

ACADEMIC GUIDE



Historical Security
Council
HSC

Historical Security Council

Level: High

Language: English

Topic A: Suez Crisis

Topic B: Night of the pencils

Dear delegates,

It is with great happiness and excitement that we welcome you to the Marymount School model of the United Nations and to this year's Historical Security Council. First of all, we would like to briefly introduce ourselves; We are Valentina Bernal and Antonio Baquero from Clermont school and Gimnasio Campestre, respectively. That being said, we would also like to thank you for giving us the honor of accompanying you through this process of learning, fun and self development in numerous areas. We are confident that at the end of the model your abilities in every area you can imagine will be exponentially developed and incredible solutions for past problems will be presented and developed throughout the committee.

"We learn from history", on that phrase lies the importance of this committee. During these 3 days we not only expect you to reflect and understand past problems, but to learn from them and contribute to the non repetition of them. We expect you to have an active participation in the debate, but more importantly, we expect you to have fun. We wish to remind you that this is a safe space and that we will be here to help you whenever you need it. Always bear in mind that our main objective is to learn, everyone is learning, even us.

We promise to do all in our hands to make your experience at MMUN remarkable. Finally, we would like to welcome you once again to the Historical Security Council and invite you to enjoy every single moment of the debate and take advantage of it!

Kind regards,

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Introduction to the committee:

“The Security Council has primary responsibility for the maintenance of international peace and security. It has 15 Members, and each Member has one vote. Under the Charter of the United Nations, all Member States are obligated to comply with Council decisions.

The Security Council takes the lead in determining the existence of a threat to the peace or act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement. In some cases, the Security Council can resort to imposing sanctions or even authorize the use of force to maintain or restore international peace and security” (United Nations)

Suez Crisis

Introduction to the topic

The date is July 26th, 1956, Egyptian president Gamal Abdel Nasser delivered a speech at 9 P.M., his people, anticipated his response to the West’s denial of funding the Aswan Dam. Nasser spoke of the centuries of humiliations that the people of Egypt had had to endure at the hands of the West.

“It is an attitude of such arrogance towards other peoples. (...) We will not be manipulated. (...) Today we are going to get rid of what happened in the past” - Nasser, during his July 26th, 1956 speech



Nasser, delivering his speech at Alexandria, July 26th, 1956.

Nassar announced the Suez Canal had been taken over by Egyptians, and it would be nationalized, all company assets of the Suez Canal Company, the joint British-French enterprise, would now be property of the government. With these unexpected news, pandemonium ensued all across Egypt. Relations with the French and British governments grew tense by the day, and although Nassar had offered full economic compensation for the company, the two European nations grew suspicious of Nassar's true intentions with the nationalization of the canal. They knew Nassar was attempting to diminish their political influence in the region, and were outraged by the nationalization. Nassar's government strongly criticized this, and characterized it as an attempt to continue to perpetuate their colonial domination.

Key Concepts

Nationalization: "Nationalization refers to the action of a government taking control of a company or industry, which generally occurs without compensation for the loss of the net worth of seized assets and potential income. The action may be the result of a nation's attempt to consolidate power, resentment of foreign ownership of industries representing significant importance to local economies or to prop up failing industries." (Investopedia.com, 2020)

International Convention: "An international convention or treaty is an agreement between different countries that is legally binding to the contracting States. Existing international conventions cover different areas, including trade, science, crime, disarmament, transport, and human rights. A convention becomes legally binding to a particular State when that State ratifies it. Signing does not make a convention binding, but it indicates support for the principles of the convention and the country's intention to ratify it. As contracting States are legally bound to adhere to the principles included in the convention, a monitoring body is often set up to assess State parties' progress in implementing the convention by considering reports periodically submitted by States. Human rights conventions do not contain any enforcement mechanism to compel States to comply with the principles of the convention or with the recommendations of the monitoring body, and the implementation of these conventions depends on the commitment of each country." (United Nations, 2007)

Blockade: "blockade, an act of war whereby one party blocks entry to or departure from a defined part of an enemy's territory, most often its coasts. Blockades are regulated by international law and custom and require advance warning to neutral states and impartial application." (Britannica, 2019)

Shareholder: "A shareholder is a person, company, or institution that owns at least one share of a company's stock or in a mutual fund. Shareholders essentially own the company, which comes with certain rights and responsibilities. This type of ownership allows them to reap the benefits of a business's success. These rewards come in the form of increased stock valuations or financial profits distributed as dividends." (Investopedia, 2022)

Operational Policy: “Operational Policy means a document that specifies norms and standards, procedures and processes, activities, tasks, decision-making structures, levels of delegation and roles and responsibilities of administrators to take administrative action. Operational policy is essential for effective and efficient governance, management, operations and administration of a department to commit resources, incur liabilities and to take decisions on behalf of the principal functionary:” (Law Insider, Consulted on 2022)

Historical Context

The Nile river would flood annually during the late summer down into its East African drainage basin. Although these floods brought a significant amount of water with natural nutrients and minerals that enriched fertile soil, the consistency of this natural flooding varied, and high-water years had the potential of destroying crops, and as the Egyptian population continued to grow, together with technological advancements, the stage was set for an ambitious infrastructural project to control the floods and storing water for multiple years to come in the event of a water shortage. This project was called the Aswan Dam, and its history was one of the pivotal points in Egypt's, the Middle East's, the West's and the United Nations' history.



Nile River Basin. Taken from: <https://www.worldatlas.com/rivers/nile-river.html>

Egypt had been ruled under a monarchy up until 1952, when a coup d'état was carried out by the Free Officers Movement (of which president Nasser was a part of). Up until then, King Farouk, the last king of Egypt, had favored British Hydrologist Harold Edwin Hurst's plan for Egypt's water problem. Hurst proposed water could be stored elsewhere outside of Egypt: in Sudan and Ethiopia, where evaporation rates were much lower. As the coup d'état was carried out, the new government quickly changed its position on the topic and decided that for political reasons, the plan they would work with was the creation of the Aswan Dam, developed by the Greek-Egyptian Engineer Adrian Daninos.

At the early stages of development, the United States and U.S.S.R. were interested in funding the project. However, the two nation's rivalries due to the Cold War got into the way of the process, together with tensions amongst neighboring Arab nations. In 1955 the United States saw Egypt as its opportunity to stop communism from spreading to the Middle East, with Nasser as an anticommunist procapitalist Arab League leader. The U.S. and the U.K. offered Nasser a \$270 million loan in exchange for Nasser's incentive and leadership toward ending the Arab-Israeli conflict. However, Nasser had characterized himself as a "tactical neutralist" and insisted on working with both the U.S. and U.S.S.R.. Later that year the UN criticized an Israeli raid against Egyptian forces in Gaza, which prompted Nasser to realize he needed to be capable of military defense against Israel, and looked quickly into modernizing his military.

He first turned to the U.S., Secretary of State John Foster Dulles and then President Dwight Eisenhower gave Nasser an offer: they would supply him with weapons that could only be used for defensive purposes and had to receive American military personnel for supervision and training, Nasser declined. He then consulted the U.S.S.R. for support, which promised Nasser a quantity of arms in exchange for a payment of Egyptian grain and Cotton. This agreement turned into an arms deal, announced on September 27th 1955. Mr. Dulles decided the best approach was improving relationships with Nasser and pledged together with the U.K. \$56 and \$14 million respectively toward the construction of the Aswan Dam. Nasser's diplomatic approach and further reasons led the U.S. to withdraw this previous offer.

Present situation

Upon the publication of the Nationalization Law, all assets of the Suez Canal Company were frozen and stockholders would be paid the price of their shares according to that day's closing price based on the Paris Stock Exchange. The canal and the Straits of Tiran were closed to Israeli shipping. And the Gulf of Aqaba was blockaded by Nasser, this directly violated the Constantinople Convention of 1888.



For the British and its Commonwealth the nationalization came as a shock. Especially because it threatened Britain's political and economic intentions within the region. The current Prime Minister Eden was pressured by the conservative Members of Parliament who compared Nasser's actions to those of the Munich Agreement in 1938. The U.S. made it explicit that it did not favor the British criticism against the nationalization of the canal, therefore, the U.K. resorted to the use of force via military means. Eden was advised by King Feisal II of Iraq and his Prime Minister Nuri es-Said to attack Nasser promptly. Even the leader of the British opposition Hugh Gaitskell agreed that military action was inevitable. On July 27th a session of the House of Commons expressed anger against Nasser which led Eden to believe he would have support in the event of an intervention. Gaitskell, the leader of the opposition, **cautioned Eden of getting Britain into an unfavorable position in the Security Council as aggressors. He condemned Nasser's action but said would not support any actions that would go against the United Nations Charter.** Eden concluded a direct military intervention would work against his relationship with Washington, and Anglo-Arab relations as a whole, so he resorted to a secret military pact with France and Israel to regain control over the canal.

In Paris, the French Prime Minister Guy Mollet was outraged by Nasser's actions. Most of the French public supported Mollet's position. On July 29th the French Cabinet decided for military action against Egypt in alliance with Israel. Admiral Nomy of the French Naval was sent to Britain to inform them of the decision and incite them to participate. Mollet was offended by Eisenhower's position regarding the Suez Canal, which will be elaborated later on. An alliance was formed between Mollet and Eden with headquarters in London. They appointed general Hugh Stockwell and Admiral Pierre Barjot as Chief of Staff for the operation.

Meanwhile, the United States insisted on carrying out initiatives to reduce the tensions that were seemingly leading to war, they organized international conferences, international deals, etc., on the topic of Suez Canal operations, but none of these proved very effective. Amongst these initiatives the most important one was a Conference of Maritime Nations that used the canal. **(Important information source to find positions of secondary countries in the conflict)**

The French, the British and the Israelis began war preparations in the month of July. However, these preparations were confidential in their entirety until they were eventually carried out. Delegates are free to investigate these war preparations on their own if they wish, it might be useful later on.

This committee's starting date is October 13th 1956, in the midst of the Security Council's discussions regarding principles of operation of the Canal, the international community is working toward a resolution that may or may not be interrupted by unexpected news...

Relevant Approaches

Granted that on October 13th there had not yet been **any** military intervention of Egypt, delegates are expected to carry out the debate with facts, law, and diplomatic class. It is in the best interests of the Security Council and in extension the United Nations as a whole to find an international agreement regarding an **Operational Policy** of the Suez Canal. An agreement that would satisfy the needs of the Egyptian government, its neighboring countries, and all maritime-relevant countries that make consistent use of the canal.

However, delegates must remember the primary responsibility of the Security Council is maintaining peace and safety across the globe. *This responsibility might be particularly challenged later on in an unexpected (or perhaps highly expected) turn of events...*

QARMAS

1. What is my country's relevance/influence in the Middle East region?
2. Has your country contemplated funding the Aswan Dam, under which conditions?
3. Was your country affected by the nationalization of the Suez canal?
4. What is your country's current diplomatic relationship with Egypt?
5. What is your country's current diplomatic relationship with other nations in the region, what are their interests?

Recommended links

The 1956 Suez Crisis - <https://www.press.umich.edu/pdf/0472108670-06.pdf>

Middle East - UNEF 1 (How the U.N. handled the matter)
<https://peacekeeping.un.org/en/mission/past/unef1backgr1.html>

Suez Crisis 1956 (Video Documentary) <https://www.youtube.com/watch?v=lLvqZ1ufLwk>

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(Consulted on 2022) *Nasser Announces Nationalization*. Retrieved from: <https://www.youtube.com/watch?v=Qr1Xah1qR14>

IWM.org.uk. (Consulted on 2022) *Why was the Suez Crisis so Important?*. Retrieved from: <https://www.iwm.org.uk/history/why-was-the-suez-crisis-so-important>

Night of the Pencils

Introduction to the topic

Argentina has been known as the country of dictatorships, this due to the amount of military-civic dictatorships that governed the country in the past years. The last civic-military dictatorship took place from 1976 to 1983. This dictatorship, led by Jorge Rafael Videla, was one of the most violent regimes Argentina has ever seen. During those 7 years over 30,000 people were either detained or disappeared, and worst of all, whatever happened to those people remains unknown as the responsables have maintained a pact of silence and impunity for many years.

In September of 1975, in the city of La Plata, as a consequence of the repression, inequality and the absurd policies encouraged by the ruling Argentinian dictatorship, thousands of students went out to the streets and protested for their rights, particularly, by claiming a “secondary student ticket”. This ticket would allow them to use public transportation for free or with certain benefits. However, the government reacted brutally, and this protest ended up on what is known as the night of the pencils.

During the night of the pencils, 10 students (between the ages of 14 - 17) were kidnapped by state forces and moved to clandestine detention centers. On those detention centers, students were tortured, raped and some of them murdered. From the 10 kidnapped students, 6 were killed and 4 survived to tell the story. The whereabouts of the bodies and the details of everything that happened during that night are still uncertain, but what can be stated as a fact, is the government's responsibility on this event and the amount of human rights violated during it.

Key concepts

Forced disappearances: Secret abduction or imprisonment of a person by a state or political organization

Rape: to attack someone sexually and force him/her to have relations with you.

Kidnap: Abduct (someone) against their will and hold them captive.

Military Coup: Sudden, generally violent, overthrow of an existing government by the military or armed forces of that same country.

Triple A: (Alianza anticomunista Argentina) Far-right organization formed by capitalists and officials of the Argentine armed forces.

UES: (Unión de estudiantes secundarios) A student organization based in Argentina during the 1970 's.

Historical Context

Juan Domingo Peron was the last “democratically elected” president of Argentina, throughout its history, Argentina has had 6 successful military coups (1930, 1943, 1955, 1962, 1966 y 1976). In 1973 a democratic government was elected, this government’s duty was to gain back all the political, economical and social rights lost as a consequence of the previous military coups and still active far-right military and civilian groups. Unfortunately, the government was not able to do that, rather than protecting rights, its instability allowed those groups to come up with ideas to gain back the power and that was when the Triple A was created. The triple A (alianza anticomunista Argentina) members were huge capitalists and officials of the security and the Armed Forces who created paramilitary groups that kidnapped, murdered and tortured left-socialist militants and politicians. Naturally, these groups' biggest enemies were political unions and student forces which were constantly complaining and seeking a more equal society, a better one. Consequently, educational environments were constantly attacked by them.

Some years later, the Triple A was able to put Oscar Ivanissevich as minister of culture and education, this meant a huge success for the organization and its objectives since it would allow them to attack even more, and with more legal basis, schools and universities throughout Argentina. In January of 1975, Ivanissevich made certain moves that harmed students as well as education in Argentina.

Investigate the actions made by Ivassenich and the impact they had on the political and social context of that time

From that day, hundreds of students went out to protest and multiple strikes took place throughout Argentina. The biggest mobilization took place in september of 1975 in Buenos Aires, where students demanded the government a “secondary student ticket” that would represent a discount on public transportation services, as well as facilitate student transportation and access to education in the country. Hence, students in Buenos Aires obtained a discount on the price of transportation, yet, the protests did not stop there. Students were being victims of repression and they continued expressing their thoughts. Unfortunately, the situation got to its worst when Triple A was found guilty of killing a leader of the UES.

On march 24 of 1976, Argentina was again the victim of what would be its last military coup. During this government, violence increased to levels never seen before, kidnappings and disappearances were daily news and increased exponentially, just as the clandestine detention centers. This government was clear on something, the one who disagrees with them does not deserve respect and therefore must be a victim of repression. Moreover, this dictatorship aimed to dismantle political activity and exterminate those who questioned what they denominated “the essential foundations of the nation” under that pretense, all those considered “enemies of the homeland” were condemned for it.

Investigate who was behind the 1976 coup and for how much time they maintained the power

Present situation

The night of September 16, 1976 Claudio de Ancha, Gustavo Clotti, Maria Clara Ciocchini, Pablo Diaz, Maria Claudia Falcone, Francisco López Muntaner, Patricia Miranda, Emilce Moler, Daniel Racero and Horacio Ungaro were kidnaped from their homes by local authorities and moved to clandestine detention centers in La Plata. The reason why these students were kidnaped remains unknown, however, it is said they were all leaders of student movements at their respective schools. Additionally, they had certain things in common, such as the fact that they were all between the ages of 14-18 and participated in the protests of the previous year against the government and demanding it certain things.

That night armed men arrived at the student’s houses with detention orders authorized by the Batallon 601 of the military forces intelligence service and were signed by commander Alfredo Fernandez and the colonel Ricardo Eugenio Campoamor, chief of the intelligence department 101. The kidnaps were carried out by officers of the Buenos Aires police department, which was directed by Ramon Camps and Miguel Etchecolatz.

When kidnapped, the students were imprisoned in clandestine places, where thousands of human rights were violated as they were, raped, tortured, injured and some of them, murdered. The conditions in the detention centers were deplorable, students had no food, no water, no communication with anyone, but more importantly, with their families. From the 10 victims, 6 were killed that night and no one has an idea of how or why, even their corpses remain hidden. The other 4 students survived to tell the story and they made sure the guilty ones paid for their actions.

Search about if there was any trial carried out and which were the decisions and actions taken during it

The following paragraphs are testimonials of Emilce Moler, one of the survivors, to the BBC:

"A group of armed men stormed into my house looking for me. When I came out of my bedroom, in my nightclothes, they seemed very surprised as I looked much younger than my 17 years,"

"We were taken to a clandestine detention center called Arana, in La Plata, where we were made to suffer the worst conditions a human being can bear."

"They tortured us with profound sadism. I remember being naked. I was just a fragile small girl of about 1.5m and weighed about 47kg, and I was beaten senseless by what I judged was a huge man,"

Relevant Approaches

There are certain main factors to take into account when analyzing what happened during the night of the pencils as well as the effects and seriousness of it:

- 1). All the students kidnaped and affected were minors (between 14-18 years old)
- 2). Those students, besides being harmed physically, were also victims of repression, which resulted in a violation of their right to freedom of speech and thought.
- 3). The government is directly responsible for the events that took place during that night.

The following human rights were violated during that event:

Article 3: Everyone has the right to life, liberty and security of person.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

Article 18: Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Though it is important to take a human rights approach, the repression those students were victims of is what represents a threat the most. Hence, it would be interesting for the committee to address this issue, considering that it is not only in Argentina, but worldwide that people that express themselves through mobilizations or strikes are constantly victims of repression by their governments.

QARMAS

1. Did my country have any reaction to the night of the pencils?
2. How does student mobilization have affected my country?
3. How were my country's diplomatic relations with Argentina during its last civic-military dictatorship?
4. What actions will be taken against the Argentine government?
5. How will the security council prevent something like this from happening again?

Recommended links

<https://www.youtube.com/watch?v=2vo4JvFWDWk>

<https://www.youtube.com/watch?v=gOhkQ7JZV0k>

<https://amsafe.org.ar/la-noche-de-los-lapices-historia-y-memoria/>

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