

Section 3: Civil Law

Lesson Plan 4: International Law

SNAPSHOT

Grade Level	11-12
Duration	2 periods

Introduction

This lesson will introduce students to the concept of international law, dispute resolution and international human rights. Students will learn about the International Court of Justice, International Criminal Court and two International Criminal Tribunals (Yugoslavia and Rwanda).

Objectives

By the end of this lesson students will:

- Demonstrate a knowledge of the various international courts and tribunals used to resolve international disputes and justice claims.
- Analyze and assess the effectiveness of select international courts/tribunals with respect to claims for justice, redress or reconciliation.
- Understand the place of international law and dispute resolution within the larger framework of Canada's legal system.
- Learn about some of the most famous international criminal tribunal cases.

Focus Questions

1. What is the International Court of Justice? How did it come to be and why is it important?
2. What is the purpose of the International Criminal Court? What are some examples of cases that are heard here?
3. What is the meaning of "genocide"?
4. What was going on in Rwanda in 1994 and what was the role of the International Criminal Tribunal for Rwanda?
5. How did the circumstances in WWII impact International Law?

Teaching Summary

Topics 1 & 2: International Court of Justice & International Criminal Court

Topics 1 and 2 are covered in Activity 1. Students will read *Handout 1: The International Court of Justice (ICJ)* and *Handout 2: The International Criminal Court*. They will use the information to complete a group exercise, webquest, and mock trial. For these exercises, students will also need *Handout 3: People Hunt, Web Quest and Mock Tribunal* and *Handout 4: People Hunt*.

Topic 3: The International Criminal Tribunal for Rwanda

This topic is covered in Activity 2. Students will read *Handout 5: The Tragedy of Rwanda*. Students will then do research on genocide and prepare a brief presentation to the class. For the second part of the activity, students will need to read over *Handout 6: The International Criminal Tribunal for Rwanda* and then watch the documentary *Shake Hands with the Devil*. There are ten questions for students to complete after the film.

Topic 4: The Nuremburg Trials

Students will read *Handout 7: The Nuremburg Trials* and will then perform a mock trial using online materials from *Vancouver Holocaust Education Centre*.

CONTENT

Topic 1: International Court of Justice

The International Court of Justice (ICJ)

The International Court of Justice, commonly referred to as the World Court, is the principal judicial body of the United Nations. Established in June 1945 by the Charter of the United Nations, it began work in April 1946. The Court was established in part because of the many disputes that arose out of the conflict and settlement of the Second World War.



The seat of the Court is at The Hague, Netherlands because of the city's long-standing history as a center of peaceful international relations (the world's first peace conference was held in the city in 1899). The Court's role is to settle, in accordance with international law, legal disputes submitted to it by states and to give advisory opinions on legal questions referred to it by authorized United Nations bodies.

The Court is composed of 15 judges elected for terms of office of nine years by the United Nations General Assembly and the Security Council (United Kingdom, France, Russia, China and United States). The official languages of the court are English and French. Since its beginning it has heard relatively few cases but in recent decades the Court is hearing more cases.

The Court hears two types of cases 1) legal disputes between states known as contentious cases and 2) requests for advisory opinions on legal questions referred to it by United Nations organs and specialized agencies. These rulings are known as advisory proceedings and are nonbinding rulings of the Court.

Contentious Cases

Only states that are members of the United Nations or agree to be parties to contentious cases may ask to have a case heard. The Court is competent to entertain a dispute only if the states concerned have accepted its jurisdiction and agreed to the terms it will apply for settlement. This means the Court's jurisdiction and influence is restricted by the necessity of having both sovereign states in the conflict in agreement.

A contentious case can include any number of civil matters, for example some pending cases involve the extradition of criminals to face trial (Belgium and Senegal), territorial sovereignty over an island (Columbia and Nicaragua), building pulp mills on a river

(Uruguay and Argentina) and ratifying a convention on racial discrimination (Georgia and the Russian Federation).

Advisory Proceedings

Advisory proceedings before the Court are open solely to five bodies of the United Nations and to 16 specialized agencies of the United Nations family.

The United Nations General Assembly and Security Council may request advisory opinions on “any legal question”. When it receives a request for an advisory opinion, the Court, in order that it may give its opinion with full knowledge of the facts, is empowered to hold written and oral proceedings, certain aspects of which recall the proceedings in contentious cases.

The ruling of the Court is not binding and may only be used as a guideline for the resolution of disputes among states. Some of the advisory rulings have been quite controversial. For example, the Court was asked to rule on whether it was legal for nations to use or threaten to use nuclear weapons. The Court’s ruling suggested that such weapons were only to be used in a case of self-defence and that any other use was, in effect, a war crime. www.icj-cij.org

Topic 2: International Criminal Court

The International Criminal Court

The shocking atrocities and war crimes that occurred in Europe and Asia during the Second World War opened the eyes of the world to the need for a strong international body that could prosecute war criminals.



The Nuremberg Trials (1945-1948) and Tokyo War Crimes Tribunal (1946-1948) used the power of international law to penalize those responsible for violations of Geneva conventions of war and crimes against humanity.

The trials were temporary and no permanent body was put in place by the newly formed United Nations (UN). More genocide and atrocities occurred in the decades following (Cambodia, Yugoslavia, Uganda and Rwanda) and temporary tribunals were put in place to bring these war criminals to justice (the International Criminal Tribunal for Yugoslavia and International Criminal Tribunal for Rwanda).

These were also temporary tribunals not courts with international jurisdiction to bring war criminals to justice. In 1998, shortly after the horror of genocide in Rwanda, the UN and a majority of member states agreed to the formation of a permanent world criminal court, the International Criminal Court (ICC).

The ICC's primary mandate is to bring to justice those who commit war crimes but are not put on trial by the home nation. The ICC is different from the International Court of Justice (ICJ) in a number of ways:

- ICJ does not have criminal jurisdiction to prosecute individuals
- ICJ is a civil tribunal that deals primarily with disputes between states
- ICJ is the principle judicial body of the UN
- ICC has jurisdiction to prosecute individual responsible for serious crimes of international concern such as genocide, war crimes and crimes against humanity
- ICC is independent of the UN and is not accountable to its member states

Like the ICJ, the ICC. is based in The Hague, Netherlands. The jurisdiction of the ICC will be complementary to national courts, which means that the Court will only act when countries themselves are unable or unwilling to investigate or prosecute. The ICC has strong protections for due process and procedural safeguards to protect it from abuse. It furthers victims' rights and gender justice under international law by taking cases that would not otherwise be prosecuted.

This past century has seen some of the worst atrocities in the history of humanity. In too many cases, these crimes have been committed without concern for accountability under the law. This has only encouraged others to flout the laws of humanity. States representative of the international community met in order to negotiate and agree upon the establishment of a treaty-based ICC to help end impunity and the gross violations of international humanitarian law.

War crimes will go unpunished and war criminals live freely without an international court capable of prosecuting these acts. Since its inception, the ICC has put hundreds of war criminals from Uganda, Sudan, the Democratic Republic of the Congo and the Central African Republic on trial for war crimes and acts of genocide.

Adapted from <http://www.icc-cpi.int>.

Topic 3: The International Criminal Tribunal for Rwanda

The International Criminal Tribunal for Rwanda

Introduction

Prior to the opening of the International Criminal Court (ICC) there was no single international court with the authority and jurisdiction to bring war criminals to justice. As incidents arose, the United Nations (UN) would create special tribunals to investigate, arrest and prosecute war criminals.

Recognizing that serious violations of humanitarian law were committed in Rwanda, and acting under authority of the *United Nations Charter*, the International Criminal Tribunal for Rwanda (ICTR) was initiated in November 1994. The ICTR was established for the prosecution of persons responsible for genocide and other serious violations of international humanitarian law committed in the territory of Rwanda between January 1st 1994 and December 31st 1994. It may also deal with the prosecution of Rwandan citizens responsible for genocide and other such violations of international law committed in the territory of neighbouring states during the same period.

The ICTR applied laws set out by the UN. However, these laws only apply to member states. The Tribunal consists of three parts: the Chambers and the Appeals Chamber; the Office of the Prosecutor, in charge of investigations and prosecutions; and the Registry, responsible for providing overall judicial and administrative support to the Chambers and the Prosecutor.

The tribunal was authorized to put on trial anyone accused of genocide, crimes against humanity, violations of Article 3 common to the Geneva Conventions and of Additional Protocol II. Crimes committed by Rwandans in the territory of Rwanda and in the territory of neighboring states, as well as non-Rwandan citizens who committed crimes in Rwanda were covered by the mandate of this tribunal. The Tribunal successfully brought to trial over 50 cases and made convictions and applied sentences to many of the men involved in brutal acts of genocide. While some of the most egregious offenders remain at large and in hiding, the Tribunal has meted out sentences for many of the offenders. With the ICC in place such tribunals will become unnecessary but the value to Rwanda and to the many peoples of Africa the importance of the convictions cannot be over stated.

Relevance for Peace and Justice for Rwanda and Africa

Never Again

African countries must absorb the lessons of the Rwanda genocide in order to avoid a repetition of the ultimate crime on the continent. Weak institutions in many African countries have given rise to a culture of impunity, especially under dictatorships that will do anything to cling to power.

Evolution of Political and Legal Accountability

It is usually individuals in power or authority that can commit genocide and crimes against humanity. This is the first time high-ranking individuals have been called to account before an international court of law for massive violations of human rights in Africa. The Tribunal's work sends a strong message to Africa's leaders and warlords. By delivering the first-ever verdicts in relation to genocide by an international court, the

ICTR is providing an example to be followed in other parts of the world where these kinds of crimes have also been committed.

Cooperation of African Countries

The accused persons in the custody of the Tribunal in Arusha have been arrested and transferred from more than 15 countries. Several countries in Africa have increasingly cooperated with the Tribunal in the discharge of its mandate. There appears to have been a progressive realization in these countries that they cannot allow fugitives from international justice in their domain.

Enforcement of Prison Sentences

The Tribunal prefers, to the extent possible, enforcement of its sentences in Africa, for socio-cultural reasons. This will also have greater deterrent effect in the continent. By providing jails for the Tribunal's genocide convicts, African countries would be demonstrating a serious commitment to the rule of law. On February 12, 1999, the Republic of Mali became the first country to sign an agreement with the ICTR to provide prison facilities for the enforcement of the Tribunal's sentences. A similar agreement was signed with Benin and negotiations with other African countries are nearing conclusion.

Political, Moral and Material Support

Support for the tribunal by African countries is essential. Much depends upon the ultimate success or failure of the ICTR because it is dealing with crimes committed in Africa, with more than 500,000 victims. African countries and Governments should make the point that the lives of these victims are as important as those of victims of mass atrocities everywhere by giving a higher profile to the work of the International Tribunal for Rwanda.

The Tribunal's work is providing important precedents for the future International Criminal Court and various national jurisdictions. It is making a fundamental contribution to international peace and justice in the twenty-first century.

All information adapted from ICTR website www.ictr.org.

Topic 4: The Nuremburg Trials

The Nuremburg Trials

World War I and World War II were the most destructive wars in human history. These wars were especially devastating because of the extremely high level of violence committed against civilians, who are people who do not fight in wars and are not soldiers.

Most shockingly, some countries took advantage of the chaos and confusion of these wars to disguise systematic campaigns of mass murder against civilians that belonged to “unwanted” races, religions, nationalities, and ethnicities. In Nazi Germany, for example, Jews and other groups were systematically gathered, transported to concentration camps, and murdered during World War II. Approximately six million Jews were killed for no other reason than being Jewish. It is important to understand that Nazi Germany’s intention was not only to kill Jews as individual people, but to destroy the entire Jewish race in Europe.

At the end of World War II, the victorious powers, including the United States, United Kingdom, and the former Soviet Union, agreed to set up a court to prosecute German war criminals. This would be the first International Military Tribunal. The “Nuremberg Trials,” as they are called after the German city in which they were held, tried the Nazi leaders not only for crimes committed against the citizens of other countries, but against Germans as well. Some aspects of the Nuremberg Trials were at times unfair; they could also be referred to as “victor’s justice.” However, they stood for a noble principle: those who commit atrocities, even in wartime, will face justice and punishment.

A court must rely on established laws to enforce its judgments. Administrators of the Nuremberg Trials encountered significant difficulties in determining which set of laws to apply. It was clear to them that they could not rely on German laws of the time because these laws had, for the most part, been put in place to sanction the very offenses that the defendants were accused of committing.

The British courts recognized an intrinsic principle that the job of the court is to enforce the laws passed by the British Parliament, and therefore, the international tribunal could not recognize and enforce British law. The same argument could be made for the laws of any jurisdiction even if they were the victors in the war. The court decided to rely on “Natural Law” – the basic human principle that some acts are inherently wrong and when the harm that has been perpetrated is great, the person committing the offense must be punished. The judges of the Nuremberg Trials, steeped in their respective ideas of justice, grappled with the complexities of applying this principle.

Judges of the International Criminal Court (ICC) continue to face these complexities today. Whose form of justice should be applied: those of the nation-state where the offenses occurred, or by some other standard of law? Should the governments of nation-states around the world accept an external standard, even if some of the world’s major political powers (such as the United States) decline to participate in the ICC? In order to create a framework for effective enforcement, the ICC has defined the specific atrocities it will address and ensures that member states pass comparable laws prohibiting such atrocities in their own countries.

ACTIVITIES

Activity 1: International Court of Justice and International Criminal Court

Students are introduced to the International Court of Justice (ICJ) and International Criminal Court (ICC). Provide students with *Handout 1: The International Court of Justice* and *Handout 2: The International Criminal Court*. Students will not have much understanding of these two bodies so review the highlights.

Part A

When the sheets have been reviewed, hand out *Handout 3: People Hunt, Web Quest and Mock Tribunal* and *Handout 4: People Hunt* and set up the activity. Essentially the students are looking for people in the class that can answer any question on the sheet. They must write down the answer and have the student sign the box beside the question that was answered. Students cannot answer their own questions or sign their sheet and you should not provide answers. Allow no more than 15-20 minutes for this activity because the time pressure will add to the experience and increase the active participation of the class. Review and offer a prize, bonus marks or participation marks to students.

Part B

The second part of *Handout 3: People Hunt, Web Quest and Mock Tribunal* is a Web Quest at the [ICC website](#) to research current war crimes or acts of genocide and identify the people, nations and victims involved. Students are to write a summary of the research and present this to the class (this could be optional). If students do not have access to the Internet at home or school the research can be conducted using traditional media sources, though this may take more time and require the assistance of a librarian. The report should provide a summary of the event in question, identify the victims, identify the perpetrators, provide some historical context and comment on any international involvement.

Part C

The third part of *Handout 3: People Hunt, Web Quest and Mock Tribunal* is an optional activity and will require several classes for research and to act out the tribunal. The tribunal will put the United Nations (UN) on trial for its inability to prevent war crimes, rather than using the tribunal to act out the trial of war criminals. In that sense, the mock tribunal is not designed to teach students about the actual tribunal process but to investigate and think critically about the role of the UN in preventing war crimes, genocide or ethnic cleansing around the globe.

The roles required are: Chief Justice, Secondary judges (2-4), counsel for the UN (1-3), counsel for the aggrieved nation (1-3), high ranking UN official, expert witnesses (UN bureaucrats, analysts, scholars), a high ranking member of government from aggrieved nation, witnesses to any of the events (acts of genocide or UN actions) and any physical evidence you want to introduce (pictures, video, maps, documents). Student teams will create the roles, prepare evidence and organize the tribunal.

See Answer Key for *Handout 4* in the Assessment section.

Activity 2: Genocide in the 20th Century

The first activity will engage students in conducting research focused on historic examples of genocide in the 20th century. It is recommended to discuss the nature of genocide and to make your students aware that sensitivity and historical empathy are important considerations when researching genocide.

It is very likely that you will have students that have been touched by one or more of the acts of genocide described in this activity, thus cautions are important for you and the students. Provide them with *Handout 5: The Tragedy of Rwanda* and review the steps in Part A. Students are asked to choose one example of genocide from the list, conduct background research, apply the ‘stages of genocide’ and prepare a brief presentation.

The stages are to be examined from the perspective of the example in the chart and are useful for getting students to recognize that genocide is never a random or arbitrary act. The assignment sheet recommends a written report but you are free to adapt/adjust the end product to meet the time frame, student ability and access to multimedia.

In the second activity students will examine the tragedy of Rwanda and the failure of the UN in this series of activities. Provide students with *Handout 6: The International Criminal Tribunal for Rwanda* and read through this as a class. The handout contains details about the structure of the International Criminal Tribunal for Rwanda (ICTR) and the prosecution of war criminals by the tribunal.

The next step requires a copy of the documentary “Shake Hands with the Devil: The Journey of Roméo Dallaire” or one of the films on the genocide of Rwanda. If these are not accessible, you can use Dallaire’s book to provide the necessary background information. Have students complete the question set after viewing the film or gathering notes on the genocide. Debrief the questions and conduct an open conversation about the nature of genocide, the actions of international bodies in preventing such crimes against humanity and the potential for future crimes.

As an optional follow-up or as an enrichment activity on Rwanda, use the information in *Handout 6: The International Criminal Tribunal for Rwanda under Relevance for Peace and Justice for Rwanda and Africa* to critically assess the current status of war crimes or crimes against humanity in Africa. Consider the most recent events in Darfur, Sudan to suggest that the ICTR and prosecution of war criminals in Rwanda has not deterred other nations from committing acts of genocide.

See Answer Key for *Handout 5* in the Assessment section.

Activity 3: Nuremburg Mock Trial Optional

Prepare students for the Mock Trial by distributing *Handout 7: The Nuremburg Trials* for reading.

The Vancouver Holocaust Education Centre provides a comprehensive mock trial called *Nuremberg: A Student Mock Trial of Julius Streicher*. Developed by educators and law practitioners from the Vancouver Holocaust Education Centre, Justice Education Society, Simon Fraser University and others. It is a 90-minute mock trial recommended for Social Studies 11, History 12, Law 12 and Social Justice 12 classes but can be adapted for intermediate grades. The full mock trial resource (40 pages) is [available online](#).

Additional resources for teaching, including a PowerPoint presentation of evidence used in the Nuremberg Trials (one for grades 7-9, another for grades 10-12), are [available online](#).

Current International Criminal Court Cases

After participating in the mock trial, teachers can encourage students to visit the International Criminal Court website, and then identify and think critically about some of the challenges the Court may face as it brings the issues it is now investigating to trial.

The [ICC's official website](#) provides up-to-date information about its current cases.

The ICC's official website also provides streaming (with 30-minute delays) of proceedings in its two courtrooms, which students might find interesting and educational. The ICC also has a [YouTube channel](#) with footage from some of its proceedings, press conferences and meetings.

To understand the relationship between Canada's government and the ICC, students can visit [Canada's Ministry of Foreign Affairs' website](#).

RESOURCES

Activity 1: International Court of Justice and International Criminal Court

Handout 1: *The International Court of Justice*

Handout 2: *The International Criminal Court*

Handout 3: *People Hunt, Web Quest and Mock Tribunal*

Handout 4: *People Hunt*

Activity 2: Genocide in the 20th Century

Handout 5: *The Tragedy of Rwanda*

Handout 6: *The International Criminal Tribunal for Rwanda*

Activity 3: Nuremburg Mock Trial Optional

Handout 7: *The Nuremburg Trials*

ASSESSMENT

Activity 1: International Court of Justice and International Criminal Court

Handout 4: People Hunt can be graded out of 10 marks or scored as a participation activity.

See the next page for the Answer Key to Handout 4: People Hunt.

Name: _____ Block: _____ Date: _____

Question	Student Answer	Student Signature	Done
What is the I.C.C.?	The International Criminal Court.		
What is the purpose of the I.C.J.?	The International Court of Justice (The World Court).		
What war crimes trial took place in Nuremberg?	The trial of Nazi leaders responsible for the genocide of European Jews in W.W. II.		
What is an International Criminal Tribunal?	The tribunals were sanctioned by the U.N. and put men responsible for war crimes or genocide on trial (before there was the ICC).		
What African country has seen many war criminals on trial?	Rwanda, but could also write Uganda, Republic of Congo or Central African Republic.		
Give an example of a civil dispute ruled on by the I.C.J.?	Territorial disputes, building pulp mills on a river or disagreement over the wording of a convention between states.		
What city would we find both the I.C.C. and the I.C.J.?	The Hague, Netherlands.		
What large international organization oversees the I.C.J.?	The United Nations.		
Why did the U.N. help create the I.C.C.?	To create a permanent court with international authority to bring war criminals to justice.		
Describe a disadvantage of using an international court to settle a dispute between nations?	The nations must agree to resolution by the court or it is not binding.		

Activity 2: Genocide in the 20th Century

Handout 5: The Tragedy of Rwanda Answer Key provides answers to the questions posed in the documentary on the Rwandan genocide. Student answers may vary depending upon their base of knowledge, understanding of the events or open ended questions. The questions are presented more to stimulate discussion than as a tool for assessment. Assessment of the research on historic examples of genocide should apply the following criteria: accuracy of research, application of stages, understanding of stages, organization of presentation and creativity.

Answer Key: *Handout 5: The Tragedy of Rwanda*

1. What was Lt. General Dallaire's mission and role in Rwanda?
He was the UN Force Commander in charge of the United Nations Assistance Mission for Rwanda (UNAMIR).
2. Why did the UN authorize a peacekeeping mission in Rwanda?
The signing of the Arusha Accord brought a cease fire and temporary peace to Rwanda allowing the UN to send in a peacekeeping mission.
3. Why were they not effective in keeping the peace?
The UN mandate did not allow for aggressive military action and the mission was inadequately supplied in men and equipment to step in and prevent the genocide.
4. What role did the Belgian forces play in the events that developed in the spring of 1994?
Belgian forces represented the old colonial regime and French influence in Africa. The Rwandan government and its extremist Hutus in the Akazu understood that they needed Belgium to leave Rwanda. This was accomplished by murdering 10 Belgian soldiers and blaming Belgium for assassinating President Habyarimana.
5. Do you agree with Dallaire that Belgium had a special responsibility to assist with the problems in Rwanda? Explain.
Student answers may vary.
6. Who are the Hutus? The Tutsis? What is the history of their relationship?
The Hutus and Tutsis are the indigenous people of this region of Africa. It is through the colonial conquest of nations like France, Belgium and Great Britain that these indigenous people were forced into a contentious relationship. Since

the decolonization of the 1960s, corruption, nepotism and ethnic discrimination created tension and conflict.

7. Who were the *Interahamwe*? What was their role in the genocide?
These were the young Hutu militia soldiers trained by the Akazu and Rwandan army to commit acts of genocide, rape and violence against Tutsis and Hutu sympathizers.

8. Why did the UN stand by and allow the genocide in Rwanda? Do you agree with Dallaire's view of the Western powers' indifference to the events in Rwanda?
The UN did not allow the genocide intentionally, rather it was not given the mandate by the Security Council to send a larger force or expand the mandate of the existing force. Old colonial squabbles between Belgium (and its ally France) and the United Kingdom prevented any coordinated effort to support the peacekeeping mission. According to Dallaire, the Western powers, particularly the United States, did not become more involved because African nations are not considered strategic or economic priorities.

9. Dallaire, among others in the film, suggests that nothing has changed with regard to the UN and its unwillingness to deal with conflicts like the one in Rwanda. Do you agree or disagree? Explain.
Student answers will vary depending on degree of knowledge and understanding of the nature of the UN. It is a very political organization, heavily influenced by the key members of the Security Council and their strategic interests-small African nations are not often viewed as a priority.

10. Should Lieutenant-General Dallaire accept some of the responsibility for what happened in Rwanda? Explain.
Yes. It is arguable that he could have acted beyond his mandate and accepted the consequences later or could have been more forceful in demanding greater action from the UN. However, there were very limited moves that could have been made with the small, inexperienced and ill-equipped force that was provided for mission.

Activity 3: Nuremburg Mock Trial Optional

This role-play exercise can be marked for participation.

ENRICHMENT

International Court of Justice and International Criminal Court

1. Conduct research on international bodies that resolve disputes outside of the UN, for example the World Trade Organization (WTO), Asia Pacific Economic Cooperation (APEC), Group of 8 (G8), or the International Maritime Organization. Prepare a brief report on your research using case examples.
2. Investigate the League of Nations, a pre-United Nations global security and dispute resolution body from 1919 to 1939. The League of Nations presided over a number of critical disputes in the 1930s (Japanese invasion and war crimes in China, the annexation of territory from Czechoslovakia and the invasion of Ethiopia by Italy). Choose one dispute and examine the effectiveness of the League and comment on its eventual demise.

Genocide in the 20th Century

Assess the role of the Canadian government in the genocide committed in Rwanda. The United Nations Assistance Mission for Rwanda (UNAMIR) was lead by a Canadian but there were very few Canadian ground troops in Rwanda. Investigate the lack of commitment by the Canadian military in Rwanda and why Canada failed to act even when requested by Lieutenant- General Dallaire. Visit www.genocidewatch.org for more information.

International Law Teacher Guide

Understanding International Law is a classroom resource that was published in 2011. It aims to provide students with the knowledge they need to become effective global citizens and undertake global responsibilities as Canadians. It will help students understand the basic principles and issues of international law and will encourage them to think critically. It includes topics such as what is international law, who governs it and who creates it, how it is enforced and covers specific laws. Activities are included to do with the class. The PDF is available for downloading on the International Women's Rights Project website iwrp.org/projects/international-legal-education.