GlobalScope is a series of innovative curriculum guides created by the University of California, Irvine's School of Social Sciences for secondary school educators and students on the 21st Century forces and issues of globalization. The curriculum is designed to introduce high school students to the formal academic disciplines of anthropology, economics, geography, international studies, political science, and sociology. The GlobalScope publications allow us to share original University research and teachings with students and teachers beyond our immediate reach.

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Copyright © 2015 Global Connect @ UCI | University of California, Irvine.
Global Connect is an original educational partnership developed by UC Irvine’s School of Social Sciences to enrich California’s secondary school curriculum in international studies. This is accomplished by translating current university-level concepts and knowledge into a curriculum that is age appropriate for high school students.

The global studies knowledge-gap in our public schools is a critical problem that needs a flexible and immediate response. Students need lessons they can relate to as global citizens that will affect how they see themselves in the world. They must be capable of thinking in terms of worldwide issues to succeed in their respective careers and lives so that they may contribute to the general welfare of society. This cannot be achieved through textbook curriculum that is outdated by the time it is received by students. Teachers cannot abandon their classroom responsibilities to acquire current knowledge of the quickly changing international environment. Global conflicts and issues need to be brought to the students as current events -- not as history.

The study of worldwide issues through Global Connect @ UCI establishes an environment that creates responsible global citizens and leads to access for students to higher education. Global Connect builds a bridge to the world for our nation’s secondary students.

Global Connect dedicates its educational program and publications to addressing California’s History Social Studies curriculum framework and the National Curriculum Standards for Social Studies. This is being accomplished through the creation of an original year long course, “Globalization and International Relations”; implementation of the syllabus at select schools in Orange County; sponsorship of countywide teacher seminars; and the development of new on-line curriculum options for secondary educators statewide and beyond. Classroom lessons are innovative in structure and not only teach students factual information but serve as an ideal platform for analytical–reflective thinking about global issues.

For additional information, please visit our website at: http://www.socsci.uci.edu/globalconnect/
The pursuit of Common Core Standards is redefining America’s educational priorities. One of the most central and elusive problems in addressing these standards is developing academically challenging and classroom effective curriculum that addresses the needs of our students in different subject areas. Global Connect @ UCI, a unique educational initiative based in the School of Social Sciences at the University of California, Irvine, has developed original curriculum and teaching strategies to introduce secondary students to 21st century global issues and events through an interdisciplinary lens. The lens integrates the various disciplines within social science: anthropology, economics, geography, international studies, political science, and sociology.

This integration occurs through concepts, readings, and “problem sets” found in contemporary university classrooms. Our academically centered course of study has been adapted into age appropriate thematic presentations, dynamic interactive, and literacy building workshops that realize the Common Core objectives.

Global Connect specifically targets and meets the Common Core Standards by:

- **Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and readings**
- **Emphasizing Evidence Based Writing Skills through the introduction of formal-academic forms of in-class writing, take-home assignments, and unit capstone projects**
- **Building a discipline-based vocabulary (a set of new terms are defined to complement each week’s academic theme)**
- **Expanding the students’ abilities to: Use quality academic sources/organize data/analyze/cite & discuss**
- **Integrating contemporary use of technology for online research and general inquiry**

The Global Connect course on “Globalization and International Relations” is already serving as a Common Core option for secondary educators and students in California’s Saddleback Valley Unified School District. The partnership between UCI, SVUSD, and NMUSD is currently exploring new strategies for sharing and advancing this dynamic new course so that other districts can adopt this as a vehicle to impart college ready critical thinking abilities and organizational skills. These
strategies include the creation of effective teacher training modules for each unit, an expanded online topic specific video library of presentations by UCI faculty and graduate students, and the continued development of *GlobalScope Curriculum Guides*.

This year, as with prior years, the content has been revised and edited to address the most recent global occurrences/ issues and to introduce new resources. For an in-depth overview of our program, please visit our website at: www.soosci.uci.edu/globalconnect

_Ellen Schlosser_
_Global Connect @ UCI_
_Founding Director & Curriculum Development Advisor_

Note:

In 2011, the University of California recognized Global Connect’s course, “Globalization and International Relations,” as an approved A-G academic elective course for California’s secondary students.

The California Council for the Social Sciences recognized the program as being a Common Core ready curriculum and featured the program in their journal, *Sunburst: A Publication of the California Council for the Social Studies*. 
GUIDELINE TO GLOBALSCOPE

GlobalScope is an expanding library of in print and online guides that mirror UCI School of Social Sciences’ contemporary research and teachings related to 21st century issues and conditions of globalization. The primary motivation behind this publication is to provide secondary teachers with an accessible social science resource that will help create “global” windows in the classroom. Our guiding principle is that high school students need to understand the contemporary changes influencing their educational and personal opportunities, and ultimately, their lives and careers.

Explanation of GlobalScope format:

**Unit Presentations** vary in format. Each presentation is centered on a specific topic and reflects the style of the individual faculty, graduate, or undergraduate student presenter. Several of the authors have created PowerPoint presentations that can be used by the classroom teacher. An annotated version with additional information has been included in the *Teachers’ Edition*. Some presenters have also provided lesson outlines.

**Workshop Scripts** seek to recreate the lecture/discussion format used in college courses. We alternate the formal introduction of topics with special interactive workshops. These age-appropriate workshops have been designed and successfully presented in the classrooms (grades 8 – 12) by Global Connect undergraduate interns. These workshops have been designed in a script-like manner with sections assigned to the university undergraduate interns. The workshop material can easily be adapted for “single voice” use by the classroom teacher.

**Literacy Building Readings and Assignments** provide students with exercises that will require them to read non-fiction, original-source documents. After reading and analyzing the materials, the students will be given written assignments to strengthen their expository writing abilities. Some current topical articles and charts have been reprinted and cited.

**International Relations & Globalization Course Workbook** is a two-part workbook to be used in conjunction with the thematic module presentations throughout the semester.
Part I: A Sense of Place: Identifying Nations by Name and Location includes weekly political map identification exercises that provide students with the ability to recognize the location of the globe’s 193 nations. These weekly exercises will allow students to locate and name the nations of each continent and significant regions.

Part II: People of Purpose: 21st Century Global Citizens (Real Heroes) will introduce students to real heroes whose actions have impacted the distinct geographic areas being studied. These introductions will be made through video interviews/feature stories and assigned readings. Students will be asked to analyze the problems, strategies and solutions associated with each of the featured social entrepreneurs through writing exercises. Over the semester the assignments will transition students from completing simple fill-in review sheets to composing five paragraph expository essays. The writing assignments, depending on length, can be used as in-class worksheets or homework assignments.

Identification of Curriculum Standards:

Each workshop and presentation addresses an objective identified in the National Council for the Social Studies Curriculum Thematic Strands and/ or the objectives set-forth by the California State History/Social Science Standards & Framework. For your personal reference, we have included a copy of the National Council's Thematic Strands in the Appendix.

Complimentary Disk: All of the primary GlobalScope materials presented in this curriculum guide are provided on a disk so that classroom teachers can independently present the PowerPoint presentations and reproduce the worksheet assignments.

All of the original materials are for individual classroom use only and are not to be reprinted without express permission from the School of Social Sciences, University of California, Irvine.

Website: All materials contained in GlobalScope will be posted on the Global Connect @ UCI website: http://www.socsci.uci.edu/globalconnect
Introduction to International Relations is the first volume educators should use to begin the second semester. This edition will move the content emphasis from general topics of globalization to the study of the nation and the relations between nations. In this volume we emphasize the general role of the state and introduce the following key questions:

- **Who are considered global actors? What impact do global actors have on international relations in the 21st century?**
- **How does a government build a nation? What is meant by the term “infrastructure”?**
- **What is foreign policy? How does a nation set forth its international agenda and priorities?**
- **What indicators can be used to determine whether a nation is failing? Which nations are currently struggling to survive?**
- **What is meant by the term “human rights”? Can international law be effectively established to prevent future human rights violations?**
- **Through 21st century technology, distant crimes against humanity have been brought to our minds and our eyes. In today’s world, how can we ignore and fail to address contemporary acts of genocide? How can we apply the lessons of the Holocaust to Darfur?**

New curriculum units featured in this edition of *Introduction to International Relations* focus on the meaning of Nation-States and Genocide. Doctoral Candidates John Kenyon McCollum and Sheefteh Khalili created two of the core academic theme presentations. This year’s team of exceptional UCI undergraduate and alumni, Henry Kan, Christy Markos, Benson Lao, and Hye-Mi Lee further developed the interactive workshops and literacy lessons essential to the framework of the program.

In addition to the new direction in subject matter, second semester students will be asked to conduct weekly computer searches linked to topical prompts. In response to their online searches, students will be responsible for maintaining an International Reporter’s Notebook with at least six journal entries.

On behalf of the Global Connect team and the editorial staff of GlobalScope, I hope that you find this publication a valuable educational resource. We would sincerely appreciate your insights regarding future themes and effective techniques that we can incorporate in our workshop materials. Please forward your suggestions to edschlos@uci.edu.
GLOBAL CONNECT VISIONARIES

UNIVERSITY OF CALIFORNIA, IRVINE

Manuel Gomez, Former Vice Chancellor of Student Affairs

SCHOOL OF SOCIAL SCIENCES

Bill Maurer, Dean of Social Sciences
Barbara Dosher, Professor of Cognitive Science
Caesar D. Sereseres, Professor of Political Science
Mark Petracca, Associate Dean of Undergraduate Studies
Dave Leinen, Assistant Dean, Administration, Planning, and Resources
Louis DeSipio, Professor of Political Science
Nurudeen Alao, Professor of Geography

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

NEWPORT HARBOR HIGH SCHOOL

Principal Sean Boulton
Host Teacher: Jennifer Thompson

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

LAGUNA HILLS HIGH SCHOOL

Principal Brian Ferguson
Vice Principal Dan Bode
Host Teachers: Yoleisy Avila & Paul Weinberger

MISSION VIEJO HIGH SCHOOL

Principal Ray Gatfield
Vice Principal Dan Sullivan
Host Teachers: Jack Opkins, Chris Ashbach, & Kim Gerwatosky
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Curriculum Development Advisor, GlobalScope Curriculum Guides

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Business Administration & Business Economics

Hye-Mi Lee
Political Science & International Studies

GRADUATE STUDENT CONTRIBUTORS

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Sheefteh Khalili, Doctoral Candidate, Sociology

UNDERGRADUATE & ALUMNI STUDENT CONTRIBUTORS

Henry Kan, Political Science and Business Economics, 2014
Christy Markos, Sociology and Political Science, 2013
Cecilia Dang, Psychology and Social Behavior & Education Sciences
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| | History of the International Criminal Court  
http://www.pbs.org/pov/reckoning/icc_history.php#.ULREMdPjlm0 |
| | The Universal Declaration of Human Rights  
http://www.youtube.com/watch?v=3VhQQrtq7PE&feature=fvwpl |
| | Standing Up For Freedom  
http://www.amnestyusa.org/news/multimedia |
| | **Workshop: Human Rights & The Rule of Law** |
| | Taming Warfare: The History of the Geneva Conventions  
http://www.youtube.com/watch?v=5SNneFCxImA |
| | Inside Syria’s Civil War  
http://www.youtube.com/watch?v=n4CDQciSoke |
| | In Syria, Civil War Tears Families Apart  
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| | Why is Tibet Important to China?  
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| | No End in Sight for Darfur’s Humanitarian Crisis  
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Ratko Mladic led ethnic cleansing, war crimes trial told
http://www.bbc.co.uk/news/world-europe-18081930

Unit V  Remembering the Sarajevo Conflict
INTRODUCTION TO INTERNATIONAL RELATIONS

Introduction to the Second Semester
Welcome to the Second Semester Course!

Global Connect
University of California, Irvine

Overview

I. Who are the global actors?
II. What is power?
III. Are all states equal politically and/or economically?
IV. [Some of] what is to come

Who are the global actors?

- **Nation**: A group of people who believe themselves to be united by some set of characteristics and want their own government.
- What characteristics would unite people?

Who are the global actors?

- **State** [used interchangeably with government]: Where a set of political institutions exercises authority over a given territory

Who are the global actors?

- **Nation-state**: When nation and state overlap

Who are the global actors?

- In international relations, governments are considered **sovereign**: they can do whatever they want in their own territory
- What problems can you see with this characteristic?
- Usually, states [or governments] are considered the key players in international relations
Governments and States:
Diplomats, politicians

International Organizations:
Intergovernmental Organizations [IGOs]: United Nations, NATO, World Bank, the International Criminal Court

Nongovernmental Organizations [NGOs]: The Red Cross, Doctors without Borders, Refugees International

Individuals [7 Billion people!]
You!

Multinational Corporations: How many can you identify?

McDonald’s in Riyadh, Saudi Arabia
“Power” in international relations has been a fairly troublesome concept to define.

Some define power as “the ability to influence the behavior of others” (Goldstein 45).

What gives power to government?
What gives a government the ability to influence other governments?

What is power?

Is it military size?

Is it economic strength?

Is it population size?
Nations are not equal

- Developed nations
  - Usually the wealthiest [as per GDP per capita]
- Developing nations
  - Their economic capacity has exceeded that of a developing country but has not yet reached the level of a developed country
- Least Developed nations
  - Usually the poorest [as per GDP per capita]

Are all states equal politically?

- Do all states have the same level of influence?
- Let’s take a look at a few examples from contemporary international relations

[Some of] What is to come...

- By the end of the semester, you will be able to answer the following questions...

[Some of] What is to come...

- What is infrastructure?

[Some of] What is to come...

- What is a “failed” state?

[Some of] What is to come...

- What is foreign policy?
The Introduction to International Relations will require you to act as an International Reporter. On a weekly basis you will be assigned a specific topic to investigate online. You will be asked to locate and print out two quality articles on the topic and complete an International Notebook Entry form for each article.
**International Reporter’s Notebook**

**Instructions:**
- Review the topic of the week.
- Locate and review two articles related to the topic using a recommended source.
- Print out the articles.
- Create a typed Notebook Entry Form for each article (refer to the sample entry).
- Write a strong summary statement.
- Attach articles to the forms and submit to your teacher on or before the due date.

---

**Recommended Sources**

**Online News Resources**
- BBC News
- CNN
- The Washington Post
- The Guardian
- The Economist
- New York Times
- Al Jazeera (English)
- GPS: Fareed Zakaria
- ABC News
- Foreign Policy Magazine
- TIME Magazine
- PBS News
- Frontline PBS
- NPR
- Los Angeles Times
- Reuters

---

**Recommended Sources**

**Think Tanks**
- RAND News and Events
- Bill and Melinda Gates Foundation
- Council on Foreign Relations
- Brookings Institute
- Center for New American Security
- Center for Strategic and International Studies
- Carnegie Endowment for International Peace
- Institute for International Economics

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**Supplemental Materials**

**Case Study 1: The United Nations**

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<th>General Assembly</th>
<th>Security Council</th>
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<tr>
<td>193 members</td>
<td>15 members</td>
</tr>
<tr>
<td>Sovereign equality: 1 state, 1 vote</td>
<td>5 of the 15 have veto power (permanent members)</td>
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<tr>
<td>Non-binding “declarations” and “resolutions”</td>
<td>Decisions are binding on all members</td>
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**Global Connect @ UCI**

---

**Thanks for your attention!**
Case Study 2: Aid

- Aid is often given in the form of food or money
- What could happen if these types of aid are discontinued?

What could donors give to recipients instead of food or money?

Works Cited

**International Reporter’s Notebook**

*Introduction to International Relations* will require each student to act as an International Reporter. On a weekly basis you will be assigned a specific topic to investigate online. You will be asked to locate and print out two quality articles on the topic and complete an International Notebook Entry form for each article. It is recommended that you locate your articles using the sources on the International Relations Recommended Source List, but additional news resources may be approved by your teacher.

**Instructions**

- Review the topic of the week
- Locate and review two articles related to the topic using a recommended source
- Print out the articles
- Create a typed Notebook Entry Form for each article (refer to the sample entry)
- Write a strong summary statement (4-5 sentences minimum)
- Attach articles to the forms and submit to your teacher on or before due date

**Topics**

1. **Nation-State**
   
   a. Find an article that relates to a nation that was created after 1990. (Hint: Which nations are considered the newest nations in the world?) Choose one of the countries listed, then begin your search for a current article.
   
   b. Find an article on an international governmental organization that describes a recent collaborative effort between two or more countries.

   Due date: ________________________________

2. **Global Infrastructure: Challenges and Accomplishment**

   a. Locate an article that describes the challenges that a nation is facing. It can deal with a physical or a non-physical infrastructure concern.
   
   b. Choose an article that celebrates an infrastructure accomplishment.

   Due date: ________________________________
3. Foreign Policy

a. Locate a recent article that relates the position of a head of state (president or prime minister, secretary of state, ambassadors, etc.) on either the civil war in Syria, ISIS, the Ukrainian internal conflict, or Iran’s nuclear weapons.

b. Find an article on a non-state actor (an NGO, terrorist, MNC) that has had a major impact on a country’s foreign policy.

Due date: ________________________________

4. Failed States

a. Locate the “Postcards from Hell, 2014” website at:
   http://www.foreignpolicy.com/articles/2014/06/24/postcards_from_hell_2014_fragile_states

b. Choose one of the failed nation postcards as an article.

c. Find an article that further defines a challenge that your selected “Postcard Nation” is facing.

Due date: ________________________________

5. International Law and Human Rights

a. Find an article that addresses a human rights abuse.

b. Select an article on an ongoing International Criminal Court investigation.

Due date: ________________________________

6. Genocide


b. Select one of the country reports on the list as your first article.

c. Find an article on the tribunals held following the Cambodian, Rwandan, Guatemalan, or Bosnian genocides.

Due date: ________________________________
The news resources and think tanks below are recommended when conducting individual research, but other sources may be approved by your teacher. Avoid using one source more than two times.

### Online News Resources

- BBC News
- CNN
- The Washington Post
- The Guardian
- The Economist
- New York Times
- Al Jazeera (English)
- GPS: Fareed Zakaria
- ABC News
- FOX News
- MSNBC
- Foreign Policy Magazine
- TIME Magazine
- PBS News
- Frontline PBS
- NPR
- Los Angeles Times
- Reuters

### Think Tanks

- RAND News and Events
- Bill and Melinda Gates Foundation
- Council on Foreign Relations
- Brookings Institute
- Center for New American Security
- Center for Strategic and International Studies
- Carnegie Endowment for International Peace
- Institute for International Economics
INTERNATIONAL REPORTER NOTEBOOK ENTRY (SAMPLE)

In addition to filling out this sheet, print out and attach the article(s) you have chosen before turning this assignment in to your teacher. All forms and articles must be turned in to your teacher before the end of the period.

**Article Details**

Weekly Theme:

Title of Article:

Date Published:

Website Source:

**Summary Statement (4-5 well-written sentences)**

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Unit I: Introduction to Nation-States
What we mean when we talk about

NATION-STATES

John McCollum
Graduate Student, Sociology | University of California, Irvine

Before we can start talking about globalization, we need to define the basics.

States
Nations

What is a State?

- An organized community living under a single government which has exclusive control over its own territory
- States are responsible for their citizens' welfare

Health
Security
Opportunity

What is a Nation?

- A nation is a people who share similar cultural characteristics including
  - Language
  - Customs
  - Religion
  - Ancestry
  - Origin
  - History
- Not all “nations” of people have states in which they are the majority or whose culture is dominant

What is a Nation-State?

- a political state whose borders encompass the entirety of a nation
- Nation-states typically have a majority “nation” whose culture is predominant
- People who live in the nation-state are citizens whose rights are protected by the state
- Where do nation-states come from?

Case Study: the Kurds

- a minority ethnic group inhabiting the areas shown at right
- a nation that shares a common language, cultural customs, and a distinct history
- However, they do not have a state in which they are dominant
Origin of the Nation-State

• Originated in Europe between 1450 and 1650.
• Prior to this, the world was a mix of empires and feudal territories that included many different ethnic groups
• Example: the Spanish empire
• Borders were very undefined

War’s Effects on the Nation-States

• War during the period 1450-1650 started to become much more expensive than in the previous centuries
  - European Colonization
  - Bigger Armies and Navies
  - More Taxes to fund the Military

Beginnings of the Nation-State System

• The Treaty of Westphalia, which ended the Thirty-Years’ War (1618-1648), marks the beginning of what we know today as the nation-state system
• The root cause of war was fighting between Protestants and Catholics for political control of disputed territories

What did the Treaty of Westphalia Say?

• Two major ideas were made into law by the Treaty of Westphalia:
  - Sovereignty
  - Citizenship
  - State borders were rigidly defined
  - States also became the main unit for international diplomacy
Sovereignty

- The quality of having independent authority over a geographic territory and the population of that territory
- This was intended to limit conflict between states over borders and control at the edges of states
- States promised to recognize each others’ authority over their own people and territory
- Hasn’t always worked out that way!

Sovereignty

- For a state to be sovereign, it has to be recognized by other states
- Obtaining recognition can be highly political!
- States might deny or grant recognition for their own political goals
- Example: Some states recognize Taiwan as an independent state, but others do not
- Why might states do this?

Citizenship

- The Treaty stated that states claimed responsibility for their citizens’ behavior
- In the original treaty, this meant that they wouldn’t let their citizens start trouble abroad!
- This laid the groundwork for the idea that states should also protect the rights of their own citizens against other states
- Like sovereignty, this hasn’t always worked out either!

Who enforces the Westphalia rules?

- States are the main enforcers of the rules
- International law
- Treaties
- International Governmental Organizations
- Why are some states more capable of protecting their sovereignty than others?

Who enforces the Westphalia rules?

- However, states are the main violators of sovereignty!
- Powerful states use political and economic pressure to change other state’s behavior
- In what situations is it acceptable for a state to violate another state’s sovereignty?

From Westphalia to WWII

- Taking a long view of history, the “Westphalian system” has been a major success!
- Defined borders
- Limited state intervention
- Citizen welfare
The number of states has risen and fallen with the growth and decline of large empires.

After WWII, when large areas of Latin America, Africa, and Asia became independent from European control, more states were created.

Today, there are around 192 recognized states in the world.

But not every state agrees on this number!

From Westphalia to WWII

In today's globalized world, there are many new political and economic arrangements. Four main areas of emphasis:

- Multinational Corporations
- Intergovernmental Organizations
- Regional Power Blocs
- Non-State Political Actors

The Challenge of Globalization

Multinational Corporations (MNCs)

- MNCs are large businesses, registered in one state, that have operations in more than one state.
- MNCs are often said to have "no allegiance" to a state.
- Thanks to advances in technology, investment dollars and business operations can be quickly moved anywhere in the world.
- Globalization!

Multinational Corporations (MNCs)

- MNCs move to select locations where they can make the most profit.
- Often this is at the expense of poorer countries and their most vulnerable citizens.
- MNCs relocate from one state to another to find lower labor and environmental standards.
- States change their policies to accommodate MNCs wishes.
- This makes it difficult for states to provide for their citizens' welfare.

Intergovernmental Organizations

- Public or government organization created by a treaty or agreement between two or more states.
- IGOs exist to coordinate states' political and economic goals.
- How many states are involved in the
  - United Nations?
  - International Criminal Court?
  - World Trade Organization?

Intergovernmental Organizations

- IGOs provide forums for coordinating action, discussing issues, and gathering information.
- They often give small states a way to advance their interests they would not otherwise have.
Regional Power Blocs

- Often based on common national groups embracing multiple states
- Examples:
  - E.U.
  - African Union
  - Arab League
- In what ways are regional power blocs different from nation-states?

Intergovernmental Organizations

- IGOs are sometimes controversial
- They may interfere with state sovereignty
- Large states often use them to obstruct the political and economic goals of weaker states
- What examples of sovereignty issues in IGOs can you think of?

Non-State Political Actors

- The freer movement of money, ideas, and worldviews means new groups can try to influence the state outside government channels
- Non-state political actors include, but are not limited to:
  - Terrorist groups
  - Non-governmental organizations (NGOs)

Non-State Political Actors

- Positives
  - Forums for citizen voices in state policy-making
  - Allow for social movements worldwide to coordinate their actions
  - Advance agendas for human rights, the environment, etc.

- Negatives
  - Groups undermine the legitimacy of the state
  - As non-state actors, it is difficult for states to control their activities
  - States may be punished by other states for the actions of groups over which they have no control

What’s next for the Nation-State?

- Nation-states will have to adjust to a globalized world
- Some scholars say that the state is losing its importance
- Still, states have a great deal of power
The future of Nation-States

- What will the globe look like in 20 years?
- 50 years?
- Will the nation-state system be more or less stable?
- Will regional power blocs become the new states?
### Key Terms

1. **State**: Organized community living under a single government which has exclusive control over its own territory.

2. **Nation**: Group of people who share similar cultural characteristics including language, customs, religion, ancestry, origin, or history.

3. **Nation-State**: An area (territory) defined by specific borders and inhabited by people who mostly share a common culture. It is a combination of a nation (ethnic community) and a state (political entity).

4. **Treaty of Westphalia**: Series of peace treaties signed in 1648 that ended the Thirty Years’ War and marked the beginning of the nation-state system.

5. **Sovereignty**: The act of having supreme and sole power over something; countries have sovereignty over things that happen inside their borders.

6. **Citizenship**: The state of having the rights of a person born in a particular country; the individual is expected to carry out the duties and responsibilities of a member of a particular society.

7. **Multinational Corporations**: A large business that operates in two or more countries.

8. **Intergovernmental Organizations**: Public or government organization created by a treaty or agreement between two or more states.

9. **Regional Power Blocs**: A sphere of influence within which states can exercise predominant influence; often based on common national groups embracing multiple states.

10. **Non-State Actors**: Entities that participate or act in international relations with sufficient power to influence, but that do not belong to an established state.
Workshop:
The Meaning of “Nation-State”
Related PowerPoint: What We Mean When We Talk About Nation-States

**Objective(s):**
- To review the distinction between a “nation” and a “state”
- To consider the global actors that impact international relations in the 21st century
- To introduce the challenges a 21st century nation-state faces in a globalized world
- To discuss the factors sovereign states consider when participating in global initiatives
- To use a case study of America’s responses to global issues to depict the power and challenges of the nation-state in the 21st century

**Outline:**
I. Nation-States Presentation Review (10 min)
II. Identify and Review 21st Century “Global Actors” (10 min)
III. Maintaining the Sovereignty of the Nation-State (10 min)
IV. America’s Global Challenges (15 min)
V. [Day 2] National Interests vs. Global Collaboration (25 min)
VI. Rejection of Global Proposals (30 min)

**Materials:**
- *The Meaning of Nation-States Workshop PowerPoint*
- *Factors of Collaboration Worksheet*
- *United States and Global Cooperation Worksheet*
- *Global Cooperation Article Questions*
- *Ottawa Treaty, Kyoto Protocol, and Rome Statute Articles*

**Key to Script:**
- *Italicized words indicate role/action.*
- *Bolded sentences are questions to be posed to class.*
- Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: Nation-States Presentation Review

Intern A:

- Have students participate in True/False presentation review.
  - All nations are states. (False)
  - The concept of a nation-state was developed as a way to prevent ongoing war. (True)
  - The Treaty of Westphalia emphasized the need for established borders and independence. (False)
  - States are the main enforcers of Westphalia rules. (True)
  - A regional power bloc is the same as a nation-state. (False)
- Review and explain answers as you go through the questions.

Part II: Identify and Review 21st Century “Global Actors”

Intern B:

- Have students identify non-state actors.
  - Ban Ki-Moon: Non-state
  - Bill and Melinda Gates: Non-state
  - Dilma Rousseff, Brazil: State
  - Al Qaeda: Non-state
  - Tim Cook: Non-state
  - Tony Abbott, Australia: State
- Non-state actors are entities that participate or act in international relations with sufficient power to influence, but do not belong to an established state. Examples of these include non-governmental organizations (NGOs), multinational corporations (MNCs), international media, religious groups, or even violent actors, such as terrorist organizations and drug cartels.

Part III: Maintaining the Sovereignty of the Nation-State

Intern C:

- If the 21st century globalized world is a world that has created greater interaction and integration, how does the individual nation retain its sovereignty?
- How does it retain its independence and power while working in collaboration with other nations?
- How does a state protect and support its citizens when their citizens can openly relate to and work with the citizens of different nations?
The individual state shares the globe with 191 other nations. **What options does the state have to protect and promote itself?**
- Self-Help: the act of dealing with issues and problems without the help of others.
- Multilateralism: when several different states work together to solve a shared problem.
- Through intergovernmental organizations, international institutions like the United Nations can be neutral places for states to address and resolve disputes.

**Part IV: America’s Global Challenges**

**Intern D:**
- America is a unique nation-state. Our population is multilingual and multicultural. We are viewed as having a uniquely American culture. Our nation did not exist when the Treaty of Westphalia was signed. Many of the states in Europe were created when people were unable to travel and become citizens of different lands. Austrians were based on a mono-culture: one language, one ethnicity, one set of traditions, etc.
- How have we, as a sovereign nation, addressed some of these global challenges?
- What type of decisions and actions has America taken in response to global issues and realities?
- During our first semester we studied many aspects of globalization. **Can you identify a few of the ways the world has come together?**
- Show students pictures that display how the world has come together to solve global challenges. Have students name the global issues and discuss how America is currently addressing these challenges:
  - Economic Inequality
  - Pollution
  - Terrorism

**Part V: National Interests vs. Global Collaboration [Day 2]**

**Intern A:**
- What factors does the state need to consider before it will agree to collaborate with others?
- Have students write down answers on “Factors of Collaboration” worksheet.
- Have students share their answers with partners.
- Ask for student responses and write down on whiteboard.
- Sovereign states must question whether participation in a collaborative measure will:
  - Benefit the majority of the population
  - Negatively impact its economy
- Impinge on (take away from) the nation's military powers or interests
- Override the state's laws and regulations
- Negatively impact the state’s physical territory

**Intern B:**
- **What is multilateralism?**
  - Multilateralism is when several different states work together to deal with a common issue.
  - Refer students to the “United States and Global Cooperation” worksheet.
  - Ask students to popcorn read through the initiatives on the worksheet.
  - After each initiative is read, ask the students whether or not they believe the U.S. signed on to it.

**Part VI: Rejection of Global Proposals**

**Intern C:**
- **Assign three articles on the rationale behind America’s rejection of three global proposals (Ottawa Treaty, Kyoto Protocol, and the Rome Statute).**
- **Divide the class into three groups and assign a different article to each group.**
- **Allocate 10-15 minutes for silent reading and another 10-15 minutes for an open discussion on the reasons why the U.S., as a sovereign state, rejected the three initiatives.**
- **Students must also complete the “Global Cooperation Article Questions”. If this workshop is too long for a single class period, assign the articles and worksheet for homework.**
- **Hold a discussion in which students from each group share their responses.**
The meaning of **NATION-STATES**

**Presentation Review**

All nations are states.

True  False

**Presentation Review**

The concept of a nation-state was developed as a way to prevent on-going war.

True  False

**Presentation Review**

The Treaty of Westphalia emphasized the need for interdependence between nations.

True  False

**Presentation Review**

States are the main enforcers of Westphalia rules.

True  False

**Presentation Review**

A regional power bloc is the same as a nation-state.

True  False
Identify Non-State Actors
Ban Ki-Moon, United Nations
State
Non-State

Bill & Melinda Gates
State
Non-State

Dilma Rousseff, Brazil
State
Non-State

Al Qaeda
State
Non-State

Tim Cook, Apple
State
Non-State

Tony Abbott, PM, Australia
State
Non-State

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Maintaining Sovereignty

- **Self-Help**: the act of dealing with issues and problems without the help of others.
- **Multilateralism**: when several states work together to solve a shared problem.
- **Intergovernmental Organizations**: IGOs can be neutral places for states to address and resolve disputes.

America’s Global Challenges

In today’s globalized world, there are many global issues and realities.

**Economics**

**Political Positions and Actions**

**Environmental Concerns**

Name the Global Issue

**Economic Inequality**

- Income inequality exists in most nations of the world.
- In the United States, the top 10% of the population controls 50% of the wealth.
- How is America addressing this issue?

Response

- America is addressing economic inequality internally and externally.
  - **Internally**: Minimum wage policy (to be increased), assist poor families with food stamps and public housing.
  - **Externally**: Give aid/technical assistance to developing nations, support to displaced peoples (food aid, emergency housing).

Issue

- Income inequality exists in most nations of the world.
- In the United States, the top 10% of the population controls 50% of the wealth.
- How is America addressing this issue?

Name the Global Issue

**Pollution**
**Issue**

- Pollution is one of the biggest global killers, affecting over 100 million people. That’s comparable to global diseases like malaria and HIV.
- Approximately 46% of the lakes in America are too polluted for fishing, aquatic life, or swimming.
- People who live in places with high levels of air pollutants have a 20% higher risk of death from lung cancer than people who live in less-polluted areas.

**Response**

- EPA → laws that regulate the use of contaminants like toxins, chemicals, and carcinogens
- Environmental standards (gasoline needs to be unleaded in CA)
- Subsidies for environmentally conscious actions

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**Issue**

- Terrorists can bypass boundaries of the state to cause damage to citizens and national infrastructure.

**Response**

- Established a new federal department focused on Homeland Security (TSA)
- Employed drones to pursue terrorists who committed crimes against humanity
- More effective cybersecurity, including the extension of various intelligence agencies
- Financial blockade on funds used to support terrorist groups.
Factors of Collaboration

1. What factors does a state need to consider before it will agree to collaborate with others?
   
   1.
   
   2.
   
   3.
   
   4.
   
   5.

2. Sovereign states must question whether participation in a collaborative measure will:
   
   1.
   
   2.
   
   3.
   
   4.
   
   5.
The United States and Global Cooperation

1. **U.N. Charter**

   The U.N. Charter was signed on June 26, 1945 in San Francisco. The U.N. Charter is the constitution and bill of rights of the U.N., establishing the function of the U.N. and the universal rights that every person in the world should be naturally entitled to.

2. **Montreal Protocol (Ozone Depleting Chemicals)**

   The Montreal Protocol on Substances that Deplete the Ozone Layer was a meeting that took place on September 16, 1987 and put into action on January 1, 1989 that focused on substances that deplete the ozone layer. The protocol created an action plan to reduce and in some cases eliminate the threat of these substances.

3. **Millennium Development Goals**

   The Millennium Development Goals are eight goals geared towards addressing current global issues such as hunger, poverty, and infant mortality. These goals were largely agreed upon by many of the U.N. member nations. Some of the goals have already been achieved before the 2015 deadline.

4. **Kyoto Protocol (Greenhouse Gases)**

   The Kyoto Protocol is an international treaty that focuses on combating the growth of greenhouse gases in the atmosphere, and would bind ratifying countries to meet set standards.

5. **Rome Statute (International Criminal Court)**

   The International Criminal Court is an international organization that prosecutes individuals for war crimes, crimes against humanity, genocide, and (until 2017) crimes of aggression.

6. **Ottawa Treaty (Landmines)**

   The Ottawa Treaty, or the Anti-Personnel Mine Ban Convention, is a treaty that focuses on eliminating all anti-personnel landmines in the world.
Global Cooperation Article Questions

1. In three to four sentences, summarize the global proposal in your assigned article.

2. Identify why America accepted or rejected the proposal. How would support for this proposal possibly harm or weaken the United States?
Overview of the Ottawa Treaty

Published: August 15, 2007

What does the convention ban?
The Convention on the Prohibition of Anti-Personnel Mines, also called the Ottawa Convention (and by some the Mine Ban Treaty), is a comprehensive ban on antipersonnel mines. It prohibits the use, stockpiling, production, development, acquisition and transfer of antipersonnel mines and requires their destruction, whether they are in stockpiles or in the ground.

Anti-personnel mines are “victim-activated” explosive devices. They are designed to be placed under, on or near the ground, and to be exploded by the presence, proximity or contact of a person.

The convention does not ban mines that are designed to be exploded by the presence, proximity or contact of a vehicle (i.e. anti-vehicle and anti-tank mines) and it does not ban explosive devices that are remotely controlled.

Why ban anti-personnel mines?
By the early 1990s, anti-personnel mines had caused a profound medical, human and social crisis in nearly all the situations in which they were used. At the time, the International Committee of the Red Cross (ICRC) stated that, in medical terms, anti-personnel mines had created an “epidemic” of exceptionally severe injury, death and suffering.

Anti-personnel mines are inherently incapable of distinguishing civilians from soldiers, which is a fundamental requirement of international humanitarian law. Anti-personnel mines continue to strike blindly long after conflicts have ceased, killing and maiming mostly civilians.

The injuries caused by anti-personnel mines are particularly horrific, and war-hardened surgeons consider them among the most difficult to treat. Those who survive a mine blast typically suffer shattered limbs requiring amputation, multiple operations and prolonged physical rehabilitation. They suffer permanent disability and the social, psychological and economic implications of being disabled. The effects of anti-personnel mines do not occur by “accident”: these weapons are specifically designed to shatter limbs and lives beyond repair.

ICRC field surgeons have been direct witnesses to the horrendous and widespread suffering inflicted on civilians worldwide by anti-personnel mines. It was in response to the “epidemic” of injuries caused by anti-personnel mines that 10 years ago the ICRC called for a global ban on anti-personnel mines. Its appeal, to which National Red Cross and Red Crescent Societies added their voices, came on the heels of a similar call first made by the International Campaign to Ban Landmines (ICBL). Faced with growing public abhorrence of the devastating effects of anti-personnel mines on civilians, governments led by Canada began a process in 1996 which resulted in the adoption just one year later of the Convention on the Prohibition of Anti-Personnel Mines (hereinafter referred to as the “Ottawa Convention”). In 1997, the ICBL and its coordinator Jody Williams were
awarded the Nobel Peace Prize for their efforts in campaigning for a ban on anti-personnel mines.

**Why is the Ottawa Convention a unique treaty?**

The adoption of the Ottawa Convention in 1997 marked the first time that States agreed to completely ban a weapon that was already in widespread use. They did so on the basis of international humanitarian law, which aims to alleviate the suffering caused by armed conflict and to protect civilians in times of war.

The Ottawa Convention does not just prohibit a weapon. It is a comprehensive programme of action designed to respond to the humanitarian consequences of anti-personnel mines by committing States to remove the threat of mines already in the ground, assist mine victims and raise awareness among the civilian population of the dangers of anti-personnel mines.

**What are the Ottawa Convention’s core humanitarian requirements?**

Each State party to the Ottawa Convention is required to:

- Destroy its stockpile of anti-personnel mines within four years.
- Clear all mined areas under its jurisdiction or control within 10 years, and in the meantime take measures to ensure the effective exclusion of civilians from these areas, including through mine risk education programmes.
- Assist mine victims by providing care and rehabilitation, including social and economic reintegration.
- In addition, in order to ensure compliance with the convention, each State Party is required to:
  - Prosecute and punish persons who engage in activities prohibited by the convention.
  - Submit annual reports to the Secretary-General of the United Nations (UN), reporting on the steps taken by the State Party to implement the convention.
  - Work together with other States Parties to facilitate compliance with the convention, including by facilitating the conduct of fact-finding missions to gather information on compliance issues, as required.

For more information, visit: https://www.icrc.org/eng/resources/documents/legal-factsheet/landmines-factsheet-150807.htm
Remember Kyoto? Most Nations Don’t

By Robert B. Semple Jr., Published: December 3, 2011

Delegates from 194 countries will meet this week in Durban, South Africa, to see whether the world can do a better job of controlling the man-made greenhouse gases that scientists believe will lead to sea-level rise, floods, drought and famine. Over the years, there has been far more talk than action.

In 1997, these nations collectively promised as a first step to reduce emissions by about 5 percent below 1990 levels by 2012. But only 37 industrialized nations agreed to binding targets under the treaty, known as the Kyoto Protocol; the developing nations promised simply to do their best.

The overall results have been dismal, even by Kyoto’s modest standards. That agreement expires next year, and there is almost no chance that the delegates in Durban will agree on a replacement. Even 1997 signatories like Japan and Canada will not endorse a new treaty unless the Chinese do, which they won’t. What we’ll see is another set of aspirational targets that will mean little if countries choose to ignore them.

On this point, history is not encouraging. From 1990 to 2009, global emissions of carbon dioxide, the main greenhouse gas produced by burning fossil fuels, rose by a whopping 38 percent. The increase would have been far worse were it not for the economic collapse of the old Soviet bloc; emissions from those countries dropped by about one-third.

The first chart traces the change in CO2 emissions around the world in the past two decades.

Western Europe has managed to reduce emissions by 5 percent by adopting a cap-and-trade system that effectively puts a price on carbon emissions; substituting natural gas for coal; and, in Germany’s case, greatly expanding the use of renewable energy sources like solar power.

The biggest obstacle to global progress has been countries like China and India that made no pledges at Kyoto because, they argued (and continue to argue), the industrialized world caused most of the problem and thus bore most of the responsibility for solving it. This reasoning has lost much of its punch as those two countries have become economic powerhouses. Over all, emissions in countries that did not agree to targets have more than doubled, while China’s have tripled.

What of the United States? As the largest per capita emitter of greenhouse gases among big economies, America should have taken a leadership role. It did not. The Senate refused to ratify the Kyoto accord, President George W. Bush flatly repudiated it, and Congress failed to put a price on carbon. Having pledged to reduce greenhouse gases by 7 percent, America saw its carbon emissions rise by almost that amount.

The trends were not wholly negative. Carbon dioxide emissions rose steadily in the 1990s, as the second chart shows, partly because the economy took off after the 1992 election, and power plants and factories started operating at full capacity. Emissions then leveled off after 2000, partly because some manufacturing moved abroad but also because rules requiring more energy efficiency began to kick in.

And further improvements are within reach. In the United States, old coal-fired power plants are closing, the price of natural gas (which emits only half the carbon dioxide of coal) is dropping, and automobiles are becoming more efficient. Clean energy sources like solar power are being
introduced in poor African nations, and the Chinese are investing heavily in clean energy as well. Are these bits and pieces enough? Almost assuredly not. Many scientists say we need a wholesale shift in the way the world produces and uses energy, and the time window for such a shift is closing. The question at Durban is whether the world can act before the window slams shut.

For more information, visit:
http://www.nytimes.com/2011/12/04/opinion/sunday/reme
mber-kyoto-most-nations-dont.html
U.S. Foreign Policy and the International Criminal Court

By Mark Grossman, Released: May 6, 2002

As Prepared:

Good morning. Thank you for that kind introduction.

It’s an honor to be here today. I would like to thank CSIS for hosting this discussion of American foreign policy and the International Criminal Court.

Let me get right to the point. And then I’ll try to make my case in detail: Here’s what America believes in:

- We believe in justice and the promotion of the rule of law.
- We believe those who commit the most serious crimes of concern to the international community should be punished.
- We believe that states, not international institutions are primarily responsible for ensuring justice in the international system.
- We believe that the best way to combat these serious offenses is to build domestic judicial systems, strengthen political will and promote human freedom.

We have concluded that the International Criminal Court does not advance these principles. Here is why:

- We believe the ICC undermines the role of the United Nations Security Council in maintaining international peace and security.
- We believe in checks and balances. The Rome Statute creates a prosecutorial system that is an unchecked power.
- We believe that in order to be bound by a treaty, a state must be party to that treaty. The ICC asserts jurisdiction over citizens of states that have not ratified the treaty. This threatens US sovereignty.
- We believe that the ICC is built on a flawed foundation. These flaws leave it open for exploitation and politically motivated prosecutions.

President Bush has come to the conclusion that the United States can no longer be a party to this process. In order to make our objections clear, both in principle and philosophy, and so as not to create unwarranted expectations of U.S. involvement in the Court, the President believes that he has no choice but to inform the United Nations, as depository of the treaty, of our intention not to become a party to the Rome Statute of the International Criminal Court. This morning, at the instruction of the President, our mission to the United Nations notified the UN Secretary General in his capacity as the depository for the Rome Statute of the President’s decision. These actions are consistent with the Vienna Convention on the Law of Treaties.

The decision to take this rare but not unprecedented act was not arrived at lightly. But after years of working to fix this flawed statute, and having our constructive proposals rebuffed, it is our only alternative.
Historical Perspective

Like many of the nations that gathered in Rome in 1998 for the negotiations to create a permanent International Criminal Court, the United States arrived with the firm belief that those who perpetrate genocide, crimes against humanity, and war crimes must be held accountable — and that horrendous deeds must not go unpunished.

The United States has been a world leader in promoting the rule of law. From our pioneering leadership in the creation of tribunals in Nuremberg, the Far East, and the International Criminal Tribunals for the former Yugoslavia and Rwanda, the United States has been in the forefront of promoting international justice. We believed that a properly created court could be a useful tool in promoting human rights and holding the perpetrators of the worst violations accountable before the world — and perhaps one day such a court will come into being.

A Flawed Outcome

But the International Criminal Court that emerged from the Rome negotiations, and which will begin functioning on July 1 will not effectively advance these worthy goals.

First, we believe the ICC is an institution of unchecked power. In the United States, our system of government is founded on the principle that, in the words of John Adams, "power must never be trusted without a check." Unchecked power, our founders understood, is open to abuse, even with the good intentions of those who establish it.

But in the rush to create a powerful and independent court in Rome, there was a refusal to constrain the Court’s powers in any meaningful way. Proposals put forward by the United States to place what we believed were proper checks and balances on the Court were rejected. In the end, despite the best efforts of the U.S. delegation, the final treaty had so many defects that the United States simply could not vote for it.

Take one example: the role of the UN Security Council. Under the UN Charter, the UN Security Council has primary responsibility for maintaining international peace and security. But the Rome Treaty removes this existing system of checks and balances, and places enormous unchecked power in the hands of the ICC prosecutor and judges. The treaty created a self-initiating prosecutor, answerable to no state or institution other than the Court itself.

In Rome, the United States said that placing this kind of unchecked power in the hands of the prosecutor would lead to controversy, politicized prosecutions, and confusion. Instead, the U.S. argued that the Security Council should maintain its responsibility to check any possible excesses of the ICC prosecutor. Our arguments were rejected; the role of the Security Council was usurped.

Second, the treaty approved in Rome dilutes the authority of the UN Security Council and departs from the system that the framers of the UN Charter envisioned.

The treaty creates an as-yet-to-be defined crime of “aggression,” and again empowers the court to decide on this matter and lets the prosecutor investigate and prosecute this undefined crime. This was done despite the fact that the UN Charter empowers only the Security Council to decide when a state has committed an act of aggression. Yet the ICC, free of any oversight from the Security Council, could make this judgment.

Third, the treaty threatens the sovereignty of the United States. The Court, as constituted today, claims the authority to detain and try American citizens, even though our democratically-elected representatives have not agreed to be bound by the treaty. While sovereign nations have the authority to try non-citizens who have committed crimes against their citizens or in their territory, the United States has never recognized the right of an international organization to do so absent consent or a UN Security Council mandate.
Fourth, the current structure of the International Criminal Court undermines the democratic rights of our people and could erode the fundamental elements of the United Nations Charter, specifically the right to self defense.

With the ICC prosecutor and judges presuming to sit in judgment of the security decisions of States without their assent, the ICC could have a chilling effect on the willingness of States to project power in defense of their moral and security interests.

This power must sometimes be projected. The principled projection of force by the world’s democracies is critical to protecting human rights — to stopping genocide or changing regimes like the Taliban, which abuse their people and promote terror against the world.

Fifth, we believe that by putting U.S. officials, and our men and women in uniform, at risk of politicized prosecutions, the ICC will complicate U.S. military cooperation with many friends and allies who will now have a treaty obligation to hand over U.S. nationals to the Court — even over U.S. objections.

The United States has a unique role and responsibility to help preserve international peace and security. At any given time, U.S. forces are located in close to 100 nations around the world conducting peacekeeping and humanitarian operations and fighting inhumanity.

We must ensure that our soldiers and government officials are not exposed to the prospect of politicized prosecutions and investigations. Our President is committed to a robust American engagement in the world to defend freedom and defeat terror; we cannot permit the ICC to disrupt that vital mission.

**Our Efforts**

The President did not take his decision lightly.

After the United States voted against the treaty in Rome, the U.S. remained committed and engaged—working for two years to help shape the court and to seek the necessary safeguards to prevent a politicization of the process. U.S. officials negotiated to address many of the concerns we saw in hopes of salvaging the treaty. The U.S. brought international law experts to the preparatory commissions and took a leadership role in drafting the elements of crimes and the procedures for the operation of the court.

While we were able to make some improvements during our active participation in the UN Preparatory Commission meetings in New York, we were ultimately unable obtain the remedies necessary to overcome our fundamental concerns.

On December 31, 2000, the previous administration signed the Rome Treaty. In signing President Clinton reiterated “our concerns about the significant flaws in the treaty,” but hoped the U.S. signature would provide us influence in the future and assist our effort to fix this treaty. Unfortunately, this did not prove to be the case.

On April 11, 2002, the ICC was ratified by enough countries to bring it into force on July 1 of this year. Now we find ourselves at the end of the process. Today, the treaty contains the same significant flaws President Clinton highlighted.

**Our Philosophy**

While we oppose the ICC we share a common goal with its supporters - the promotion of the rule of law. Our differences are in approach and philosophy. In order for the rule of law to have true meaning, societies must accept their responsibilities and be able to direct their future and come to terms with their past. An unchecked international body should not be able to interfere in this delicate process.

For example: When a society makes the transition from oppression to democracy, their new government must face their collective past. The state should be allowed to choose the method. The government should decide whether to prosecute or seek national reconciliation. This decision should not be made by the ICC.
If the state chooses as a result of a democratic and legal process not to prosecute fully, and instead to grant conditional amnesty, as was done in difficult case of South Africa, this democratic decision should be respected.

Whenever a state accepts the challenges and responsibilities associated with enforcing the rule of law, the rule of law is strengthened and a barrier to impunity is erected. It is this barrier that will create the lasting goals the ICC seeks to attain. This responsibility should not be taken away from states.

International practice should promote domestic accountability and encourage sovereign states to seek reconciliation where feasible.

The existence of credible domestic legal systems is vital to ensuring conditions do not deteriorate to the point that the international community is required to intercede.

In situations where violations are grave and the political will of the sovereign state is weak, we should work, using any influence we have, to strengthen that will. In situations where violations are so grave as to amount to a breach of international peace and security, and the political will to address these violations is non-existent, the international community may, and if necessary should, intercede through the UN Security Council as we did in Bosnia and Rwanda.

Unfortunately, the current framework of the Rome treaty threatens these basic principles.

We Will Continue To Lead

Notwithstanding our disagreements with the Rome Treaty, the United States respects the decision of those nations who have chosen to join the ICC; but they in turn must respect our decision not to join the ICC or place our citizens under the jurisdiction of the court.

So, despite this difference, we must work together to promote real justice after July 1, when the Rome Statute enters into force.

The existence of a functioning ICC will not cause the United States to retreat from its leadership role in the promotion of international justice and the rule of law.

The United States will:

- Work together with countries to avoid any disruptions caused by the Treaty, particularly those complications in US military cooperation with friends and allies that are parties to the treaty.
- Continue our longstanding role as an advocate for the principle that there must be accountability for war crimes and other serious violations of international humanitarian law.
- Continue to play a leadership role to right these wrongs.
- The armed forces of the United States will obey the law of war, while our international policies are and will remain completely consistent with these norms.
- Continue to discipline our own when appropriate.
- We will remain committed to promoting the rule of law and helping to bring violators of humanitarian law to justice, wherever the violations may occur.
- We will support politically, financially, technically, and logistically any post-conflict state that seeks to credibly pursue domestic humanitarian law.
- We will support creative ad-hoc mechanisms such as the hybrid process in Sierra Leone – where there is a division of labor between the sovereign state and the international community–as well as alternative justice mechanisms such as truth and reconciliation commissions.
- We will work with Congress to obtain the necessary resources to support this global effort.
• We will seek to mobilize the private sector to see how and where they can contribute.
• We will seek to create a pool of experienced judges and prosecutors who would be willing to work on these projects on short-notice.
• We will take steps to ensure that gaps in United States’ law do not allow persons wanted or indicted for genocide, war crimes, or crimes against humanity to seek safe haven on our soil in hopes of evading justice.

And when violations occur that are so grave and that they breach international peace and security, the United States will use its position in the UN Security Council to act in support of justice.

We believe that there is common ground, and ask those nations who have decided to join the Rome Treaty to meet us there. Encouraging states to come to face the past while moving into the future is a goal that no one can dispute. Enhancing the capacity of domestic judiciaries is an aim to which we can all agree. The United States believes that justice would be best served in creating an environment that will have a lasting and beneficial impact on all nations across the globe. Empowering states to address these challenges will lead us to a more just and peaceful world. Because, in the end, the best way to prevent genocide, crimes against humanity, and war crimes is through the spread of democracy, transparency and rule of law. Nations with accountable, democratic governments do not abuse their own people or wage wars of conquest and terror. A world of self-governing democracies is our best hope for a world without inhumanity.

For more information, visit:
What is Infrastructure?

Infrastructure is the FOUNDATION upon which societies are built. The state of a nation’s infrastructure determines what is POSSIBLE for that nation to achieve.

Infrastructure is:

- the basic physical and organizational structures needed for the operation of a society or enterprise
- the services and facilities necessary for an economy to function.

Two Types of Infrastructure

- Physical
- Non-physical

Physical Infrastructure

1. Transportation
2. Utilities
3. Communication technologies

Transportation

- Land: Examples: Roads, Railways, Mass Transit
- Air: Examples: Airports, Air navigational systems
- Sea: Examples: Canals, Harbors, Seaports
Importance of Transportation Infrastructure

Trade: Moving people and goods
• Example: Kazungula Ferry: Zambian/Botswana border

Security/Disaster Relief
• The US interstate highway system’s official name is the Dwight D. Eisenhower National System of Interstate and Defense Highways
• Paris was planned to help the French government deal with frequent insurrections

Utilities

Energy
Examples: electrical power grids, power plants (wind, solar, coal, nuclear, water), gas and petroleum pipelines, refineries

Water
Examples: wastewater treatment plants, water reservoirs.

Waste Disposal
Examples: sewage system, garbage disposal

Communications

• Telephones (land lines, mobile networks, etc.)
• Television
• Internet
• Satellites
• Postal Service

Non-physical Infrastructure

Legal
Financial
Healthcare
Education
Social Welfare

Legal System

Establishes the Rule of Law:
People need to believe that the law matters and are enforced
Examples:
• Courts
• Correctional system
• Law Enforcement

Importance of Utilities

1.1 billion people in developing countries have inadequate access to water, and 2.6 billion lack basic sanitation.
This means that:
3.5 million people die each year from water-related disease, 84% are children.
Millions of women and children spend hours every day collecting water. This is time not spent working at an income-generating job, caring for family members or attending school.

443 million school days are lost each year due to water-related illness.
Healthcare System

Clinics, Hospitals (Physical)
Personnel (Non-physical)
• Doctors
• Nurses
• Health practitioners

Health technology
• MRI
• CT Scans
• Pharmaceuticals

Financial System

• Banking System
• Monetary System

Educational System

School Buildings (physical)
Personnel (non-physical)
• Teachers, Administrators

Instructional needs
• Textbooks, Computers, Boards, Paper

Social Welfare System

Welfare Services
Unemployment Benefits

Difficult Decisions

• Scarcity: There is a limited amount of money and resources that can be allocated
• Countries must prioritize its infrastructure needs
• What happens when a country doesn’t keep investing in its infrastructure?

American Infrastructure

What do you think this image means?
The American Society of Civil Engineers (ASCE) gave American infrastructure a D in their annual report card.

What if you brought home a D on your report card?

Changing Infrastructure for Changing Societies

What would change infrastructure needs?

1. Technological innovation
2. Population growth
3. Changes in the economy (sectoral shifts, industrialization)

Shanghai, China 2010

Shanghai, China 1990

Orange County, California

Orange County, California

When did these Orange County cities become incorporated?

- 1886: Santa Ana
- 1906: Newport Beach
- 1953: Estancia
- 1964: UC Irvine
- 1971: Irvine
- 1991: Laguna Hills

Orange County Population:

- 1960: 703,925
- 2012: 3,055,745

1967 2009

1967 2009

1967 2009
Key Terms

1. **Communications**: The technology employed in transmitting messages.

2. **Educational System**: The organizations needed in order to provide education to the population.

3. **Financial System**: Organizations that decide how money is exchanged and stored.

4. **Healthcare System**: The physical and non-physical organizations that concern themselves with the health of the population.

5. **Industrialization**: The movement from an agrarian society to the development of a society that is more reliant on manufacturing.

6. **Infrastructure**: The basic physical and organizational structures needed for the operation of a society or enterprise.

7. **Legal System**: Organizations that establish and enforce the rule of law.

8. **Non-Physical Infrastructure**: Organizational structures such as education and laws needed for the operation of a society or enterprise.

9. **Scarcity**: Concept that resources are limited in supply.

10. **Social Welfare System**: The organizations that help distribute aid to those who need it.

11. **Technological Innovation**: The process by which societies progress when achievements in technology are reached.

12. **Transportation**: A system of means of transporting people or goods, through land, air, or sea.

13. **Utilities**: Public services, as the providing of electricity, gas, water, and waste disposal.
Workshop: Building a Nation

Related PowerPoint: Infrastructure

**Objective(s):**
- To simulate the infrastructure decision-making process that a government has to consider in order to address the needs of its nation

**Outline:**
I. Review Concept of Infrastructure
II. Infrastructure Game
III. Group Presentations (Day 2)
IV. Post-Game Discussion

**Materials:**
- *Country A-H profiles*
- *Budget Allocation Worksheet*
- *Infrastructure Options List*

**Key to Script:**
- *Italicized words indicate role/action.*
- *Bolded sentences are questions to be posed to class.*
- *Normal print indicates words to be spoken aloud.*
Workshop Script:

Part I: Review Concept of Infrastructure

Intern A:

- Infrastructure: The foundation upon which societies are built. The state of a nation’s infrastructure determines what is possible for that nation to achieve.
- Review the two types of infrastructure: physical and non-physical.
  - Physical Infrastructure: transportation, utilities, and communication technologies
  - Non-Physical Infrastructure: legal, financial, health, education, and social welfare systems
- What do you think would happen without these structures?
- A country establishing infrastructure can be thought of as a person going shopping. You have different needs and priorities. For example, you may want to eat turkey for dinner tonight, or want some snacks to accompany your studying. However, there are limitations that prevent you from getting everything you want. For example, you might have a credit limit or a limited amount of cash in your wallet.
- A country has similar needs and priorities. For example, it may want to expand its trade routes by building more airports but, like you at the supermarket, the country has restrictions. Every country has to work around its own budget.
- Today, you will experience the complex decision-making process that advisors and government officials go through in order to make resolutions about their country’s infrastructure.

Part II: Infrastructure Game

In Groups:

- Assign the groups to a nation.
- Each member of the team is an advisor (or advisors) of designated aspects of infrastructure. The aspects of infrastructure are:
  - Transportation
  - Communication
  - Military System
  - Utilities
  - Education
  - Health
  - Legal
  - Public Safety
- Each student on the team should refer to the Nation Sheet for their assigned country’s description so they can consider their nation’s needs and priorities. On the bottom of each of these sheets, the teams will find the budget their nation has to address its infrastructure needs.
• Countries are not equal in terms of wealth. Consequently, each nation will have a different budget. Each nation must make investments in its infrastructure that does not exceed its allocated budget.
• Present student recommendations to the group, and facilitate a dialogue regarding what each advisor thinks their country should spend on their aspect of infrastructure.
• Distribute the “Infrastructure Options List”
  ○ The sheet has all infrastructure options listed with spaces allotted for how much money the team wants to spend on that aspect of infrastructure.
  ○ Be prepared to explain why you decided to allot that amount of money into that particular piece of infrastructure, among others.
  ○ Remind students that the total amount spent cannot not exceed their budget.
  ○ Fill out the bottom of the “Budget Allocation Sheet” with how much you will spend on each aspect of the infrastructure.
  ○ Interns should check their math when the group is done.

Part III: Group Presentations

 одним

In Teams:
- Each team will present their decisions to the class.
- If time allows, the class, interns, and teacher should ask questions after each team presentation about why certain choices were made.

Part IV: Post-Game Debrief

 одним

Intern B:
- All countries (A-H) are real countries. Can you identify which real country yours is? (Give them a few moments to discuss this).
  ○ Country A: India
  ○ Country B: Italy
  ○ Country C: Iraq
  ○ Country D: Japan
  ○ Country E: Nicaragua
  ○ Country F: Somalia
  ○ Country G: California
  ○ Country H: Cuba
- The costs of the infrastructure items are arbitrary. They were constructed on the basis of relative cost (i.e. a space station would cost more than 50,000 km of paved roads).
- The budgets of each country were arbitrary as well. In reality, Country F – Somalia would have very low freedom in purchasing infrastructure. Its “real” total GDP is 2.6 billion dollars! This is why in our imaginary world, Somalia was given foreign aid.
The real GDP of countries (in US Dollars):
  - Country A: India: 1.67 trillion
  - Country B: Italy: 2.07 trillion
  - Country C: Iraq: 221.8 billion
  - Country D: Japan: 5.01 trillion
  - Country E: Nicaragua: 11.26 billion
  - Country F: Somalia: 2.37 billion
  - Country G: California: 1.96 trillion
  - Country H: Cuba: 72.3 billion
COUNTRY A

The Land

- **Population Compared to Land Mass:** Your nation has a population of more than 1 billion people in an area of 3 million square kilometers. Your country is slightly larger than 1/3 the size of the United States with four times the population. Your country is the second most populated nation in the world.

- **Region:** Southern Asia

- **Geographic Description:** Large peninsula with extensive coastline. 50% of your land is arable and can support agricultural development.

- **Natural Disasters:** The southern region of your country is subject to tropical monsoons. Your country experiences droughts, flash floods, earthquakes, and severe thunderstorms.

The People

- **Life Expectancy:** 68 years

- **Literacy Rate:** 63% (can read and write at the age of 15)

- **Below Poverty Rate:** 30% of the population lives on less than $2 per day.

- **Health Risks:** A large portion of your country’s population suffers from food or waterborne diseases; bacterial diarrhea; malaria; rabies. 0.3% of your population has AIDS.

- **Economy:** Your country is traditionally rural but has developed large metropolitan areas (large cities) that have become technological service hubs which support many global corporations. 49% of your population is agrarian (works on farms).

- **Major Religions:** Hindu: 81%, Muslim: 13%, Christian: 2%

Challenges

- Limited access to clean water.

- Unreliable electricity sources.

- Internal unrest between ethnic and religious factions.

- Few or weak labor laws to protect workers from exploitation. Human trafficking and internal forced labor (people indebted forced to work for way below living wages) are commonplace.

- Largest producer of legal and illegal drugs (opium basis for heroine/legal pain killers).

**YOUR INFRASTRUCTURE BUDGET:** $420 billion
COUNTRY B

The Land

- **Population Compared to Land Mass**: 62 million people in an area of 300,000 square kilometers. Your country is slightly larger than Arizona with two-thirds of the U.S. population. Your country is the twenty-fourth most populated nation in the world.
- **Region**: Europe
- **Geographic Description**: Your nation is a large peninsula with an extensive coastline. 23% of your land is arable and can support agricultural development.
- **Natural Disasters**: Your country is subjected to landslides, mudflows, avalanches, volcanic eruptions, flooding, and earthquakes. Rising sea levels are eroding certain major cities in the southern part of the country.

The People

- **Life Expectancy**: 82 years
- **Literacy Rate**: 99% (can read and write at the age of 15)
- **Below Poverty Rate**: 30% of the population lives on less than $2 per day
- **Economy**: 24% industrial, 2% agriculture
- **Major Religions**: Christian 80%

Challenges

- **A divided population**: There is an unequal distribution of wealth between North and South. This has led to a dynamic cultural conflict between the two regions.
- **Deeply embedded organized crime**: The Mafias exert much influence in the Southern region.
- **Poor financial system**: People in the South lend money on trust. Banking and traditional economic mechanisms work well in the North.
- **High tax burdens and corruption**: Citizens pay high fees to the government, which is built on underground businesses and services.

**YOUR INFRASTRUCTURE BUDGET**: $500 billion
**COUNTRY C**

### The Land

- **Population Compared to Land Mass:** 33 million people in an area of 440,000 square kilometers. Your country size and relative population is similar to that of California. It has the 40th largest population in the world.
- **Region:** Middle East
- **Geographic Description:** Your nation shares common borders with six countries and has a small outlet to the ocean. Two rivers cross the entire length of the nation. Only 9% of your land is arable and can support agricultural development.
- **Natural Disasters:** Your country frequently suffers dust storms, sandstorms, and floods.

### The People

- **Life Expectancy:** 71 years
- **Literacy Rate:** 79% (can read and write at the age of 15)
- **Health Risks:** Less than 0.1% of your population has AIDS.
- **Economy:** 16% of the population is unemployed. 22% of the economy is agricultural. Oil is the primary export (84% of your trade is based on this natural resource).
- **Major Religions:** Muslim: 99% (Shia 63% Sunni 35%), Christian 0.8%

### Challenges

- As a result of a war, Country C recently had most of its telecommunication networks, oil pipelines, schools, and medical centers destroyed.
- Government services and networks are disconnected and being questioned by the population.
- Inadequate supplies of potable water.
- One third of the population has migrated to bordering nations with the hope of being able to return to the country under stable conditions.

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**YOUR INFRASTRUCTURE BUDGET: $300 billion**
COUNTRY D

The Land

- **Population Compared to Land Mass:** Your nation has a population of 127 million people in an area of 380,000 square kilometers. In terms of landmass, California is 1.1 times the size of Country D.
- **Region:** East Asia
- **Geographic Description:** A string of islands surrounded by bodies of water. 11% of your land is arable and can support agricultural development. You have limited natural resources.
- **Natural Disasters:** Your country frequently suffers earthquakes, typhoons, and tsunamis. There are many active and dormant volcanoes.

The People

- **Life Expectancy:** 84 years
- **Literacy Rate:** 99% (can read and write at the age of 15)
- **Below Poverty Rate:** 16%
- **Economy:** 5th largest economy in the world. 91% percent of the population lives in cities. You import 60% of your food. Your country has one of the world’s largest shipping fleets. 4% of your population works in agriculture, 26% in industry, and 70% in service.
- **Major Religions:** Shintoism/Buddhism: over 80%, Christianity: 2%

Challenges

- **2011:** Massive destruction in the northeastern region caused by 9.0 magnitude earthquake. The effects of the earthquake were felt around the world. Residents are still recovering from the disaster.
- **Very high population density.**
- **You import most of your food. This makes your country’s economy extremely dependent on trade.**
- **Few natural resources except for fish.**
- **Your country has a low birth rate and an aging population. The working population is unable to keep up with the rate at which workers retire. The independent population faces challenges as it shrinks while the dependent population continues to increase. A large job gap exists; jobs are not being filled.**
- **Country D is also dependent on immigrant workers for simple jobs. This has resulted in an increased crime rate and thus resentment from the local people.**

YOUR INFRASTRUCTURE BUDGET: $1 trillion ($1000 billion)
COUNTRY E

The Land

- **Population Compared to Land Mass:** Your nation has a population of 6 million people in an area of 130 square kilometers (slightly larger than the State of New York).
- **Region:** Central America
- **Geographic Description:** This country links two major continents (connector country). It has two coastlines facing the Atlantic and Pacific Oceans. Two large freshwater bodies of water run through this small nation. 15% of your land is arable and can support agricultural development.
- **Natural Disasters:** Frequent earthquakes, volcanoes, landslides, and hurricanes

The People

- **Life Expectancy:** 73 years
- **Literacy Rate:** 78% (can read and write at the age of 15)
- **Below Poverty Rate:** 43%
- **Health Risks:** Major concerns include food and water borne diseases, such as: bacterial diarrhea, hepatitis A, and typhoid. Country E has a swampy area along the coast that attracts mosquitoes and other disease-carrying insects.
- **Economy:** Your country is a major exporter of coffee beans and bananas. You are also rich in the following minerals: gold, iron, zinc, copper, and tungsten.
- **Religions:** Christianity (Roman Catholic: 59%; Evangelical: 22%; Moravian 2%)

Challenges

- A large portion of your population lives in extreme poverty.
- Country E has a long history of dictatorships and guerilla civil wars. With a weak central government, your country’s natural resources have been exploited by other nations.

**YOUR INFRASTRUCTURE BUDGET:** $95 billion
COUNTRY F

The Land

- **Population Compared to Land Mass**: Your nation has a population of 10.5 million people in an area of 638,000 square kilometers (slightly smaller than Texas).
- **Region**: Eastern Africa
- **Geographic Description**: Bordered by three nations with a coastline adjacent to the Indian Ocean. It is uniquely positioned because it borders the most essential ocean route between Asia, Europe and the Middle East. Your land is primarily desert – only 2% is arable.
- **Climate**: Northeast monsoon (December to February), moderate temperatures in north and hot in south; southwest monsoon (May to October), torrid in the north and hot in the south, irregular rainfall, hot and humid periods (tangambili) between monsoons.
- **Natural Disaster**: Semi-arid land with recurring droughts and dust storms.

The People

- **Life Expectancy**: 52 years
- **Literacy Rate**: 38% (can read and write at the age of 15)
- **Health Risks**: HIV/AIDS rate 0.5%; High degree of water and food borne diseases.
- **Economy**: Shortage of a skilled labor force. 7% of your population works in industry and service and 59% works in agriculture (your country is largely an agriculture-based society). Cows are your major livestock. You are a major exporter of bananas, livestock, fish, and charcoal.
- **Wireless Communication**: Highest rate of internet use on the African continent.
- **Major Religion**: Sunni Muslim (official religion of country)

Challenges

- Large nomadic population (nomadic: groups of people who tend to travel and change settlements – no permanent home.) Thus, many have no fixed home and move according to the seasons from place to place in search of food, water, and grazing land.
- You lack a permanent national government, legal system, and monetary system. Law enforcement is non-existent and crime rates soar high.
- Education is mostly private.

**YOUR INFRASTRUCTURE BUDGET: $40.5 billion**

Note: Your budget would be $0.5 billion, but your country recently received an aid package of $40 billion from U.S. Aid.
COUNTRY G

The Land

- **Population Compared to Land Mass:** Your nation has a population of 38 million in an area a little over 400,000 square kilometers.
- **Region:** North America
- **Geographic Description:** Your nation consists of a long ocean coastline and a large central valley ideal for agriculture. The country has an ideal climate for farming. You are a home to many major producers of fruits, vegetables, dairy products, and wine. There are 18 national forests in your country. Your country is also rich in natural resources such as: timber, petroleum, cement, and natural gas. You are a major supplier of these.
- **Natural Disasters:** Earthquakes and seasonal fires are commonplace. You also occasionally suffer from water shortages.

The People

- **Life Expectancy:** 80 years
- **Literacy Rate:** 80% (can read and write at the age of 15)
- **Below Poverty Rate:** 15% of the population lives on less than $2 per day
- **Health Risks:** 0.1% of the population has AIDS
- **Economy:** You have the 8th largest economy in the world. Country G earns $45 billion dollars in agricultural sales. The average per capita income in your country is $45,000. Much of your country’s revenue derives from international trade, tourism, technology (electronics and computers), and the entertainment industry. Many nations invest in your industries. Some of the largest investors include: Japan, China, United Kingdom, Germany, and France. You are a major exporter of technology (aerospace, computers, electronics, transportation, non-electrical machinery), agriculture, and chemicals.
- **Major Religions:** Protestant 36%, Roman Catholic 31%, Mormon 2%, Judaism 2%, Buddhist 2%, Islam 0.5%
- **Ethnicities:** Caucasian 74%, African American 7%, Asian 14%, Latino 38% and two or more races 4%
- **Languages spoken:** 39 (English, Spanish, Chinese, Vietnamese, Portuguese, French)

Challenges

- Frequent earthquakes and seasonal fires
- Water shortage
- Rise in unemployment rate
- Declining academic performance in public schools
- Budget problems (excessive spending)
- Aging infrastructure

**YOUR INFRASTRUCTURE BUDGET:** $470 billion
COUNTRY H

The Land

- **Population Compared to Land Mass:** Your nation has a population of 11 million people in an area of 111,000 square kilometers (about the same size as the state of Tennessee). Your country has an emigration rate of 0.003%. Many opt to leave the nation. Consequently, population is declining.
- **Region:** Caribbean
- **Geographic Description:** You are an island-nation within 100 miles of a large super power. 32% of your land is arable and can support agricultural development.
- **Natural Disasters:** Your eastern region is subject to hurricanes. Droughts are also common.

The People

- **Life Expectancy:** 78 years of age
- **Literacy Rate:** 99.8% (can read and write at the age of 15)
- **Below Poverty Rate:** Not Available. Level of income is relatively low. Many basic commodities are limited. The selection of “stuff” is limited. Food rationing and housing shortages are commonplace.
- **Health Risks:** 0.1% of your population has AIDS. Dengue fever (spread by flies), bacterial diarrhea, and hepatitis A are also common.
- **Economy:** Government-controlled economy. 78% of the population works for the state. Agriculture: 4%, Industry: 22%, Services: 74%. Main exports include the following: doctors (skilled medical practitioners), medical products, fish, coffee beans, and cigars.
- **Major Religions:** 85% Catholic, Protestants, Jews, and Santeria

Challenges

- A transfer point between drugs producers in South America and drug users in North America.
- Government leadership has been centered in the hands of one individual. The question of a smooth transition of power is looming over the nation.
- Deforestation and air pollution are impacting this island nation.
- Extreme censorship and control over the population.

YOUR INFRASTRUCTURE BUDGET: $200 billion
BUDGET ALLOCATION SHEET

Education Advisor

You are the Education Advisor to Country ______ .

Your total infrastructure budget is _________________________ .

Budget Allocations:

<table>
<thead>
<tr>
<th>Education</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Buildings (equipped with desks, chairs, blackboards)</td>
<td></td>
</tr>
<tr>
<td>• Elementary (K-8):</td>
<td></td>
</tr>
<tr>
<td>• High school (9-12):</td>
<td></td>
</tr>
<tr>
<td>• University:</td>
<td></td>
</tr>
<tr>
<td>Technology (multimedia equipment, computer lab):</td>
<td></td>
</tr>
<tr>
<td>Administrative needs (central faculty):</td>
<td></td>
</tr>
</tbody>
</table>

Total Requested Allocation:

Health Advisor

You are the Health Advisor to Country ______ .

Your total infrastructure budget is _________________________ .

Budget Allocations:

<table>
<thead>
<tr>
<th>Health</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals (including medical supplies, equipment, etc.):</td>
<td></td>
</tr>
<tr>
<td>Medical school:</td>
<td></td>
</tr>
<tr>
<td>Center for Disease Control (CDC):</td>
<td></td>
</tr>
</tbody>
</table>

Total Requested Allocation:
## Public Safety Advisor

You are the Public Safety Advisor to Country ______ .

Your total infrastructure budget is _______________________ .

<table>
<thead>
<tr>
<th>Public Safety</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police (including vehicles, police stations, equipment):</td>
<td></td>
</tr>
<tr>
<td>Fire department (including vehicles, fire stations, equipment):</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**

## Legal Advisor

You are the Legal Advisor to Country ______ .

Your total infrastructure budget is _______________________ .

<table>
<thead>
<tr>
<th>Legal</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Court</td>
<td></td>
</tr>
<tr>
<td>Prison</td>
<td></td>
</tr>
<tr>
<td>Law school</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**

## Communications Advisor

You are the Communications Advisor to Country ______ .

Your total infrastructure budget is _______________________ .

<table>
<thead>
<tr>
<th>Communications</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone network (including mobile phones):</td>
<td></td>
</tr>
<tr>
<td>Cable television network:</td>
<td></td>
</tr>
<tr>
<td>Internet backbone:</td>
<td></td>
</tr>
<tr>
<td>Communication satellite:</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**
**Transportation Advisor**

You are the Transportation Advisor to Country ______.

Your total infrastructure budget is _______________________.

Budget Allocations:

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>50,000 km. of paved roads:</td>
<td></td>
</tr>
<tr>
<td>50,000 km. of highways:</td>
<td></td>
</tr>
<tr>
<td>50,000 km. of railroads:</td>
<td></td>
</tr>
<tr>
<td>Bridge construction:</td>
<td></td>
</tr>
<tr>
<td>Airports (including air navigational systems)</td>
<td></td>
</tr>
<tr>
<td>• Domestic:</td>
<td></td>
</tr>
<tr>
<td>• International:</td>
<td></td>
</tr>
<tr>
<td>Seaports (including lighthouses)</td>
<td></td>
</tr>
<tr>
<td>• Domestic:</td>
<td></td>
</tr>
<tr>
<td>• International:</td>
<td></td>
</tr>
<tr>
<td>50,000 km. of bicycle paths:</td>
<td></td>
</tr>
<tr>
<td>Space center:</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**

---

**Military Advisor**

You are the Military Advisor to Country ______.

Your total infrastructure budget is _______________________.

<table>
<thead>
<tr>
<th>Military</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military base (including Navy, Army, Air Force)</td>
<td></td>
</tr>
<tr>
<td>Advanced weapon system:</td>
<td></td>
</tr>
<tr>
<td>Military school:</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**
# Utilities Advisor

You are the Utilities Advisor to Country ______.

Your total infrastructure budget is _______________________.

<table>
<thead>
<tr>
<th>Utilities</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean water supply:</td>
<td></td>
</tr>
<tr>
<td>Sewage and drainage system:</td>
<td></td>
</tr>
<tr>
<td>Flood control system:</td>
<td></td>
</tr>
<tr>
<td>Electrical power system</td>
<td></td>
</tr>
<tr>
<td>• Natural gas pipeline:</td>
<td></td>
</tr>
<tr>
<td>• Hydropower plants:</td>
<td></td>
</tr>
<tr>
<td>• Nuclear power plants:</td>
<td></td>
</tr>
<tr>
<td>Irrigation:</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**

---

# Total Infrastructure Costs

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education:</td>
<td></td>
</tr>
<tr>
<td>Health:</td>
<td></td>
</tr>
<tr>
<td>Public Safety:</td>
<td></td>
</tr>
<tr>
<td>Legal:</td>
<td></td>
</tr>
<tr>
<td>Communications:</td>
<td></td>
</tr>
<tr>
<td>Transportation:</td>
<td></td>
</tr>
<tr>
<td>Military:</td>
<td></td>
</tr>
<tr>
<td>Utilities:</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocations:**

**Total Infrastructure Budget:**

**Remaining Infrastructure Budget (subtracting allocations):**
<table>
<thead>
<tr>
<th>PHYSICAL INFRASTRUCTURE</th>
<th>Cost (in billions of dollars)</th>
<th>NON-PHYSICAL INFRASTRUCTURE</th>
<th>Cost (in billions of dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td></td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>50,000 km of paved roads</td>
<td>2.5</td>
<td>School buildings [equipped with desks, chairs, blackboards]</td>
<td>5 per 25 schools, @ 1,000 people</td>
</tr>
<tr>
<td>50,000 km of highway</td>
<td>5</td>
<td>• Elementary [incl. K-8]</td>
<td>5 per 10 schools, @ 4,000 people</td>
</tr>
<tr>
<td>50,000 km of railroads</td>
<td>5</td>
<td>• High school [incl. 9-12]</td>
<td>5 per 2 schools, @ 20,000 people</td>
</tr>
<tr>
<td>Bridge construction</td>
<td>5</td>
<td>• University</td>
<td></td>
</tr>
<tr>
<td>Airport [incl. air navigational systems]</td>
<td>10</td>
<td>Technology</td>
<td>2.5</td>
</tr>
<tr>
<td>• Local</td>
<td></td>
<td>Administrative needs: central facility</td>
<td>2.5</td>
</tr>
<tr>
<td>• International</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seaport [incl. lighthouses]</td>
<td>5</td>
<td>Health</td>
<td>2.5</td>
</tr>
<tr>
<td>• Local</td>
<td></td>
<td>Hospital [incl. medical supplies, equipment]</td>
<td>2.5, serving 5,000 people at a time</td>
</tr>
<tr>
<td>• International</td>
<td>20</td>
<td>Medical school</td>
<td>5</td>
</tr>
<tr>
<td>50,000 km of bicycle paths</td>
<td>1</td>
<td>Legal</td>
<td>2.5</td>
</tr>
<tr>
<td>Space center</td>
<td>40</td>
<td>Center for Disease Control (CDC)</td>
<td>2.5</td>
</tr>
<tr>
<td>Communication</td>
<td>Cost (in billions of dollars)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone network</td>
<td>10</td>
<td>Military System</td>
<td></td>
</tr>
<tr>
<td>Cable television network</td>
<td>2.5</td>
<td>Military base [incl. Navy, Army, AF]</td>
<td></td>
</tr>
<tr>
<td>Internet backbone</td>
<td>15</td>
<td>Advanced weapon system</td>
<td></td>
</tr>
<tr>
<td>Communication satellite</td>
<td>30</td>
<td>Military school</td>
<td></td>
</tr>
<tr>
<td>Cost (in billions of dollars)</td>
<td></td>
<td>2.5, serving 2,000 people</td>
<td></td>
</tr>
<tr>
<td>Military System</td>
<td></td>
<td>Court</td>
<td>5, serving 1,000 people</td>
</tr>
<tr>
<td>Military base [incl. Navy, Army, AF]</td>
<td>5</td>
<td>Prison</td>
<td>2.5</td>
</tr>
<tr>
<td>Advanced weapon system</td>
<td>10</td>
<td>Law school</td>
<td></td>
</tr>
<tr>
<td>Military school</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>Cost (in billions of dollars)</td>
<td>Public Safety</td>
<td></td>
</tr>
<tr>
<td>Clean water supply</td>
<td>5 per 10 million people</td>
<td>Police [incl. vehicles, police stations, equipment]</td>
<td>5 per 20 million people</td>
</tr>
<tr>
<td>Sewage and drainage system</td>
<td>2.5 per 10 million people</td>
<td>Fire [incl. vehicles, fire stations, equipment]</td>
<td>5 per 20 million people</td>
</tr>
<tr>
<td>Flood control system</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical power supply</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Natural gas pipeline</td>
<td>5 per 10 million people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hydropower plants</td>
<td>10 per 10 million people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nuclear power plants</td>
<td>15 per 10 million people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irrigation system</td>
<td>2.5 per 10 million farms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We hope you enjoyed this preview of

*Introduction to International Relations.*

For a complete edition, please contact:

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Director, Global Connect @ UCI

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Email: jjchan@uci.edu