can be found on pages 66-67 in the Global Warming Conference Simulation Section.

C. ARMS CONTROL CONFERENCE SIMULATION

An instructor may decide to organize a conference to promote international security by limiting the availability and diffusion of different types of weapons systems. This type of simulation can include one issue or a variety of related problems in the attempt to reduce international tensions and avoid future conflicts. Delegates at this type of conference may address a number of arms controls issues:

   a. Reduction of strategic nuclear weapons (warheads and delivery systems);
   b. Decrease in the number of tactical nuclear weapons;
   c. Future of anti-ballistic missile defense systems;
   d. Elimination of chemical and nerve agent weapon systems;
   e. Prohibition against biological weapons systems;
   f. Limitations on the size of naval forces;
   g. International controls on the exportation of conventional weapons; and/or
   h. Ban on land-mines and other conventional weapons.

This type of conference should not be limited to security issues. Delegates will quickly expand the discussion to include economic distribution concerns within nations (the traditional guns versus butter debate), national and global priorities, environmental protection (especially in regard to nuclear warfare), and human rights issues.

1. National Delegations: In this simulation, an instructor should seek to include nations that have substantial nuclear and conventional forces, major arms exporters, and countries with serious security problems. Again, to emphasize the question of development in relation to national security, an instructor may seek to "balance" the simulation by including a number of industrialized/developed nations with an equal number of developing countries.

Industrialized/Developed	Developing
France	India
Israel	North Korea
Russia	Pakistan
United Kingdom	People's Republic of China

In this selection of countries, you have a number of states with well-established strategic nuclear forces (France, the PRC, Russia, and the United Kingdom) as well as countries with small nuclear forces (India and Pakistan) and nuclear-capable nations (Israel and North Korea). While France and Britain have relatively small conventional forces, the PRC has the largest army in the world. Several of these countries are major arms exporters, including Israel and the PRC. Many of these nations have serious external threats that requires them to maintain large military forces (India, Israel, North Korea, and Pakistan) while one has major internal instability that has resulted in civil war (Russia).

2. Conference Preparations and Implementation: An instructor should review the recommendations outlined in the Global Warming and Global Population Conference Simulations and adopt those handouts, or design their own which best fit the objectives proposed for an Arms Control Conference Simulation.

D. INTERNATIONAL TRADE CONFERENCE SIMULATION

Another potential topic for a simulation may address an international economic and trade issue. Again, any conference that begins addressing one international economic issue (i.e., reduction of tariffs) will quickly expand to other major issues such as global inequality in the distribution of wealth and natural resources, immigration and unemployment, and/or international debt burdens. The following is a short list of possible conference topics for an International Trade Conference:

A. Reduction of tariffs and non-tariff trade barriers;
b. Debt forgiveness or reduction for Third and Fourth World countries;
c. Access to Western capital by socialist-transition and developing countries;
d. Price guarantees for global primary products and natural resource cartels;
e. Formation of regional free trade associations;
f. Stabilization of national currencies;
g. Implementation of trade embargoes or quarantines;
h. Balancing immigration and national unemployment;
i. Solving the "brain drain" of the educated from developing countries;
j. International supervision of multi-national corporation operations;
k. Controlling capital transfers from illegal activities; and/or
l. Regulation of international electronic banking.

This list is far from exhaustive regarding the scope that the conferees may cover during the simulation. Many of these issues lend themselves to debates on social justice and equality, security concerns, human rights, and intellectual property rights which will greatly enhance the quality and depth of the negotiations.

1. National Delegations: Depending on the specific issue selected by the instructor, an International Trade Conference should seek nations that are major trading nations, play an important role in international finance, and/or are major natural resource exporters.   In economic issues, development plays a critical role and an instructor should seek to "balance" the exercise by incorporating an equal number of industrialized and developing countries.

Industrialized/Developed	Developing
Canada	Brazil
Germany	People's Republic of China
Japan	Saudi Arabia
Russia	Thailand

In this selection of countries, an instructor provides representation for a wide range of regions: Eastern Europe, Far East, Latin America, Middle East, North America, and Southeast Asia. In addition, an instructor may decide to include countries that represent the "Fourth World," truly undeveloped nations with little prospect for economic growth. Such countries might include Angola, Bangladesh, Ethiopia, or Sierra Leone. The countries listed above provide the simulation with a diversity of important economic powers. Canada, Germany, and Japan are members of the G-8, the leading post-industrial nations of the world. Brazil, the PRC, and Thailand (a member of ASEAN) are rapidly growing developing nations with high economic growth rates. Saudi Arabia has a major influence in setting world oil prices but has had a problem with domestic investments of capital. Russia, an industrialized nation, is making the painful transition from socialism to capitalism and its future political stability rests on continued access to Western capital. In a simulation, a wide range of coalitions can be formed by the delegates in attempting to frame an International Trade Treaty.

2. Conference Preparations and Implementation: An instructor should review the recommendations outlined in the Global Warming and Global Population Conference Simulations and adopt those handouts, or design their own, which best fit the objectives proposed for an International Trade Conference Simulation.
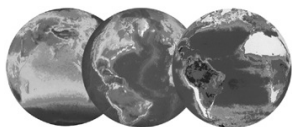
CHAPTER VII:
Simulation Bibliographies

It is important that students find information about the global issue and their country's stand on this issue to participate accurately in the simulation. This chapter outlines some useful library resources (reference books, handbooks, and web sites) which are useful for both the instructor and students. To help prepare students, instructors should compile a one-page summary of bibliographic information to hand out at the beginning of the exercise.

The selection of monographs, reference books, guides, and web sites is critical for a well-balanced debate during the simulation. The instructor should take great care that students are exposed to a variety of perspectives regarding the causes, problems, and policy repercussions of the global issue to be discussed at the conference. There are clearly no easy solutions to these issues (otherwise they would not be the focus of scientific research and international debate). Instructors may take the opportunity as they discuss the parameters of a particular issue to have students analyze the questions raised and methods used by various proponents of a policy.

This chapter is divided into five sections. The first addresses general works on international relations and global issues which is a good introduction for students with limited international background. This information is very useful to find out general information about individual countries and a global issue. The second section provides citations for a global warming simulation. The next section focuses on population issues, which is followed by a section on arms control. The final section provides citations on international economics and trade. These bibliographies are far from exhaustive and it is recommended that instructors add additional books, journals, and web sites to their bibliographic handouts to provide students with as much information as possible.

A. GENERAL WORKS ON INTERNATIONAL STUDIES

Reference Books/Handbooks/Guides

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Cook, Chris. *The Facts on File World Political Almanac*. 3rd edition. New York, NY: Facts on File, 1995.

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Handbook of the Nations. Detroit, MI: Gale Research, 1995.

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Owen, Richard. *The Times Guide to World Organizations: Their Role and Reach in the New World Order.* London, England: Times Books, 1996.

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Shaaban, Marian, ed. *Guide to Country Information in International Governmental Organization Publications*, Bethesda, MD: Congressional Information Service, 1996.

South America, Central America, and the Caribbean. London, England: Europa Publications, Ltd., 1985-.

Turner, Barry, ed. *The Statesman's Yearbook: The Essential Political and Economic Guide to All the Countries of the World.* London, England: St. Martin's Press, 1864-.

Web Sites

Area Studies Resources: IAN Web Resources　　　　http://info.pitt.edu/~ian/resource/area.htm

Center for the Study of Global Change　　　　www.indiana.edu/~global

Global Resources Web Project　　　　http://www.duke.edu/~fryholm/global3.htm

International and Area Studies　　　　http://www.clark.net/pub/lschank/web/country.htm

Library of Congress Country Studies　　　　http://lcweb2.loc.gov/frd/cs/cshome.html

Online Intelligence Project: International Affairs Resources　　http://www.interaccess.com/intelweb

Weatherhead Center for International Affairs: International Affairs Resources
　　　　http://data.fas.harvard.edu/cfia/links/index.htm
Yale Library Selected International Resources: International Affairs
　　　　http://www.library.yale.edu/socsci/subjguides/intrelaffairs/

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Bernard, Harold W. *Global Warming Unchecked: Signs to Watch For*. Bloomington, IN: Indiana University Press, c. 1993.

Brown, Paul. *Global Warming: Can Civilization Survive?* London, England: Blanford, 1996.

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Levi, Barbara Gros, David Hafemeister, and Richard Scribner, eds. *Global Warming: Physics and Facts*. New York, NY: American Institute of Physics, c. 1992.

Linacre, Edward. *Climate Change and Resources: A Reference and Guide*. London, England: Routledge, 1992.

Maunder, W.J., ed. *Dictionary of Global Climate Change*. New York, NY: Chapman and Hall, 1992.

Moore, Thomas Gale. *Global Warming: A Boon to Humans and Other Animals*. Stanford, CA: Hoover Institute on War, Revolution and Peace, 1995.

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Singer, S. Fred. *Global Warming: Do We Know Enough to Act?* St. Louis, MO: Center for the Study of American Business, Washington University, 1991.

Web Sites

Amazing Environmental Organization Directory   http://www.webdirectory.com

Center for Energy and the Global Environment   http://www.ee.vt.edu/ceage

Center for Environmental Information: CEI   http://www.awa.com/nature/cei

Center for Environmental and Resrouces Economics   http://www.econ.duke.edu/~kerrys

Center for Global Environmental Education   http://cgee.hamline.edu

Center for International Climate and Environmental Research: Oslo
       http://www.cicero.uio.no/eindex.html

Climate Action Network: CAN   http://www.climatenetwork.org

Directory of Organizations and Institutes Active in Environmental Monitoring
       http://www.gsf.de/UNEP/contents.html

Earthwatch Institute International   http://www.earthwatch.org

Econet   http://www.igc.org/igc/econet/

Envirolink   http://www.envirolink.org

Environmental Data Services   http://www.ends.co.uk

Environmental Governments on the Internet   http://www.ovam.be/internetrefs/overh.htm

Environmental Research Resouces   http://darkwing.uoregon.edu/~rmitchel/envres.shtml

Global Change Master Directory   http://gcmd.nasa.gov

Global Change: A Review of Climate Change and Ozone Depletion
       http://www.globalchange.org

Global Climate Information Project   http://www.climatefact.org/

Global Environmental Change Programme   http://www.susx.ac.uk/Units/gec

Global Warming International Center: GWIC   http://www.globalwarming.net

IGC: Atmosphere and Climate Resources Collection   http://www.igc.org/igc/issues/ac/or.html

Institute for European Environmental Policy   http://www.greenchannel.com/ieep

Institute of Global Environment and Society: IGES   http://www.iges.org/

National Institute for Global Environmental Change   http://nigec.ucdavis.edu

Natural Resources Defense Council   http://www.nrcs.usda.gov

Pew Center on Global Climate Change	http://www.pewclimate.org
Potsdam Institute for Climate Impact Research	http://www.pik-potsdam.de
Resources for the Future	http://www.rff.org
Science of the Earth System	http://www.earth.nasa.gov/science/index.html
United Nations Environment Programme	http://www.unep.ch/unepright.htm
United States Environmental Protection Agency	http://www.epa.gov
U.S. Global Change Data and Information Systems:GCDIS	http://www.gcdis.usgcrp.gov
U.S. Global Change Research Information	http://gcrio.ciesin.org
Weathervane: A Digital Forum on Global Climate Policy	http://www.weathervane.rff.org
World Climate	http://www.worldclimate.com/climate/index.htm
World Climate Report	http://www.nhes.com
World Resources Institute	http://www.wri.org

C. GLOBAL POPULATION BIBLIOGRAPHY

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Brown, Lester R. and Jodi L. Jacobson. *Our Demographically Divided World*. Worldwatch Paper 74. Washington, DC: Worldwatch Institute, December 1986.

Cohen, Joel E. *How Many People Can the Earth Support?* New York, NY: W.W. Norton and Company, 1995.

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Populi. New York, NY: United Nations Population Fund.

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CARE   http://www.care.org

Demography and Population Studies   http://coombs.anu.edu.au/ResFacilities/DemographyPage.html

Global Health Network   http://www.pitt.edu/HOME/GHNet/GHNet.html

Gridded Population of the World   http://ciesin.org/datasets/gpw/globldem.doc.html

KZPG Overpopulation News Network   www.kzpg.com

National Council for Science and the Environment   www.popenvironment.org

Overpopulation.Com   www.overpopulation.com

Popnet   www.popnet.org

Population Action International	www.popact.org
Population Council	www.popcouncil.org
The Population Institute	www.populationinstitute.org
Population Journal Archives	gopher://gopher.undp.org:70/11/ungophers/popin/pop is/journals
Population Reference Bureau	www.prb.org
Population Research Center	www.prc.utexas.edu
Population Research Institute	www.pop.org
Population Studies Center	http://www.psc.lsa.umich.edu/
Princeton's Population Index	http://popindex.princeton.edu
United Nations Population Fund	www.unfpa.org
United Nations Population Information Network	www.undp.org/popin/
World Health Organization	http://www.who.int/
Worldwatch Institute	www.worldwatch.org
Zero Population Growth	www.zpg.org

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Carnegie Endowment for International Peace   http://www.ceip.org/programs/npp/index.html

Center for Nonproliferation Studies, Monterey Institute of International Studies
                                                          http://cns.miis.edu

International Relations and Security Network: ISN   http://www.isn.ethz.ch

North Atlantic Treaty Organization: NATO   http://www.nato.int/home/htm

Organization for Security and Co-operation in Europe: OSCE

http://www.osce.org

Online Journal of Peace and Conflict Resolution   http://members.aol.com/peacejnl/index.htm

Peace and Conflict   http://csf.Colorado.EDU/peace

Peace and Conflict Studies   http://www.tcnj.edu/~psm/pcs/

Peace Magazine Home Page   http://www.geocities.com/CollegePark/8360/isresourc e.htm

SocioSite: Power-Conflict and Cooperation, War and Peace   http://www.pscw.uva.nl/sociosite/TOPICS/Power.htm l

Stockholm International Peace Research Institute: SIPRI   http://www.sipri.se

U.S. Department of State, Arms Control Sites   http://usinfo.state.gov/topical/armsctrl/links.htm

United State Institute of Peace   http:www.usip.org

E. INTERNATIONAL ECONOMICS AND TRADE BIBLIOGRAPHY

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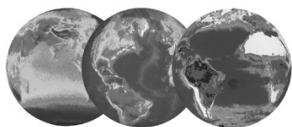|	
AFL-CIO	http://www.aflcio.org
CARE	http://www.care.org/
Centre for International Business	http://center/buffnet.net/netsites.html
Centre for International Economics	http://www.intecon.com.au
Centre for International Trade: CIT	http://www.centretrade.com
Corpwatch	http://www.corpwatch.org
Electronic Policy Network	http://www.epn.org
Economic Policy Institute	http://www.epinet.org/
Essential Information	http://www.essential.org
Foreign Trade Statistics	http://www.census.gov/foreign-trade/www/
Friends of the Earth	http://www.foe.org
Global Exchange	http://www/globalexchange.org
Global Trade Watch	http://www.citizen.org/pctrade/tradehome.html

Greenpeace   http://www.greenpeace.org

IMF World Economic Outlook

http://www.imf.org/external/pubs/ft/weo/weo0598/index.htm

Institute for International Economics   http://www.iie.com/homepage.htm

International Bureau of Chambers of Commerce   http://www.icc-ibcc.org

International Business Directory   http://msm.byu.edu/c&i/cim/ibd

International Business Resources on the World Wide Web   http://ciber.bus.msu.edu

International Centre for Trade and Sustainable Development   http://www.ictsd.org/

International Chamber of Commerce   http://www.iccwbo.org

International Commerce   http://www.icg.org/intelweb/commerce.html

International Database   http://www.cnsus.gov/ftp/pub/ipc/www/idbnew.html

International Development Association   http://www.jhu.edu/~soc/ladark.html

International Development Exchange: IDEX   http://www.idex.org

International Economic Review   http://www.usitc.gov/ier.htm

International Economics Study Center   http://www.internationalecon.com

International Federation of Alternative Trade   http://www.ifat.org

International Forum on Globalization   http://www.ifg.org

International Import-Export Institute: IIEINet   http://www.intlimport-export.com

International Monetary Fund   http://www.imf.org

International Political Economy Network: IPENet   http://csf.colorado.edu/ipe/index.html

International Trade Administration   http://www.ita.doc.gov/

International Trade Network   http://www.intltrade.net

International Trade Resource and Data Exchange: I-TRADE   http://www.i-trade.com

Library of International Trade Resources: LITR   http://www.litr.com/

National Bureau of Economic Research   http://www.nber.org/

Organization for Economic Cooperation and Development Online

http://www.oecd.org/

Public Citizen's Global Trade Watch   http://www.citizen.org/pctrade/tradehome.html

Resources for Social and Economic Development: PRAXIS   http://caster/ssw/upenn.edu/~restes/praxis.html

Review of International Economics   http://www.ag.iastate.edu/journal/rie

Trade Compass   http://www.tradecompass.com

TradeNet World Service Page   http://www.tradenet.net

Trade Zone: Directory and Reference for International Trade   http://www.tradezone.com/trdzlnks.htm

The Turning Point Project   http://www.turnpoint.org/egresourceguide.html

United Nations Conference of Trade and Development: UNCTAD
http://www.unicc.org/unctad/

United Nations Development Programme   http://www.undp.org/

U.S. Department of Commerce International Trade Administration: ITA
http://www.ita.doc.org

World Bank Group   http://www.worldbank.org

World Economic Forum   http://www.weforum.org

World Trade Centers Association   http://iserve/wtca.org

World Trade Organization   http://www.wto.org

WTO Watch   http://www.wtowatch.org

CHAPTER VIII:
Simulations and Distance Learning Technologies

Many schools now have access to a wide variety of distance learning technologies which allows instructors to take advantage of a greater number of resources, both domestic and international. Many students now have access to e-mail; some are versed in Web page construction and maintenance. A growing number of schools are wired for Interactive Video (IAV) technology. These technology allows instructors to plan simulations in both synchronous and asynchronous formats and to expand the number of participants in conferences. Below is a short summary of the potentials of these technologies.

A. E-MAIL SIMULATIONS

Using the guidelines outlined in this book, an instructor can plan a simulation with a number of different classes in different parts of the world on an asynchronous basis. Different schools can "send" a delegation to an e-mail conference and the Chair would serve as the electronic conference coordinator. It is possible for an instructor to organize a truly international conference with students participating from different parts of the globe. The primary drawback to this type of simulation is time zone differences. It is very difficult to arrange "real time" negotiations especially when limited to scheduled class hours. An asynchronous format addresses this problem.

Like a traditional simulation, the Chair could distribute a National Delegation List, National Delegation General Questions, Simulation Rules of Procedure, the Treaty Outline, and the Global Issue Bibliography and Web Site Information List to all of the participants via e-mail in preparation for the conference. Delegates should have time to research the issue and their country's policy position. Just before the conference begins, the Chair would distribute Official Reports from the Home Governments and the newspaper issue. It is now time for the conference to begin.

The Chair will open the floor for debate and delegates will begin negotiations through the Chair; representatives send their motions, policy statements, proposals, and amendments to the Chair, who then distributes this information to all of the other delegations. Representatives are also free to conduct private negotiations with other delegations directly (although copies of such transmissions should be copied to the Chair and marked confidential if not to be shared with the rest of the conference members). The major drawback to this approach is that debates are difficult to conduct. Instead, members should be encouraged to draft **Policy Statements** in place of debates to respond to comments made on the floor. Another major change from a class-based simulation is that a session lasts for a week instead of one class period. This extended time frame allows conferees to deal with time zone problems. The Chair can also set **voting deadlines** of 24 hours in response to a motion. This gives delegates adequate time to respond to issues or questions on the floor. Delegates can offer proposals and amendments to the treaty

draft and vote in a timely manner. At the end of each week, the delegates can send Official Reports to their Home Governments and the Chair can prepare and distribute the Official Record, Proposals and Amendments on the Floor, and Treaty Draft handouts to all of the delegates before the next session. At the end of a month, or whatever time frame the instructor designs, the delegates can participate in a Treaty Signing Ceremony and explain in a Policy Statement why they decided to support or reject the treaty. A debriefing can be conducted by the instructor by asking delegations to answer a survey. The instructor can then e-mail all of the participants with the Summary of Delegation Activity, the delegations' comments, and the instructor's evaluation.

In terms of changes to the **Simulation Rules of Procedure**, an instructor may delete the motion for a recess and motions for open or controlled debates. A recess becomes a moot point when delegates are in different rooms or even countries. By the very design of an e-mail conference, the Chair controls the debate and the distribution of information.

An e-mail simulation places a great deal of work on the shoulders of the Chair/instructor. The instructor has to first address the administrative challenge of identifying other teachers in different schools who are willing to participate in this type of simulation. The Chair also has to do a great deal of coordination in terms of distributing e-mail messages to some or all of the delegations. It is possible that the instructor delete the Official Reports from the simulation except for the on-site delegation. Instructors in the other schools can serve as the home government and provide advice to their students regarding the negotiations. These instructors should e-mail their summaries back to the Chair to keep the Chair appraised of the situation in all of the delegations. Another drawback is the lack of face-to-face negotiations between delegates which is an important factor in treaty talks. Students "meet" each other electronically which is a far different element than traditional negotiations.

B. E-MAIL NEGOTIATIONS AND WEB SITE ENHANCEMENT

Some of the drawbacks identified with an e-mail simulation can be addressed with the addition of a **Conference Web Site**. All of the delegations should have access to a special Web page which serves as the "conference floor." Delegates can post motions, publish policy statements, introduce proposals and amendments, and announce their vote. Simultaneously, the Chair can prepare and conduct the simulation as outlined in the previous section. The Chair can publish the National Delegation List (with e-mail addresses), National Delegation General Questions, Simulation Rules of Procedure, and Treaty Outline well before the conference begins. Once the talks get underway, the instructor can distribute the newspaper, Official Record, Proposals and Amendments, and Treaty Draft on the Web site for perusal by any of the delegates at any time. This takes much of the burden off the Chair to rely information to all of the delegates and gives the representatives more freedom of action in declaring their intentions. Confidential negotiations can still be conducted by e-mail (with copies sent to the Chair).

An added bonus for the participants through a Conference Web Site is a **Resource Page**. The instructor can publish the Global Issue Bibliography and provide links to other Web sites which will assist the delegates in their research. Information can be included regarding the global issue under negotiation and information about individual countries. The publication of the National Delegation Packets will allow participants to find out more about other delegations. Access to this information is far more difficult in a single class simulation.

C. IAV TECHNOLOGY AND ELECTRONIC NEGOTIATIONS

For schools that have access to IAV technology, simulations be even more realistic. IAV technology allows participants to view other sites in "real time." Students can view other participants on television with the screen displaying the delegate that is currently speaking. Transmissions travel over IDS telephone lines which is a significant cost savings over satellite linkages. Delegates can address each other, conduct debates, and, most importantly, see each other, a major advantage over a web site. The Chair can conduct a regular session and delegates would proceed with business as if all the participants were seated in the same room. Coupled with a Web site for conference postings and official information, the students have access to a great deal of information and face-to-face negotiations.

In addition, an instructor can arrange to have an expert, or experts, from anywhere in the world, address the conference on the global issue before the deliberations begin. Speakers might include university professors, policy-makers, special interest advocates, etc. The only restriction is that the presenters have access to an IAV studio to support the transmission. It is possible for delegates to hear different perspectives of an issue which can have an important dimension on the talks.

There are two major drawbacks to incorporating IAV technology into simulations. The first is the synchronous nature of IAV transmissions. While it is relatively easy for students with similar class times in the same time zone to meet for a conference during an IAV program, it is very difficult to include students from other parts of the world, especially those with drastically different time schedules. In this case, an instructor may decide to forego a synchronous conference session between all of the delegates and opt for an e-mail/web site conference. However, the instructor should consider having various delegations "meet" through interactive video at a time that is convenient for many of the participants, i.e. a Saturday transmission. The second problem is one of cost. At this time, it costs approximately $200 per hour for an international IAV transmission. While significantly less than a satellite linkage, some schools might be hard pressed to support five hours of negotiations. Again, a shorter meeting between the delegates could add an important element to an e-mail/web site conference without draining a large percentage of the school's IAV transmission budget.

D. FINAL COMMENT

In many ways, the simulation format described in this book is a still a "work in progress." Instructors are strongly encouraged to experiment with these ideas and develop new approaches with this material. In addition, instructors have an awareness of the level of instruction appropriate to their class. To make this guide an even better pedagogical tool, we encourage you to share your thoughts. We welcome your criticisms and suggestions and will update this guide accordingly.

Please send your comments to:

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Bloomington, IN 47408-4001

</div>
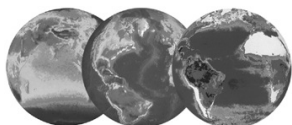
APPENDIX:
Simulation and Handout Checklist

This checklist is intended to help instructors prepare and implement a simulation. An instructor may use all or some of these handouts during the simulation. There are no hard and fast rules regarding the planning and exercise of a conference.

Pre-Conference Handouts: Students should receive this information before the conference begins deliberations:

1. Simulation Introduction and Delegation Selection Memo
2. National Delegation List (Delegate Names, E-Mail Addresses, and/or Telephone Numbers)
3. National Delegation General Questions
4. National Delegation Packets
5. Simulation Rules of Procedure
6. Treaty Outline
7. Global Issue Bibliography and Web Site Information List
8. Roll Call Vote Sheet (for the Chair)

Conference Handouts: This information should be passed out to the delegations at the beginning of each session:

1. Official Reports from the Home Governments (Confidential Reports to Each Delegation)
2. Newspaper Issue

After the First Session

3. Official Record (Minutes from the Previous Session)
4. Proposals and Amendments on the Floor for Consideration
5. Treaty Draft (with Lines for Delegate Signatures for the Final Draft)

Post-Conference Handouts: Upon completion of the Signing Ceremony, delegates should receive:

1. Summary of Delegation Activity
2. Conference Evaluations

Examples of these handouts are included in this guide.