



IAA & MUN



Table of Contents

Teaching German to Refugees (O'Keefe)	1
Turkey (Disney-Swanson)	2
Schengen and the EU (Brown)	4
A Reflection on International Affairs (Kelly)	7
Study Abroad in Kunming (O'Boyle)	8
NWPC Internship Reflection (O'Keefe)	10
References	11
UN Trip	13
Games	14
Credits and Contacts	15

Letter from the President

Dear Reader,

Welcome to the 2015-2016 edition of "The Ambassador." This is an online student zine publication produced by the International Affairs Association and Model UN Club at Gettysburg College in Gettysburg, Pennsylvania.

As a student organization, we strive to encourage learning about the world outside of Gettysburg through weekly discussions on pressing international issues chosen by students, and Model UN conferences, which bring new

perspectives into the way we think about international affairs.

This year, we had the privilege of sending students to four Model UN Conferences: NCSC at Georgetown University, SCSY at Yale University, &MUN at the College of William and Mary, and FINMUN in Helsinki, Finland. Not only do these conferences introduce our students to those with different perspectives, they encourage collaboration and creative thinking in order to solve the issues

presented to them by the conference organizers.

We hope that you have a great time reading this publication, which consists of reflections and one abbreviated paper from some of our members who are currently travelling internationally.

Check out our Weebly, Facebook and Twitter pages for more information, and we hope that you enjoy your stay

Sincerely,

Jonathan Faul, President
2015-2016

Teaching German to Refugees as an American By Piper O'Keefe

This past semester (Fall 2015), I studied abroad at Universität Heidelberg in Germany through "American Junior Year" (AJY). The entire semester was an incredible learning and cultural experience, as we were directly immersed in the German university system, living with only German roommates and taking courses in German. As much as I learned and despite how much better my German became, the most significant experience I had was not, in fact, (Continued on Page 2)



Turkey: A Critical Language Scholarship

By Marley Disney-Swanson

Last spring, I had the incredible privilege of being awarded a Critical Language Scholarship (CLS) by the US Department of State. The CLS program is an effort by the US Government designed to increase the number of Americans able to communicate in critical foreign languages. I was part of that effort to build a sustainable relationship between the US and Turkey, a key ally in the Middle East.

I lived with a host family in Turkey for nine wonderful, but all too short, weeks. All 20 American students on this program stayed in Bursa, the fourth largest city in Turkey, and one of the most conservative cities in the country. With 20 hours of classroom instruction and at least 10 hours of homework a week, no time was wasted learning the language. In addition to classroom time, each American student was paired with a language partner in order to practice speaking in the target language. Our partners were local university students from the host city, with whom we were required to spend a few hours a week with. Meeting the required time commitment was never a problem. I spent every spare hour with my language partner, and best friend in the country, exploring every underground market and mountaintop of Bursa. (Continued on Page 4)

TOPICS

Here are some of the topics we discussed this year:

Metrojet Crash over Sinai

China's Relationship with the Dalai Lama

Japanese Remilitarization

Syrian Refugee Crisis

Teaching German to Refugees (Piper O'Keefe)

through this particular cultural immersion or my classes. The AJY program required that we chose a "Non-Akademische Tätigkeit" (non-academic thing or "NAT") to do at least once a week throughout the semester. When I was selecting mine, I was interested in finding one related to my Globalization Studies and Political Science majors. My Program Director suggested that I work with refugees for my NAT, which was incredibly timely, with the "refugee crisis" occurring in Europe this Fall.

Initially, on her recommendation, a friend and I were able to meet with Hassan, a sociology student at Heidelberg who came to Germany in 2010 as a refugee from Iran without knowing any German. Hassan was eventually able to teach himself German, take the D.S.H. (the national German University language proficiency exam), and gain admittance to the Universität Heidelberg. It was fascinating to talk to him for many reasons, but especially because it reinforced that this "refugee crisis" is not, by any means, the first time Germany has provided a safe-haven for those fleeing their homes.

Towards the beginning of November my NAT evolved from talking with Hassan to much more. Through collaboration with Heidelberg University's teacher college, German classes started to be offered at AJY's study center twice a week. From then on, 20-40 refugees would come to the study center every Monday and Wednesday for two hours of German instruction. For the first lesson, the teaching college students divided the refugees between two rooms based on their knowledge of German. I was in the room with students (Continued on page 3)

Teaching German to Refugees (Piper O’Keefe)



Heidelberg, GR

who already knew some German. It was difficult for me to teach because there was a huge range of abilities among them. Some of the refugees could really only say “Ich heiÙe...” (my name is...), while others were way beyond that, looking to have normal conversations in German. Although we taught a good amount during that first class, the methods used for teaching were different. The way the German students had been trained to teach—primarily through repetition of phrases until they were memorized—, was very different than how I had been taught German, which was primarily through visuals and games. For both the German students and us American students, it was difficult to try to balance two very different teaching styles in the same room. As a result, the beginner group was taught mainly by AJY (American) students, while German students taught the more advanced level for the next classes. This strategy ended up working out really well for everyone, because our American teaching style was more conducive for beginners, while the German teaching style was great for expanding more-advanced students’ vocabularies. Because all of the AJY students had been learning German as non-native speakers, we knew what is especially tricky about the German language, along with the best, and worst, ways of teaching the language. It is easy to forget the simple aspects of German when you have moved on to more advanced topics, so teaching the refugees truly strengthened our German in general.

Last year I was a teaching assistant at Gettysburg for the introductory German courses. It was very interesting to me to see if the similarities and differences between my students then and my students in Germany. The primary difference was that the refugees really wanted to learn German. Many of them, for example, were unhappy that we gave them a break in the middle of our two-hour session, because they wanted to learn as much as they could as fast as possible. It was, obviously, easier to teach devoted students, but that does not mean that it was altogether easier. At Gettysburg, all of my students knew English, so if something needed clarification, I could just say it in English. At the courses for the refugees, however, only some of the students knew English. This meant that at many times, we could not tell who truly understood what we were teaching. Hassan occasionally helped at our classes and was invaluable, because he could translate between the students and us. The few students who spoke limited English were also able to help translate. Every session posed different difficulties, because Patrick Henry Village, where the refugees in Heidelberg live, is only intended as temporary housing. Our students, therefore, would largely be different week-to-week, which meant that every week we encountered the same problem of determining each student’s German level and working from there to teach something that everyone in the class could benefit from.

In general, working with the refugees was an incredibly rewarding process, and one of the things I will miss about Heidelberg. It is hard to tell how much German any of them learned, but my hope is that we were able to provide a good basis from which all of them can excel further in their studies. Regardless of how good the students’ German became, (Continued on Page 5)

Turkey (Marley Disney-Swanson)



The CLS program took us on weekly excursions, ranging from cooking lessons at the premiere cooking academy in town, to a tour of the house the Virgin Mary died in. We had the weekends free to travel, giving the history nerd in me the chance to visit cities like Troy, Gallipoli, and Ephesus. In each new place, I learned more about the history of my surroundings than I was ever able to grasp from a textbook or lecture. Scuba diving around a sunken World War I ship in the Anzac Cove, paragliding over the southern coast of Turkey, and climbing İnkaya Çınarı—a 600-year-old tree, as old as the Ottoman Empire itself—was a dream come true.

Model United Nations (MUN) was truly my springboard into this summer abroad. Having travelled around the US and participated in a conference in South Korea, I had experience abroad, but more importantly, I had experience talking to people from around the world about global issues that gave me new perspectives into worldly affairs. MUN also gave me the confidence to apply for this prestigious program, the accreditation to be a viable candidate for the scholarship, and the courage to spend an entire summer in a foreign country. Because of my time in MUN, I felt comfortable talking to Turks about world politics and was able to gain so much more out of my time in Turkey as a direct result of the life skills I learned from MUN. The leadership, diplomatic attitude, and poise one learns from this organization cannot be overstated. These skills are not esoteric in the slightest; on the contrary, they are everything you want when embarking on one of these crazy, extraordinary adventures.

Assessing the Viability of the Schengen...and the EU?

By Maddie Brown

With the recent acts of terrorism on European soil, in addition to the unprecedented wave of migrants coming from the Middle East, the European Union (EU) is today at a crossroads between heightening its security or perpetuating its integrative, liberal policies. With each new terrorist attack, xenophobia rises dramatically. Public sentiment is less and less accepting of Middle-Eastern migrants, and instead favors the tightening of security at EU borders. The problem lies in the fact that border security, including the EU's external borders and the internal boundaries between member states, still largely remain a national operation. The European Union lacks an authoritative body to control these borders. In effect, nationalist, right-wing parties are on the rise in Europe, calling into question the longevity of Europe's multilateral organization and agreements, namely the EU, the Schengen, and the Dublin Agreements.

Reflecting on the Schengen Agreement

Since the notion of the "Schengen area" was conceived in the 1980s, 26 states have signed an agreement to open European borders in favor of the free movement of goods, persons, services, and capital. The goal was to "facilitate the communication of the population of these neighboring. . . (Continued on Page 5, see page 11 for references and endnotes)

countries that could pass from one state to another without showing any document on the border [in order] to achieve harmonization and abolition of the borders.”¹ This concept was incorporated into the EU framework via the 1999 Treaty of Amsterdam.² Today, there are universal laws regarding visas and the right to asylum that all signatories must obey, one such being the Dublin Agreement. There are virtually no checks at internal borders. This open door policy between EU states was viewed as a way to bring the European community together in trade, migration, and security relations.

However, today the original ideals of the Schengen Agreement are in jeopardy. Internal debates on claims to state sovereignty and the preservation of national identities have caused rifts in border security policy. Indeed, these countries agreed to work together to defend their borders when both a lack of trust, and perhaps skepticism, still pervade. To be explicit, escalating global issues such as irregular migration, terrorism, organized crime, and economic crisis have solidified and further exposed the distinct values of certain countries that are a part of the Schengen Agreement. In response, some member states have already turned inward, exercising national sovereignty to manage their own borders in their own way. In an effort to protect their citizens, more countries are improving national security regimes rather than working together. As a result, EU agencies are arguably weakening, and states are even threatening to leave the Union due to incompetence. In summary, while the Schengen promotes open borders, recent times of crisis have affected the confidence of EU member states in multilateral agencies, and therefore caused a dissolution of the community.

The Schengen system sought to bring down the borders within Europe, in favor of the free movement of EU nationals, allowing them to work and live anywhere in the Union. The two main goals were: 1) to standardize signatories’ visa regulations, and 2) “to test the waters” for the future incorporation of a single border control system for Europe.³

Shared EU Security Operations, but Effective?

Since the creation of the Schengen Zone, many cooperative, multilateral organizations have been established for the EU member states. Following the terrorist attack at the Munich Olympic Games in 1975, for example, the Trevi Group was formed to combat terrorism, violence, and organized crime. The European Police Office (Europol) became the united center for information sharing between the member states. Eurojust assumed responsibility for cross-border and organized crime. Though, most notable for this particular analysis (Continued on Page 6)

TEACHING GERMAN TO REFUGEES (PIPER O’KEEFE)

the cultural ties we created are invaluable. If nothing else, the refugees learned that there *are* young, American students who care about what they are going through and *want* to help make a difference. In the long run, they may never remember which German phrases we taught them, but they will remember the students who supported them in their difficult transition to life in Germany.

Schengen (Maddie Brown)

the European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union, or “Frontex,” was created in 2004.⁴

Frontex is funded and staffed by the EU member states, and it plays the role of protecting the external borders of the Schengen area. The mission of this Warsaw-based agency is to “promote, coordinate, and develop European border management.”⁵ In essence, it helps border authorities from all EU countries work together to accomplish several tasks, including joint operations, training, risk analysis, research, rapid response capabilities, joint return operations (resettlement), and information sharing.⁶ As the Schengen Agreement implies that there are no security checks for EU citizens at internal borders, Frontex deals with disputes at the single external frontier of the area. The agency supplies military personnel and equipment from the member states to the external borders of the EU when demanded, and additionally organizes and finances these missions. The major joint operations today are located on the Greek and Italian borders, as well as in several airports (Topping, personal communication, 7 March 2016).

Attila Lardori, an officer of the Swiss Border Guard, stated optimistically that “Frontex is a step in the right direction, and in terms of solidarity between States.” Specifically, he credits Frontex with the increase in staff at the borders, which has been needed since the beginning of Schengen.⁷

Irregular waves of migration and the rise in terrorism and organized crime, however, have put more pressure on Frontex. Interstate relations have become more relevant for a Europe attempting to share and liberalize its internal borders. It appears that Frontex is not amply equipped to handle such crises at its current capacity.⁸ To start, the agency has no actual political or executive authority.⁹ Ruairi Topping, a Frontex liaison officer in Brussels, confirms such

needed enhancements, including the lack of staff, reception facilities, and enforcement support from member states. “There is a limited budget and limited assets,” perhaps because it is merely voluntary what countries decide to give to the agency. What’s more, Frontex does not have access to critical data systems such as the Schengen Information System (SIS). (Topping, personal communication, 7 March 2016)

Conclusion

So what is the connection between disintegration, rising security threats, and border control of the liberalized Schengen area? The answer lies in the future. The threats of migration, terrorism, organized crime, etc. will not disappear tomorrow. Still, European disintegration can be reversed, and it needs to start with the legitimization and efficacy of the European Union. Once the member states have proven their loyalty or disloyalty to the institution, we will see what the future holds for the internal borders of what is now the Schengen area. If the European Union continues to pull apart, with the exodus of strong members like the UK, for instance, border security will, perhaps, tighten and retreat back to a domestic and bilateral issue. On the other hand, if the EU, as well as the theory of the Schengen, can recuperate a wavering foundation, then perhaps open borders and the internal cooperation can be perpetuated. Therefore, disintegration will inevitably lead to worse border relations, however, if Europe can confront the new pressures of migration, cross-border crime and terrorism *together*, cooperation shall hence thrive at the borders.

To learn about the current EU proposal for an integrated European Border and Coast Guard, to replace Frontex, visit:

http://europa.eu/rapid/press-release_IP-15-6327_en.htm

An Affair with International Affairs

By Gabriel Kelly

Before I came to Gettysburg, I wasn't sure if we actually still had a functioning International Affairs Association. It was a leap of faith, like a lot of things I did here at Gettysburg College, and I am happy that I had the courage to take the jump.

I participated in Model UN conferences at Georgetown, and I got to attend BIMUN in Serbia, where I met some of the nicest people, who were just



Flag of the European Union

as interested in international affairs as I was. I met someone who spent a year at a high school near where I grew up, and I made friends with both a Russian and a Serbian student. I didn't know much about international relations just starting out as a Freshman, but I can now appreciate the time we took to just sit down to have coffee after committee one day. I learned from our current President Jonathan Faul, that

personal relationships help move international relations forward, because it's easier to collaborate when you know the people you are working with in a human sense.

What I learned from Gettysburg College and the International Affairs Association is that the job of international affairs is to build bridges when we can, and hope that at some point down the line we can build a bridge for those issues that seem too difficult to tackle in the present. In effect, this is taking a Neo-Functionalist approach to international affairs, which is a theory normally used to explain the process of European Union's integration through issue area spillover: cooperation in one area leads to cooperation in another (*Wikipedia.com 2016*). I learned from IAA that international affairs is cooperation in one area that can spill over to other areas in pursuit of not only "an ever-closer union among the peoples of Europe," but, "an ever-closer union among the peoples of [the world]" (*Wikipedia.com 2016; Economist.com 2015;*). (References Page 12)

Quiz: Who is the current President of the European Commission?

Answer: Jean-Claude Juncker

VOLUME 1, ISSUE 3

THE AMBASSADOR

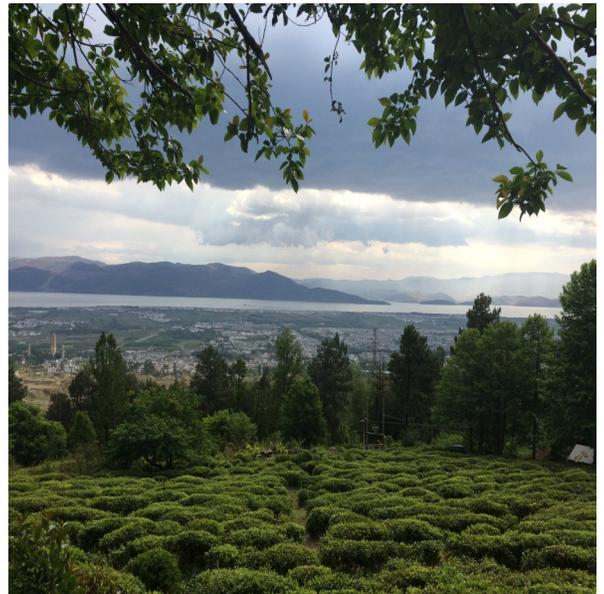
Study Abroad in Kunming, China: A Reflection

By Brianna O'Boyle



Hi, my name is Brianna O'Boyle, class of 2018, and I am an intended History and Globalization Studies Double Major at Gettysburg. I was lucky enough to spend my Spring 2016 Semester in China with SIT's Program "Chinese Language, Culture & Ethnic Minorities," which was located in Kunming, Yunnan Province. Not many foreigners are aware of this diverse and colorful area located in South Central China. This area is close to many Southeastern Asian nations, such as Vietnam, Laos and Myanmar. Yunnan, in Mandarin, literally means south of the clouds. This region is topographically diverse, and ranges from tropical climates in the South in Xishuangbanna, to the cooler mountainous climates in the Northwest in Shangri-La. Kunming, which is also known as "The City of Eternal Spring," is the city that I spent most of my time in. It has a temperate climate despite being in Southern China since it is located at a fairly high elevation.

However, not only is this territory topographically diverse, it is also ethnically diverse. There are 56 ethnicities in China and there are 26 in Yunnan alone. Ethnic minorities in China is not a subject that is often discussed, and I was extremely fortunate to be with a program that explores this topic. I was even able to be a student at Yunnan Ethnic Minorities University. During my time in Yunnan I was able to interact with many of these unique cultural groups. We had one afternoon where we met with a group of students who were all ethnic minorities. It was really interesting that they were all minority students, and that they were between their last year of high school and their first year of college. I am not sure if this type of program is exclusive to minorities, or if this is the case for most students in China. Additionally I was actually able to live in a Bai village in Shaxi for five days. The Bai people have their own unique dialect and are well known for their blue tie-dye. Many of them live in Dali Autonomous prefecture, and in the surrounding vicinity (Continued on Page 9).



Study Abroad (O'Boyle)



What I think is the most interesting thing about my experience with ethnic minorities in China is how different they are from those in the United States. In the United States there is a great deal of tension between the overwhelming white majority and the much smaller ethnic minorities. In the US ethnic minorities are often victims of discrimination. In China, for the most part, this does not seem to be the case. I think this is largely due to the fact that there are few, if any, physical differences between the Chinese ethnic minorities and the Han majority. In China ethnic minorities are much less based on race, but rather on unique cultures and tradi-

tions. Most of the ethnic minorities live peacefully amidst their Han majority counterparts. Many people want to claim a minority status since there are certain benefits that they receive from the government. Some of these benefits include extra points on academic tests, tax breaks, and when the One Child Policy was in place minorities were exempt from that law. It is important to note, however, that not all the minority groups live harmoniously.

There are two minority groups that face some difficulties in their life in China: the Tibetans of Tibet and the Uyghurs of Xinjiang. I think that this is largely due to the fact that both of these groups have their own territories and want to become independent of China. Consequently, it is to no surprise that there is a great deal of political tension between these groups and the government. Additionally there are some issues that face all minority groups in China. For example, many minority groups are becoming more “Hanified” in a country that is modernizing so quickly. Many of the people of these groups, especially those who live in the cities, are losing touch with their traditions. Additionally minority tourism, which is when many people flood into regions that are known for being home to minorities, drastically changing the layout and economy of the area, and is a major concern as well. Overall, I think minorities in China is an interesting topic that is not often explored and I consider myself lucky I was able to attend this program.

If you have any questions about my experience or want to know more about the program I was with or just chat in general, feel free to email me at oboybr01@gettysburg.edu



An Internship Reflection by Piper O'Keefe

As I was searching for internships this past summer (Summer 2015), I wanted to find a way to channel my passion for women in politics. Because I am a Political Science and Globalization Studies double major and German minor at Gettysburg, I am especially interested in looking at women's roles in a global context. Although there are many ways in which the United States is a leader when it comes to human rights, when it comes to women in politics, we should look towards other countries for direction. For example, our House of Representatives ranks 72nd in the world for the percentage of women legislators in national lower houses.

I was incredibly excited when I discovered internships offered through the National Women's Political Caucus (NWPC), because NWPC is an organization based out of Washington, D.C. that truly reflects my beliefs and works to elect that more women from both parties to all levels of government. NWPC was the first women's political caucus, and it is well known throughout the world, which helped me to gain more of a focus on international politics than I could have ever imagined.

One of the exciting opportunities I had early this summer was to meet with a delegation of female political leaders from Armenia, Bulgaria, Georgia, Turkey, and Ukraine, who were visiting the United States through the State Department. We talked primarily about what political participation is like for women in the United States in comparison to their respective countries. Most interestingly, the women shared that in most of their countries there really is no abortion debate in politics, almost everyone is simply pro-choice. They were shocked and confused that the issue of abortion is still a topic of political debate in the US. Until that meeting, the only experience I had with women in politics internationally was comparing statistics, so I really enjoyed getting to personalize the facts by meeting these women.

The majority of time I spent with my internship this summer was preparing for NWPC's 22nd Biennial Convention, which took place in Washington, DC this past July. NWPC members from across the nation came together for three days to elect new national officers and attend panels, events, and workshops filled with inspiring speakers. As an intern, I helped to plan the convention beforehand, and then I helped to actually run it. One of the convention's spotlight events was the "Women of Courage" award ceremony, where we honored women who had done an especially exemplary job furthering women rights. The Keynote Speaker for the event was the State Department's own Under Secretary for Political Affairs Wendy Sherman. Leading up to the convention we were not entirely sure if she would be able to make the event, as she was in Iran negotiating the nuclear treaty alongside Secretary Kerry up until two days beforehand. The treaty, luckily, was passed, and she was able to be at our event. Her speech was, naturally, incredible, but for me, the most interesting part of the experience was the fact that although she was the fourth-ranking official in the State Department from 2011 through her recent retirement in October 2015 and did many great things in that position, it was not until I was helping to plan the convention that I had heard of her (Continued on Page 11).

An Internship Reflection by Piper O'Keefe

The third most fascinating international interaction I had through my internship with NWPC was meeting with the director of women's rights from the Cuban Special Interest Sector. Two days before the United States announced that it was reopening ties with Cuba, which had the result of turning the Special Interest Sector into an Embassy, she met with us and discussed the work Cuba is doing to further women's rights and increase women's participation in politics. Being able to have a discussion comparing the difficulties that both of our groups faced was especially significant given the later announcement of ties between the United States and Cuba being reopened.

Interning with NWPC was an incredible experience for more than the three occasions than I have described, and I would strongly suggest that anyone else who is interested should apply for this upcoming summer!

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UNITED NATIONS TRIP

Thank-you Mariam Aghayan '17 for planning and organizing this trip!

In November 2015, some IAA&MUN students got the chance to visit the United Nations and met with the Armenian Ambassador to the United Nations at Armenia's Permanent Mission to the United Nations. A big thank-you is in order to Mariam Aghayan, class of 2017, for both organizing and making this trip possible. Here are some photos from the trip.



Name the Numbered Countries!



1. Poland 2. UK 3. Hungary 4. FYR Macedonia 5. Ukraine

Which flag belongs to which country?



Republic of Ireland



Côte D'Ivoire

GAMES

Answers are Below Each Question

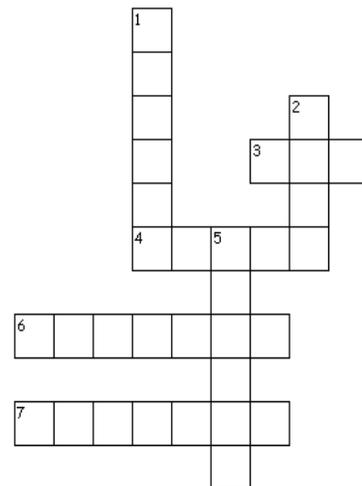
Across the Pond

Across

- 3. What commodity's prices have been dropping exponentially the past couple of months due to disagreements on output levels?
- 4. What is the name of the North African country that is currently experiencing a civil war?
- 6. What is the last name of the Turkish President?
- 7. What is the last name of the current Catholic Pope?

Down

- 1. What is the last name of the German Prime Minister?
- 2. What international sporting organization sustained a corruption scandal in the past school year?
- 5. What country is going to be hosting the Olympics this summer?



1. Merkel 2. FIFA 3. Oil 4. Libya 5. Brazil 6. Erdogan 7. Francis

*International Affairs Association
and Model UN Club (IAA&MUN)*

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