

CP4WU UNIT Culminating Activity

INTERNATIONAL DEBATE SIMULATION: **ARCTIC BOUNDARY DISPUTE**

Description

The students will be involved in a simulation that addresses a real-life land claim dispute. Negotiations at the international level will take place and students are encouraged to consider the most desirable outcome for their country or organization. Following the simulation, individual students will submit a proposal addressed to the General Secretary of the United Nations outlining the results from the negotiations and campaigning for global support. The critical challenge for students is to apply their knowledge of international actors, organizations and relationships to address an authentic international conflict.

Expectations

Overall Expectations:

1. Describe the structure and function of international intergovernmental and non-governmental organizations
2. Describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts
3. Evaluate the role and operation of international HR protection system
4. Evaluate the role of Canada and Canadians in the international community
5. Communicate knowledge, opinions, and interpretations about events, issues, and trends relating to politics and citizenship, using a variety of forms of communication

Enduring Understandings:

1. Various political, economic, and military options are available to countries involved in a conflict as mandated by the balance of power.
2. International cooperation is inconsistent because of the ongoing power struggles between super power nations.
3. Questions of human rights abuses are highly contested due to limitations of state-centric politics.
4. Canada's role on the international stage has adapted over time to fit the changing political climate

Essential Questions:

1. What are the political, economic and military options that are available to countries involved in a conflict?
2. How are the ongoing power struggles between super power nations impacting international cooperation?
3. How does the current structure of international politics affect how we address human rights abuses?
4. How has Canada's response evolved from a militaristic approach to a humanitarian approach?

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Major Details

Time: 225 minutes

Your task is to as a group, come together as a nation/organization to address the land dispute conflict that has been posed to the class by the teacher. Your goal is to work out a solution that best benefits your nation/organization. The problem of the challenge comes when you have to negotiate with other nations/organizations who have different motivations, strengths and weaknesses. The obstacle comes when you try to maximize cooperation without sacrificing your own stance.

There will be five countries and two organizations taking part in this land claim dispute. Students will be assigned in groups of 2-7 in one of the 7 options:

RUSSIA

GREENLAND

CANADA

UNITED STATES

NORWAY

United Nations & the Law of the Sea Treaty

CANADIAN OIL COMPANY

Country/Organization Features

- each country will be geographically attached/closest to the territory under dispute;
- at least 1 country will be considered a superpower;
- at least 1 country will be an emerging power;
- 1 organization will be a cooperative body responsible to uphold and adhere to the recommendations of a Treaty or legal agreement between member states;
- 1 organization will be resource motivated.

Each group will be responsible for researching their individual country, outlining:

- population numbers
- possible alliances
- implications of war
- geographic location (map)
- role in the conflict
- possible political, economic, and military options available to your country
- their role in the Law of the Sea Treaty and/or other relevant cooperative agreements

From this groups will prepare their Opening Statements for Period 1 of the debate (max 3mins)

Group Features

Students are responsible for assigning group members an individual role. Each member will speak and actively participate during the in-class simulation. They will be expected to “wear the hat” of their given role, understanding the lens, bias, opinions and interests of that individual or group they represent.

- 1 Head of State (President, Prime Minister)
- At least one representative of each of the organizations (eg. Canadian Ambassador to the United Nations, CEO Canadian Oil)
- Two diplomats/representatives who are able to travel and negotiate with other groups
- Two citizens who receive the diplomats/representatives from other nations

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Planning Notes:

- 150 minutes in class.
- Book the computer lab for Period 3, 75mins. This time will be used for students to plan, research and complete the *Individual Position Paper* component. The possible topics were distributed during *Activity 1: Intro to Unit and Culminating Activity*.
- Arrange classroom desks in a panel design (square). Post Country/Organization name signs.
- Formal atmosphere. Encourage students to dress in business casual attire and set a tone (pictures, flags, etc) of a formal international diplomatic meeting.
- Invite a Senior Faculty member to drop in on class simulation (eg. Vice-Principal).

Part 1: Simulation

Before

- Distribution of *Student Thought Cards*.

During

- The first 75 minutes will be dedicated to introducing the scenario. The teacher will act as a “Keynote Speaker” setting the tone for the day’s speeches. A teacher-prepared 2-5 minute speech introducing participants, key ideas and facts and possible tensions.
- Each group will prepare and present their introductory statements.
- The second 75 minutes will be dedicated to negotiating with other groups.
- Resource: Refer to *Triangle Debate* for debate facilitation tips.

After

- Debrief students on experience, taking comments, questions and concerns including feedback to improve process and student feelings about their performance.

Part 2: Position Piece

- 75 minutes in lab.
- Students will have one computer lab period to work on their individual piece.
- Individual topics were distributed during *Activity 1: Intro to Unit and Culminating Activity*.

Evaluation

Student’s grade will be determined by a combination of the following:

Simulation

The simulation will be assessed by individual student completion of the *Student Thought Card* (Appendix 1.1) as well as teacher observations.

Position Piece

The Position Piece will be assessed using a rubric.

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Recommended Resources:

Byers, Michael. *Who Owns the Arctic? Understanding sovereignty disputes in the north.* (Vancouver, BC: Canada: Douglas & MacIntyre Publications, Inc.) 2008.

CIA – The World Fact Book. online: <https://www.cia.gov/library/publications/the-world-factbook/>

National Defense and the Canadian Forces. *“Great Game in a Cold Climate: Canada’s Arctic Sovereignty in Question”* online: <http://www.journal.forces.gc.ca/vo6/no4/north-nord-01-eng.asp>

RIANOVOSTI. September 16, 2010. “Russia, Canada agree to resolve Arctic dispute based on UN law.” online: <http://en.rian.ru/world/20100916/160611736.html>.

United Nations Convention on the Law of the Sea. PDF online:
http://www.un.org/Depts/los/convention_agreements/texts/unclos/unclos_e.pdf