Course Objectives:
 To teach and discuss the important doctrines of international law.
 To help students understand both the legal and political aspects of international decisions and events. It is my belief that international law cannot be discussed or understood without taking into account the political realities that surround every international dispute. Similarly, the outcome of many international political disputes is profoundly affected by international law.
 To encourage students to think more analytically, write more clearly, and present themselves effectively in class discussions and presentations. Specifically, I expect students to learn to read a text carefully as is required of anyone who works with legal documents. Students should also improve their presentation skills in this class, and they should become better at explaining and defending their ideas to a group. Each student is also expected to write clearly and effectively.

Learning Outcomes:
Our activities in this course will build on several of the learning outcomes listed for the Political Science major at http://learningoutcomes.byu.edu. Our specific course activities as related to those learning outcomes are as follows:

 Be able to articulate principles of faith in political analysis—Students will discuss the moral issues surrounding issues of international law such as the power of the state to wage war, individual rights to be protected from state power, the obligation to protect and preserve our natural environment, the treatment of not citizens, the right of representation of diverse peoples in international organizations, and rights of self rule and autonomy.

 Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy—Students will learn the role of legal norms in international relations and will be able to discuss the relative importance of international law in constraining the actions of states. Through our daily analysis of the text of treaties and court decisions, we will practice textual analysis as it is done by legal professionals. In addition, the oral presentation, papers, and exams will also require a high level of competency at legal textual analysis, testing how well students have acquired this skill from the daily reading and discussion of cases.

 Possess a factual and theoretical knowledge of countries, political processes,
**political theories, and political thought**—Students will learn the legal perspective of important events of world history and current issues of international conflict and cooperation. We will specifically emphasize the historical development of these norms focusing on the contribution or lack of contribution of international law in prominent international disputes.

- **Write professional grade research papers on political science questions**—Students will write either a legal brief for a mock argument before an international tribunal or a research paper that conforms to the conventional expectations for a research paper in a political science class. Regardless of the format of the paper required, paper assignments will require significant legal research and argumentation that is expected in a high quality legal research.

- **Think critically, analytically, and synthetically**—In class discussions, writing, and course readings, students will practice analyzing and evaluating the logic and arguments used in international legal decisions themselves and discussions of international legal issues. Expect to not only answer questions but to defend your answers to your questions. This is a primary skill in legal analysis, the ability to defend your arguments both in writing and in oral presentations. In our readings and our discussions of readings we will similarly analyze the logic and arguments of both treaties and court decisions.

- **Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought**—Students will learn the history of the development of international legal norms and how those norms affect important political issues in the United States. Much of our historical and contemporary discussion of international legal issues is to better inform our opinions about the future of the United States in an interdependent world. Is the United Nations the best hope for a peaceful future for humanity? Do global environmental problems require the creation and administration of environmental legislation at the supranational level? Are human rights best protected by supranational organizations rather than by national governments?

**Tentative Schedule of Classes and Readings:**

Each chapter of the textbook has a corresponding section in the course packet that has the same number as the text chapter. We will cover material in numerical order, reading the packet materials before we read the corresponding text chapter. For example, we will first read section 1 from the course packet and then read chapter 1 from the text. We will then read section 2 from the course packed and then chapter 2 from the text. In addition, we will have mock legal proceedings (Activities 1-10) during some class periods. You should plan on reading the activity description for class days in which we have an activity scheduled. Below is a tentative schedule of when we will cover readings in class and have mock legal proceedings. This schedule will be adjusted each day, depending on how much ground we covered in the previous class. If you miss a day, you should contact another student to find out what we will be doing in the next class period. This tentative schedule will often be inaccurate as we will often get behind this schedule because of class discussions.
September 5  Introduction to the Course, Packet and Chapter 1
September 9  Packet and Chapter 2
September 12  Packet and Chapter 2
September 16  Packet and Chapter 3
September 19  Packet and Chapter 3
September 23  Packet and Chapter 4
September 26  Packet and Chapter 5, Activity 1
September 30  Packet and Chapter 6
October 3  Packet and Chapter 7,
October 7  Packet and Chapter 7, Activity 2
October 10  Packet and Chapter 8
October 14  Packet and Chapter 9, Activity 3
October 17  Packet and Chapter 10, Activity 4
October 21  Midterm exam held in class.
October 24  Packet and Chapter 11
October 28  Packet and Chapter 12, Activity 5
October 31  Packet and Chapter 13
November 4  Packet and Chapter 14
November 7  Packet and Chapter 14, Activity 6
November 11  Packet and Chapter 15
November 14  Packet and Chapter 16, Activity 7
November 18  Packet and Chapter 17, Activity 8
November 21  Packet and Chapter 18, Activity 9
November 25  Packet and Chapter 19, Activity 10
December 2  Packet and Chapter 20
December 5  Packet and Chapter 20
December 9  Packet and Chapter 21
December 12  Packet and Chapter 22, second writing assignment due
December 16  Final Exam held in class 2:30-5:30 pm

Course Requirements:

Readings

The required course readings consist of one text and a packet of photocopies. The text is Akehurst’s Modern Introduction to International Law, 7th Revised Edition, by Peter Malanczuk. This book has recently been replaced by a new, revised 8th edition. Unfortunately, this new edition was not available in enough time before the start of the semester to use it effectively as a cornerstone reading in our class. Thus, we are using the older, 7th revised edition. You are welcome to use the 8th edition if you would like. It is likely similar to the 7th revised edition. However, it should be easy to obtain copies of the 7th revised edition off the Internet. They will also likely be much less expensive than the new 8th edition.

The photocopied readings are in a packet that can be purchased at the bookstore. I expect students to have read the assigned readings before the lecture and discussion on the readings. Because we use the readings in class, students should purchase their own copy of the readings that they can bring to class. This class combines lectures with discussion; much important material will come out in class discussion that I will summarize at various points in the
discussion. As part of my effort to train students to understand legal reasoning, we will approach each new topic from a case or problem. Only after we are done with discussion will an outline of the law develop. This method is usually very frustrating to students, but it is through this process of reasoning that the law is interpreted and developed. There are no shortcuts in developing this skill. Students who are uncomfortable with this type of a learning format should consider taking a different course.

**Participation in Class Discussion**

This class is not about simply learning the rules of international law. Through discussion and questioning, students will develop skills of expressing their views to a group and defending those views. Students will also learn through practice how to read and understand a complex legal text. A student who does well on an exam may still not have learned these skills. Thus, I create incentives for students to attend class, to prepare the readings for class and to participate in discussion. Students who work at developing these skills will be rewarded.

I calculate your participation grade simply, I expect every student in the class to volunteer a comment or question in every class period. It doesn’t matter how many comments that a student makes in a class period, I only give credit for volunteering at least one comment, answer, or question. If I call on a student and a student answers, that does not count as volunteering. On the other hand, simply asking a question counts. Even an extremely shy student can think of a question or two that he or she would like to ask in each class period. I give two “free” class days that a student can miss class or not make a comment. If a student completes a course evaluation and releases her name as having completed the evaluation, then I will give that student four “free” class days (for volunteering comments, not for being called on). In addition, if you miss three or more days of class for illness, emergency, or a university excused absence, you will be allowed to make up any absences after the first two days. However, if you have fewer than three excused absences, you are expected to use your “free” days for those absences.

Every class period I will call on several students to explain or discuss cases in our assigned readings. If you are able to respond to my questions in a way that suggests a familiarity with the assigned readings, you will receive credit for being prepared. If you are unprepared, that will also be counted. Everyone has two free days to be unprepared. After two times being unprepared, deductions will be made to your course participation grade. If you are absent or late to class when your name comes up for me to call on you, that counts as being unprepared.

I will record participation after each class. If you would to have these and other grades earned in this class posted on Learning Suite, please send me an e-mail giving me permission to post your grades on Learning Suite in a spreadsheet and giving me a code name under which your grades will be posted. Because these grades are posted in a spreadsheet, other students will be able to see your grades, though they will be listed under the codename that you provide. You can visit me in my office or contact me by e-mail at any time to see your grades, but in addition, if you are comfortable having your grades posted in a spreadsheet, please send me an e-mail giving me permission to post your grades in this manner.

**Activity Presentation/Paper:**

*Description.* Each student must participate in one of the ten activities that will be conducted throughout the semester. Participation in an activity includes a grade for the oral presentation to the class and a grade for the written paper submitted after the oral presentation.
The actual presentation and writing requirements for each activity are given in Appendix 2. My expectations for both the presentation and the papers are quite specific and demanding. Please read carefully the guidelines for these assignments that are in Appendix 2.

**Due dates and presentation dates.** I will do my best to have the presentations occur during the last 25 minutes of class on the days that they are scheduled in the syllabus. I might approach a group about delaying one class day if we are behind, but I won’t make a group move to a new date if that presents a problem for any student in that group. The papers are due on the next class day after the presentation. Papers are due at any time on the day that they are due. If you come during regular hours you may turn them in under the door of my office at 775 Kimball Tower. If you come after 5 p.m., you may put them in the assignment drop box to the right of the Department door. If you come so late that the building is locked (after 10 pm?), you will need to turn the paper in the next day with a late penalty. I assess a 10 percent late penalty for every day that a paper is late. If you e-mail the paper to me, I assess a 5 percent penalty, in addition to any relevant late penalties. Some students decide to take an extra night to work on their papers and submit them in the morning before I pick them up. I am fine with this strategy, as long as I can’t distinguish that your paper actually came in after the deadline. If I can tell that your paper actually came in late (e.g. you put it in the Department paper submission box after the secretary picks up the papers in the morning or you put it under my door after I have come into work and already picked up the papers under my door), then your paper will get a late penalty.

**Timing and grading of presentations.** If there are two groups presenting in an activity, each group will have 6 minutes to present, with 8 minutes allocated for questions from the class after both groups have presented. If only one group is presenting in an activity, that group will have 10 minutes to present with 10 minutes allocated for questions from the class. Presentations (including questions) will last for 20 minutes. At the conclusion of the presentation, I will ask the presenters to step out of the room and we will discuss the quality of the presentation for about 5 minutes at the end of class.

Presentations will be graded according to the standards outlined in Appendix 2. Please read these standards and think about them as you prepare your presentation. I am also happy to watch you present your presentation before you actually do it in class and give you suggestions. Don’t hesitate to ask me if we can meet sometime to have me watch your presentation before you actually do it. Please also note that the first two presentations get slight bonuses for going first or second and not having as much time to prepare or to learn from the other presentations.

**Signing up for presentations.** There are only about 36 spaces for presentations. I will try my best to accommodate student preferences for activity topics. If an activity requires that students divide into two groups and present each side, that activity should have 4 students, with two working on each side of the issue. Each side will write a separate paper that will be graded separately. Each side will also earn a separate presentation grade. For activities that have just one presentation group, the maximum number of student participants is three. Only one paper is required and all three students will receive the same grade for their paper and their presentation. Students should give me their preferences for which activity that they would like to do by giving me a piece of paper in class or by e-mail. Please give me your preferences by the second day of class. Please submit at least three preferences in case your most preferred topic has too many people wanting to do it and I am unable to accommodate all student preferences. I will make assignments taking into account the preferences that I have received.

**Group work.** I understand that some students intensely detest group work. I actually share those feelings about group work. If you are in a group and you are worried about your
grade being ruined by an inadequately prepared group member, I encourage you to do what most of us do when we encounter these same situations in the workplace, make sure that your work is quality work, even if that means taking over from the less prepared group member. In an extreme case, I will make some exceptions to the rule that the entire group receives the same grade for its collective work. For example, if one group member is prepared and gives a well-polished presentation but another member of the group fails to show up for the presentation, I will consider giving two different grades to the same members of the group. I will be less likely to give separate grades on group papers. It is each member of the group’s responsibility to make sure that the entire paper reflects a consistent and quality effort.

I will also allow students who agree in advance to all submit their papers as individual papers. This decision, however, must be made at the beginning of the semester. I will not allow students to opt for writing individual papers one week before the paper is due. If a group would like to write individual papers, it must let me know its decision by the second week of class. Even if a group decides to write individual papers, group must still present as a group and share their group presentation grade.

Each paper may be revised and resubmitted at the second paper deadline for an additional writing grade. Alternatively, you can accept your first paper grade as your second paper grade by simply not turning anything in at the second paper deadline. Even if your first paper was a group paper, you may turn in an individual paper for the second paper and earn a grade for that revised paper that only applies to the person turning in the revised paper. Group papers are also allowed for the second paper. I will assign grades for the second paper based on the names that are put on the title page of the paper.

Policies for Exams

Missing an exam

If you miss an exam for a medical or family emergency, you will be allowed to make up the exam without a penalty. If you need to miss the final exam for a very good reason that is not a medical or family emergency (weddings, family reunions, plane tickets home, and starting new jobs are not “emergencies”), you should either take a different class or take an incomplete for the course and make up the final exam sometime after the final exam is given. University policy prevents my giving the exam before the date of the final exam. My policies for the midterm exam are less strict. If you know that you will have a problem taking the midterm exam, please come and see me before the exam is given. Students who miss an exam without a documented family or medical emergency will be allowed to take the exam the following day if they contact me on the day of the exam. They will receive a 20 percent penalty for taking the exam late. Students who fail to contact me the day of the exam will not be allowed to take the exam late. They will receive a zero for the exam. Students who come late to the final exam and wish to stay beyond the ending time of the exam may do so with a 10 percent penalty. Similarly, students who take the midterm exam and exceed the time limit for the exam will also receive a 10 percent penalty.

Content of the exams

Exam questions will be based on both the readings and class discussions. Though I do not provide a study guide for the exams, the list of questions given for each class and the cases
assigned will be a useful framework for review. The midterm exam will cover the material up until the date of the exam. The final exam will be comprehensive. **You will not be allowed to use any materials in the exam. The exams are not open book or open note exams.** The exam consists entirely of essay questions. The essay questions will be in a traditional law school exam format. I will give you a hypothetical set of facts and ask you to write a judicial decision or an argument for one of the parties to the dispute that applies your interpretation of relevant law to the facts of the hypothetical case. Alternatively, I could ask you to answer an essay question about a legal issue.

Because law school exams are quite different than the type of essay exam you might be familiar with, you may want to consider looking at this website <http://lib.law.washington.edu/ref/lawexams.html> There are links to exams given at other schools and there is an excellent essay on how to write good law school exams.

**Grading**

- Participation in class discussion: 5%
- Preparation for class discussion: 5%
- Activity Presentation: 10%
- Writing (activity paper): 10%
- Writing (second paper—revision): 10%
- Midterm Exam: 20%
- Final Exam: 40%

Grades are assigned as follows: 92.5-100% as an "A," 90-92.5 as an “A-,” 87.5-90% as a B+, etc. I will “curve up” grades as needed to match the average grades given in an upper division political science class. Course grades are weighted heavily towards exams. This is consistent with law school practice where course grades are often determined only by the final exam. I have modified this practice to better fit the expectations of an undergraduate class.
APPENDIX 1
QUESTIONS FOR THE ASSIGNED READINGS

Packet 1:
1. Be able to describe the facts, events in the Italian-Ethiopian conflict.
2. Know what powers the League of Nations had in this conflict.
3. What did the League do? Why did it take that action?
4. What arguments were presented by whom to justify different actions to stop Italian aggression?

Chapter 1:
5. What makes something a "Law"?
6. Does International Law fit your definition of a law?
7. What are the inherent weaknesses of International law?

Packet 2:
8. In what ways are the Kellog-Briand pact, League Charter and PCIJ weak? In the debate about the PCIJ, which nations favored this weakening and which opposed it?
9. Why did the Lytton Commission recommend negotiation rather than sanctions against Japan?
10. What arguments did the Japanese use to justify their actions in Manchuria?

Chapter 2:
11. Define Positivism and Natural law. What are the dangers inherent in both approaches to international law.
12. Is the current international legal system fair? just? good? What other alternatives are there?

Packet 3:
13. Know the facts, arguments of each side, and findings of each of the five cases. (Habana, Italy, Tanaka dissent, Cayuga, Chorzow factory)
14. What was the source of the law used to reach a decision in each case?
15. How is international law created by customary practices?

Chapter 3:
16. What are the several sources of international law and their relative importance?
17. What is necessary to find a practice is customary international law?
18. What are the dangers of expanding the ease by which international law is created by custom or equity?

Packet 4:
19. What were Mortensen's grounds for appeal of his conviction?
20. What were the rationales for each of the three judges to uphold Mortensen's conviction?
21. What are the facts and holding of Sabbatino and CEP vs. Sensor.
22. How does the Foreign Sovereign Immunities Act change the Supreme Court’s ruling in Sabbatino?

Chapter 4:
23. What is the difference between private international law and public international law?
24. What conflicts can occur between municipal (domestic) law and international law and how are these conflicts resolved?
Packet 5:
  25. Know the facts, positions of each side and findings of cases (Tinoco, Latvian Cargo).
  26. What has been the US policy on recognizing other states at different times?
  27. How do you reconcile the fact that non-recognition didn't matter in Tinoco claims, but non-recognition was the deciding issue in the Latvian case?

Chapter 5:
  28. What different standards do states use in deciding whether or not to recognize another nation?
  29. What is the standard under which states are recognized as existing under international law?
  30. What are the consequences of being recognized or not recognized?

Packet 6:
  31. Know reparation of injuries case.
  32. In what ways do the US and other nations violate the standards of the Declaration on Minorities and the Draft Declaration on Indigenous Peoples?
  33. Are these declarations international law?
  34. If the two declarations were signed conventions, how would they change the international legal system?

Chapter 6:
  35. In what ways do things other than states have some legal personality under International Law?
  36. What would be the consequences of giving individuals broader rights under International Law?

Packet 7:
  37. Know the facts, arguments, and holdings of the cases (Lotus, Eichmann, Columba-Collela, Libya).
  38. Is the universal jurisdiction used by the Israeli court a good or desirable position?

Chapter 7:
  39. What are the different sources of jurisdiction and what are their different levels of acceptance?
  40. When is extradition possible, when is it required?

Packet 8:
  42. Was the US justified in entering the USSR consulate in Kasenkina?
  43. In Schooner, why did a US court find that the French government was not accountable for its actions, even if they were illegal?

Chapter 8:
  44. What people, places and things are exempt from local jurisdiction because of the principle of sovereign immunity?
  45. Why are these exemptions made?
  46. Under what circumstances might sovereign immunity be taken away?
  47. What is the act of state doctrine?

Packet 9:
  48. Know the cases, Power, Genocide reservations, Techt, Loadline, Bremen.
  49. Why in the Bremen case were the changed circumstances not sufficient to change the treaty?
Chapter 9:
50. When do treaties have to be ratified and when don't they have to be ratified?
51. Are coerced treaties valid?
52. Is a treaty valid if it was signed by a drunken diplomat and it doesn’t require ratification?
53. What can you do when another state violates a treaty provision, can you void the treaty?

Packet 10:
55. Any conclusions that you draw about what are important factors in deciding boundary disputes and territorial claims?

Chapter 10:
56. What are the ways states can acquire territory?
57. Will these rules work if it becomes possible to settle and claim portions of the moon and Mars?
58. Should boundaries decided by means that are now illegal be accepted or rejected as illegitimate?

Packet 11 and Chapter 11:
59. Under what situations do state succession problems arise?
60. What international law obligations continue to exist when a state changes or transforms?
61. Why are boundary agreements given special treatment?
62. Be able to state in your own words Articles 8-15, 24:1, 26:1, 30:2, 31:1, 34, 39, and 40.

Packet 12:
63. Know facts and arguments of the cases (Corfu Channel, Pulos).
64. How did the law of the sea conference redefine the continental shelf the rights of states to use it?
65. What were the US’s objections to the original deep sea bed proposal and how did the compromise change the original proposal?

Chapter 12:
66. What are the different areas of the sea, how do rules and rights differ with each of these areas?

Packet 13:
67. Know cases (inquiry into KAL disaster, Netherlands and Germany incidents, Eck, Warsaw Convention, Chumney, Powers, Hijacking, and Cuba).
68. Describe how the law covering airplanes developed.
69. What does the Hijacking convention (Hague convention) require states to do, and what happens in practice?

Chapter 13:
70. What are the rules for outer space?

Packet 14 and Chapter 14:
71. Evaluate the International Declaration of Human Rights. Would you sign the Declaration if it were a binding treaty?
72. Evaluate the convention on discrimination against women. Does it go far enough?
Too far? Would you sign it?
73. What is the mission of an NGO such as Amnesty International?
74. Know the Boumediene Case

Packet 15:
75. What arguments did each side use in the US-Mexico expropriation debates. Which were more persuasive?
76. Know the US vs. Mexico arbitration decision (WTO)

Chapter 15:
77. Know the differences between Gatt, IMF and World Bank.
78. What are the main principles of Gatt?
79. How does the WTO change the Gatt regime?

Packet 16:
80. Know the Trail Smelter case?
81. What is needed to find environmental damage caused by a state under international law?
82. Is acid rain crossing boundaries a violation of international law?
83. What is your opinion of the biodiversity and climate change conventions?
84. Will Palmer’s solution for creating better binding international environmental law work?

Chapter 16:
85. Give examples of soft law, customary international law, and Treaties that deal with the environment, which type is most common?
86. How does the South’s agenda for the environment differ from the North’s?

Packet 17:
87. Know Hilson, Nottebohm, and Schwarzkopf.

Chapter 17:
88. Under what circumstances can a state press a claim against another state on behalf of an individual?
89. What situations (preliminary objections) prevent a state from pressing such claims?

Packet 18 and Chapter 18:
90. Know ICJ charter and certain Norwegian loans case.
91. Analyze different types of acceptances of compulsory jurisdiction, especially the US acceptance.
92. What role did the ICJ play in the US-Iranian dispute?

Packet 19:
93. Know the arguments raised on each side about Czechoslovakia, Afghanistan, and South Vietnam.
94. Know Black case.
95. Analyze two UN declarations, especially for internal consistency.
96. Evaluate claims of East Timor for self determination.

Chapter 19:
97. What are the rules on Self Defense?
98. Why is the UN accused of having a double standard on self determination?
99. Should self determination rights be extended to all minorities that are capable of secession?

Packet 20:
100. Know the cases, Llandovery Castle, Admiral Doenitz
101. What defenses were raised in the Nuremburg Tribunals and what was the Tribunal’s responses?
102. Does international law forbid the use of nuclear weapons?
103. Evaluate the statute of the ICC. Why did the US refuse to sign it?
104. Review the “Torture Memo” authored by Bybee. Compare it with the revised memo authored by Levin. After authoring his memo (but before it was made public) Bybee was appointed to a federal judgeship. If you were a Senator, would you have voted to consent to Bybee’s appointment after reading his memo?
105. Review the list of interrogation procedures approved at various times by the Bush administration.

Chapter 20:
106. How have the views as to what actions constitute war crimes changed with time?
107. Are wars becoming more savage or humane?
108. Are war crimes trials effective? Do they deter future violations?

Packet 21:
109. Know the certain expenses case
110. Evaluate the UN Charter, specifically, how did the Charter envision UN enforcement actions and peace making?
111. What arguments could be used to claim that the use of military force, not approved by the Security Council is illegal? What arguments would support the position that Security Council approval is not needed for a state to use military force against another state?

Chapter 21:
112. What methods are there in resolving disputes over the UN Charter—What sources should you look to for answers?
113. Is the UN powerful or powerless? Significant or a sham?

Packet 22:
114. Be able to describe the disputes and UN reaction in Congo, Egypt, and Southern Rhodesia.
115. How did the US justify its actions regarding the embargo against Southern Rhodesia?

Chapter 22:
116. What are the differences between peacekeeping efforts during the cold war and post cold war UN peacekeeping efforts?
117. Analyze the legal basis for actions taken in Kosovo, Bosnia, Somalia, Haiti, and in Iraq in support of the Kurds.
APPENDIX 2
GUIDELINES FOR ACTIVITY PRESENTATIONS AND PAPERS:

Expectations for the paper
The paper must be written in character. If you are assigned to give a decision in a dispute, write in an impartial manner as a judge would. If you are asked to write a brief in support of one side’s claim, write as an advocate for that party. If you are asked to give recommendations, try to be thorough and objective as you analyze options and give suggestions. Do not however, make the mistake of trying to write in a “legal” style that you assume to be using big words and ponderous phrases. Do not try to imitate bad legal writing (aforementioned, party of the first part, said treaty). Students writing group papers often divide up a group paper into sections and have each person write a section. This is a fine strategy to use for a group paper, but be aware that I will grade the paper as a single unified paper. Make sure that the paper is pulled together and that it flows coherently.

The papers should be much more detailed and referenced than the oral presentations. Points and evidence that would be too detailed for a presentation are necessary for the supporting papers that are to be written to accompany the activity. The papers should not be identical to the presentation. A paper that merely repeats what was said in the presentation without any additional argumentation or evidence will not be evaluated highly. The papers are due after the presentations to allow students a chance to revise their arguments after their presentations. I expect papers to reflect learning that occurred during the presentation.

Though some activities are purely hypothetical exercises, the principles contained in each presentation have analogies in current legal discussions. You should inform your discussion by including current legal research (especially law review articles) in your discussion.

I have no specific expectations of paper length. I would like for you to address your topic thoroughly using relevant sources and legal precedent. Such a paper would likely not be a short paper. I won’t count pages, but I am expecting a paper much longer than five pages.

Make sure that you support your evidence with legal precedent, historical examples, analogies, logic, statistics, or expert opinion. Please look at law review articles on your general topic and learn what other legal experts have said about the issues of your activity. Have there been any cases on issues related to your topic? All of these should be included in your analysis. You should also work through counterarguments and other possibilities and show why your proposed argument or proposal is superior to the alternatives.

Be careful about “silver bullet” arguments. Occasionally a student will find a law, case, or constitutional provision that seems to make the activity easy to resolve. Congratulations on finding such a great argument for your side! Please use it. However, you still must address the other possible arguments, even if they shouldn’t apply because of your one
great argument. Your argument doesn’t eliminated the need for you to carefully consider all other possible arguments and respond to them. Silver bullet arguments are fine; just don’t build your entire paper around them.

Expectations for the activity presentation

*Practice the timing of your presentation.*
If you only have six minutes for your presentation, make sure that you practice your presentation and can say everything that you want to say in six minutes. Going over time will hurt your presentation grade significantly. Going over or under by one minute will lower your grade to a B even if the rest of the presentation is flawless. Please develop the skill of learning to tailor your presentation to the time allotted. If you were arguing before the US Supreme Court, you might have only 1 minute to respond to a complex question. It is a skill and a talent to be able to adjust your presentation to fit external time requirements. Please take this requirement seriously. You must practice and time your presentation in advance. **The easiest way to get a bad grade on your presentation is to ignore this advice and go over or under the allocated time.** I give a 1 minute grace period on either side of the time allocation. If you exceed this grace period be even 5 seconds, your presentation grade will be penalized by a minimum of 10 percent.

*Stay in character for the presentation.*
Act like you are a representative to the United Nations if that is what you are supposed to be. Acting in character is one of the easiest and effective ways to make your presentation lively and interesting.

*Make sure that your dress does not detract from your presentation.*
You don’t have to wear a dress or a suit and tie, but shorts, thongs and a T shirt will make it difficult to imagine that you are a lawyer for a country arguing a case at the International Court of Justice.

*Do not read your presentation.*
Practice so that as you talk you can engage your listeners. It might be a good idea to write out your presentation, but you must practice the presentation sufficiently so that you can talk with only occasionally glancing down to your notes. **Ninety percent of the time you should be making eye contact** with the audience. If you fail to do this, your presentation will be graded down accordingly. Also beware of the trap of looking at your powerpoint slides, looking at the other members of your group, or looking at your notes. Remember that 90 percent of the time I expect you to be looking at the audience.

*Do not grope for words or stumble on phrases.*
If you decide to talk off of notes rather than writing out your speech, make sure that you practice making your speech off of those notes enough times that you are comfortable and have the set phrases in mind that you will use. Do not grope for the correct word while you are doing your presentation. Make sure that you know how to correctly pronounce all the words that you are going to say. You are giving a formal presentation; practice your speech so that you use powerful, concise phrases. Think through how you
want to say things and then practice saying them that way.

If appropriate, liven up your presentations with a handout or visual aid.
However, make sure that your prop does not detract from your discussion. An example of a bad visual aid would be a presentation on Africa in which a map of Africa is put up on powerpoint and is kept on through the entire discussion and it is never referred to in the discussion. Put the map, refer to it, and then switch to a blank slide so that your listeners will again concentrate on what you are saying rather than looking at some irrelevant slide. Similarly, long, multi-page handouts often distract listeners. Make sure that all of your handouts are relevant and important. All of your visual aids should be visually appealing and easy to read. A slide of an important clause in a treaty should be larger than the typical 12 point font. If you use powerpoint, insert blank slides between your relevant slides so that we look back at you rather than staring at the old slide. Your arguments will be the most persuasive when the audience focuses on the speaker rather than powerpoint slides. Be careful that you do not overuse powerpoint slides in your presentation. Be also aware that some discussions are almost impossible to do without giving the audience some type of visual aid to help their understanding.

Use your imagination and have a sense of humor.
Liven up your presentation with an illustrative anecdote, a provocative question, a joke, a moving photograph, or an illustrative graph or figure. If you have a lot of information to go through, it is essential that you help the listener remember and understand what you are saying by illustrating your points and presenting examples. The more interesting your examples, the better your presentation. Remember that your goal in an oral presentation is to engage your listeners and help them remember key points. Do not make the mistake of cramming a ton of information into a six-minute presentation. That will just ensure that the listener remembers nothing. It is better to cull out less important information and then use some of your time with illustrations or examples that will liven up your presentation and help the listeners remember the points that you are making.

If you have a lot of technical or confusing information to cover, outline the information.
An outline or enumerating points helps the listener keep track of your arguments. Visual aids can also help. If you tell the audience at the beginning that you have three main points and then summarize them at the end, I guarantee that the audience understanding and retention of your presentation will double.

Be prepared to respectfully answer questions.
Never ridicule the question or the questioner. Try to help questioners feel that you appreciate their questions and that their concern or question is natural or to be expected.

Be aware of distracting habits that you might have.
Do not chew gum. If you always tap your foot when you speak, try to stop doing it. Try to minimize the number of “uh” “kay” “uhm”’s that are in your speaking. While other members of your group are presenting do not do anything distracting such as look at your watch, whisper to another member of your group, or stare off into blank space looking bored.
Begin your presentation at a basic level.
Make sure that all the listeners understand what the main issues are and what your answers are to those problems or questions. Every student should have read and thought about the activity sheet in advance. However it is good to start off by restating what the problem or issues are. Even if you are just to give a speech as a country’s representative to the UN, make sure the first speech of the presentation gives an in character summary of the issue. For example “Respected members of the United Nations, I am honored to take a few moments of your time to discuss the terrible plight of the East Timoran people. As you all know, the East Timoran people have suffered for centuries, first under the imperialistic colonial rule of Portugal and since the 1970s under the oppressive military dictatorship of the neighboring country of Indonesia. We have convened this special conference to address this terrible tragedy that is going on in East Timor, and as the representative from Thailand, I would like to present for your approval a compromise that not only preserves Indonesia’s recognized interests in the area but also allows for self determination of the East Timoran people.” Starting out in such a manner reminds everyone what the activity is about and what kind of role play will be occurring.

Feel free to divide up work for your presentation in whatever manner works for your group and is consistent with the specific activity assignment.
For example, it is fine to have only one group member do all of the speaking in a presentation. Similarly, if you want to divide up your ten minutes so that each of you speak each for three minutes, that is OK too. Make sure that if you do have multiple speakers that you practice the transitions so that there is no dead time as we watch speakers play musical chairs at the front of the room.

Be an advocate for your side
Academics always try to take a neutral position (or at least use language that makes the research seem to be a neutral investigator). Legal arguments are different, especially in an advocacy setting. Don’t make bizarre or extreme arguments, but do make the best possible case for whatever it is that you are presenting. Use strong language if it is appropriate.

Beware of technology pitfalls
If you can’t get the computer to work for your powerpoint presentation, have a backup plan (a well designed handout that could be used in place of the powerpoint slides?) so that you can start your presentation on time and have it appear to the listener that there were no problems. Don’t stand half way in the light of the projector so that there is a line across the middle of your face (it is distracting). Call the audience’s attention back to the speaker whenever possible by having blank slides inserted into powerpoint and moving, if possible into a more prominent speaking position. Work all of these possible glitches out by practicing in advance your presentation, even trying it in our classroom in advance.
The following is the list of Activities for this class. The topic given in parentheses is the topic most related to the activity. A student doing an activity should first read the text and packet materials on that topic before doing any other research on that activity.

Activity 1
(Packet and Chapter number 5)
Frustrated Washingtonians declare the District of Columbia to be an independent nation. They convert the existing municipal government into a national government and begin issuing stamps, collecting taxes, etc. The President and other federal officers flee to Bethesda, Maryland. The US government decides against taking any military or forceful action against the D.C. revolt in order to avoid any further international embarrassment. The new nation is quickly recognized by 50 African nations as well as 13 nations in Latin America and 9 countries in Asia. The US has blocked its admission to the UN by using its veto. After 8 months of failed negotiations between the US and D.C., the US begins a strict economic and financial embargo against the District. Not only does the United States prohibit trade with the former District, but it also blocks any other nations from trading with the District. As food supplies run short, the situation in the District becomes acute. Togo, as one of the District’s allies, puts the District’s cause on the agenda of the United Nations. Togo introduces a proposal for a UN resolution that would condemn the United States for its acts of aggression against District. It calls for the US to immediately lift its blockade of the District. The proposed resolution also calls for the immediate recognition of the District as a free and independent nation and calls for the establishment of an international arbitration panel to decide remaining issues of contention between the United States and the District.

Those presenting on this topic will divide into two groups. One represents the Republic of South Africa which favors the resolution, and the other group represents Canada which opposes the resolution. During the debate on the proposed resolution by Togo, each group will give a six-minute speech to the UN General Assembly explaining how your nation will vote on the Togo resolution and why your nation is voting in that manner. Remember that you are a diplomat. You want to be persuasive without being offensive. At the conclusion of the speeches, you will entertain a few questions from the class (the other members of the General Assembly) about your positions on this issue.

You papers for this activity will be a recommendation back to your country’s foreign ministry explaining the position that you think that your country should take on the Togo resolution and why. This memo back to your own country will not be made public and is simply an internal policy analysis. Because this is the first presentation, all presenters will receive a 3 percent bonus to their actual grade. This reflects the difficulty of going first and the less time that you have to prepare. The maximum that you can receive with the bonus is a grade of 95. The bonus applies only to the presentation, not the paper.

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Activity 2
(Packet and Chapter number 7)
Former President Bush travels to Iraq for a holiday. While enjoying his time boating on the Euphrates and shopping in bazaars, Iranian authorities make an official request to the Iraqi government to arrest Mr. Bush and extradite him for trial in Iran on a variety of charges. Specifically, Iran claims that Mr. Bush was responsible for his actions while president of the
United States for

(1) Aiding Kurdish terrorist groups operating inside the sovereign boundaries of the country of Iran.

(2) Interference in the internal affairs of Iran in contravention of the United Nations Charter and other international agreements.

(3) Insulting Iran and the Iranian people.

(4) Threatening the use of force and use of nuclear weapons against Iran.

(5) Destruction of the Iranian economy through illegal sanctions.

(6) Insulting Islam

(7) The illegal detention, torture, and murder of Iranian citizens that were held in Afghanistan, Iraq, and Guantanamo Bay.

Iraq has an extradition treaty with Iran that requires extradition. This treaty makes no exception for politicians or military leaders. In addition, Iran has a broad jurisdictional statute which says that Iran has jurisdiction over all crimes international or domestic which adversely affect Iran, its territory, or its people.

The case will be heard by an Iraqi judge (the class) which has been asked to rule on Iran’s claim of jurisdiction over the alleged crimes of Mr. Bush. This initial hearing is to decide whether Iran’s claim of jurisdiction would be an internationally recognized claim of jurisdiction. The court will not examine the merits of the claims against Mr. Bush in this hearing. For example, it is irrelevant at this point in the case to discuss whether Mr. Bush was actually responsible for the illegal detention, torture, and murder of Iranian citizens. The court will only rule on Iran’s claim of jurisdiction and whether that claim of jurisdiction would be internationally recognized. The court need not accept Iran’s claim of jurisdiction unless it is satisfied that a similar claim of jurisdiction would be recognized either internationally or by Iraqi law. Portions of Packet 14 address US interrogation techniques.

The students presenting will divide into two groups. One group will represent Iran and present arguments before the court. The other group will represent Mr. Bush and present arguments before the court. Each side will have 6 minutes to present to the class. The remaining 8 minutes of class will be used by the class members to pose questions to each side. Each side will write a legal brief to support their oral arguments, explaining in detail the arguments either in favor of or against Iranian jurisdiction. Even though you take one side, a good argument will recognize the likely arguments of the other side and respond to them in the paper. Those presenting for this activity will receive a 1.5 percent bonus to their actual grade. This reflects the difficulty of going second and the less time that you have to prepare. The maximum that you can receive with the bonus is a grade of 95. The bonus applies only to the presentation, not the paper.

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Activity 3

(Packet and Chapter number 9)

The Indian economy is faltering. A radical, Hindu revolution is sweeping the country. The incumbent government is in serious trouble. Public opinion polls indicate that in the next election radical Hindu religionists will take control of the government, and this new party promises to remake India into a Hindu state. Special protections for other religions, especially India’s Muslim minority will be eliminated. Many radical Hindus plan on eliminating Islam from India by destroying most of India's 2000 mosques and Islamic holy sites.
More secular political leaders are worried. They need international assistance to jumpstart the Indian economy, and they want to stop or at least slow the tide of Hindu fundamentalism that they feel will destroy the peace and stability of the Indian state. Saudi Arabia offers to give India 800 million dollars in foreign aid to help the Indian economy. Shortly after this aid package is announced India and 28 Muslim nations announce that they have negotiated and will sign a "Islamic-Hindu Religious Sites Preservation Agreement." The Agreement is promptly signed by all 29 states. The terms of the Agreement provide for the following:

1. To respect and protect existing Hindu and Islamic religious sites in all 29 nations. The Agreement provides a list of protected sites. There are 2000 Muslim sites and 5000 Hindu sites listed as protected in India. In the other 28 Muslim states, there are 2000 Muslim sites and only 7 Hindu sites listed. The seven Hindu sites located in Islamic countries are all in Pakistan and Bangladesh.

2. No ratification of the Agreement is necessary. Constitutional requirements of ratification do not apply to this Agreement because it is a binding, executive agreement negotiated between the leaders of each country.

3. Failure to adequately protect the listed sites automatically gives authorization to the other signatory states to enter the violating country with police or military personnel from another country who may take any action necessary to protect the threatened religious site. In addition, any country failing to protect a listed site must also pay a fine to the Religious Sites Preservation Board. This fine is equal to one percent of that state’s GNP for the year previous to the violation.

4. Determination of violations will be made solely by the International Court of Justice ruling in response to a complaint issued by one of the signatories. All signatories accept the automatic and compulsory jurisdiction of the ICJ in determining violations of the Agreement and all other disputes arising from the Agreement.

5. A signatory may withdraw from the Agreement only after ten years notice. A Religious Sites Protection Fee will be assessed against any nation withdrawing from the Agreement. The fee will equal one percent of that state’s GNP for the year prior to when the withdrawal is to become effective.

Seven months after signing the Agreement, a Hindu fundamentalist government comes to power in India. One of the first laws passed by the new government is called the "Non-Ratification of the Religious Sites Agreement Act." The law simply states that the government of India never ratified the Religious Sites Agreement. The government also attaches a reservation to the Agreement stating that "all determinations of penalties and violations of the treaty will be made by the Indian government alone and not the ICJ." The government then proceeds to raze 1300 Mosques across India. Pakistan brings suit under the terms of the Agreement to the ICJ. The new Indian government replies that the ICJ has no jurisdiction over India in this dispute, and India is not a signatory to the Agreement. India concedes that the clause in its Constitution requiring the ratification of treaties does not apply to this Agreement.

ASSIGNMENT

Each of you as a group represents India before the ICJ. Presenters will prepare a ten-minute presentation of your argument to present to the court. Be prepared to answer questions from the court. The group paper will outline in detail arguments as to why the provisions of this Agreement should not be applied against India.
Activity 4
(Packet and Chapter number 10)

Russia and Japan finally agree to submit their boundary dispute (in the Southern Kurile Islands) to an arbitration panel. The class will serve as the arbitration panel. Presenters will divide into two groups, one side representing Russia and the other representing Japan. Each side should prepare the best arguments to justify their nation being awarded control over all of the disputed islands. Each side will have six minutes each to present. The remaining eight minutes of presentation time will be for questions from the arbitration panel (the class.) Each side will prepare a legal brief (their paper) to support their oral arguments in greater detail.

Activity 5
(Packet and Chapter number 12)

Fishery scientists in the United States have developed the ultimate fish bait. By coding the bait genetically, they are able to attract a specific variety of fish to the location of the bait across hundreds of miles of ocean. Using this discovery, U.S. fishers are able to become the master fishers of the world. They attract Canadian cod, halibut, and salmon out of Canadian waters and into US waters where sustainable numbers of the fish are caught, the rest being allowed to return to their usual waters to replenish the stock.

Canadian fishers are outraged. Because U.S. techniques are so efficient, Canadian fishers are left with the choice of either fishing the stocks to extinction or giving up the Canadian fishing industry. Canada protests are ignored by the United States because other than salmon stocks, the fish being taken are not governed by specific international quotas, and the U.S. salmon catch is arguably still within the maximums allowed by US-Canadian salmon fishing agreements.

You are noted professors of international law who have no allegiance or bias to either the Canadian complaint or the U.S. defense. Interested parties in this dispute and in other fishery disputes have asked you to help draft a new international regime to help improve the management of fishery resources, especially in light of U.S. technological advances. Your goal is to create new rules of international law that will stop the overfishing of shrinking fish stocks in the open seas and reduce the incentives that nations have to take the maximum fish possible, regardless of the consequences of such actions on the fishing industries of other countries. You are aware of specific agreements to help manage the conservation of specific species of fish, but the U.S. development has made it imperative that an overall plan be created that covers all marine life.

Please draw up such a new legal regime. You want to draw up a regime that will work and yet will be acceptable to the majority of nations. The presenters will present their plan to the United Nations (the class) which will question them about the feasibility of their suggestions. The presentation should last ten minutes. Be prepared to answer questions about the presentation for the remaining ten minutes.

The paper will explain arguments in greater detail.
Activity 6
(Packet and Chapter number 14)

US Attorney General Eric Holder has submitted his resignation and the president has appointed a new attorney general. Holder takes a long-anticipated vacation to Canada where he is arrested for crimes against humanity and violating the rules of warfare for the role that he played in drone strikes in various nations, including Pakistan and Yemen. A Canadian court has already ruled that Canada has jurisdiction over the alleged crimes because of universal jurisdiction for these crimes.

You will divide into two groups. One group will represent the Canadian government, bringing the charges against Mr. Holder. The other group will be the defense attorneys for Mr. Holder. Each group will have six minutes to present to the class which will represent the Canadian court. After the presentations, both groups will answer questions from the class, acting as the court for eight minutes. The papers will be more detailed briefs, supporting the oral arguments made during the hearing.

It is likely that Canada may not have laws or legal precedent granting universal jurisdiction for crimes against humanity or for violations of the rules of warfare. Please ignore such information in your arguments. Instead, assume that jurisdiction to prosecute these crimes exist. Your presentations should be focused on whether or not the US actions in its drone program conform to international law.

Activity 7
(Packet and Chapter number 16)

The Japanese government repudiates all international whaling and fishing treaties that it has signed. In response Japanese boats take to the oceans with a vengeance. In their first year of operation they catch 83,000 whales and seriously deplete the tuna population. It is estimated that if the Japanese continue for two more years, whales, dolphins, and tuna will become extinct. The UN seriously condemns the Japanese action. Several resolutions are passed in the General Assembly by wide margins denouncing the Japanese actions as "Ecocide." The US leads an economic boycott of many Japanese goods in hopes of prodding the Japanese to abandon their policies. However, all these efforts fail, and the Japanese ships continue to "harvest the ocean."

The United States finally takes the extreme action of seizing Japanese fishing vessels that are fishing in international waters (200 miles beyond the coast of the United States) and trying the crews of the vessels under a new US law that makes it a crime to capture or kill whales or dolphins. The law provides a $100,000 penalty for every whale or dolphin that is captured or killed. This fine can be levied against an individual or the company that employs the individual. In addition, company officials, or the actual fishers can also be imprisoned for two years for every dolphin or whale that is captured or killed.

The Japanese government is enraged by this US action. It hires lawyers to represent its citizens who are on trial in the United States. The Japanese government does not dispute that dolphins or whales were killed or captured. The government contends that the United States has no jurisdiction to try Japanese citizens for acts done in international waters. Furthermore, because Japan has repudiated all relevant fishing and whaling treaties, its citizens are not in violation of any international treaties. The United States argues that the Japanese threat to marine
life and the environment justifies this extension of jurisdiction.

Presenters will divide into two groups. One team will be the lawyers for the United States, the other, the lawyers representing the Japanese fishers. Each team will present its arguments in class. Each presentation will last no more than six minutes. After this initial twelve minutes of presentations, a panel of judges (the class) will have the opportunity to ask additional questions of each team of lawyers. The papers are legal briefs written in support of the oral arguments made in the court.

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Activity 8
(Packet and Chapter number 17)

Gawilda Van Blaacht is a Dutch citizen who came to the United States nine years ago on a student visa. While studying in the United States she became involved with a radical right wing group that wanted to destroy the United States government. This group assassinated the President. Ms. Van Blaacht was arrested and tried along with other members of the group for the crime. There was, however, an enormous backlog of cases in the court in which Ms. Van Blaacht was tried and she had to wait 2 years for her case to finally come to trial. During that period she alleged that she was repeatedly beaten by guards and that authorities failed to protect her from the other inmates who stole her diabetes medication that she needed to take daily. As a result her condition worsened to the point that she had to have both of her legs amputated. In her trial she was convicted of murder and was sentenced to death. Ms. Van Blaacht claimed that she was a political prisoner. She said that she had nothing more than a social connection to some of the members of the radical group. She claimed that she knew nothing about the plot and was not involved in the plot. She was convicted and sent to a penitentiary which required all inmates to work in the hot sun and only provided subsistence rations and one thin blanket for bedding. Fortunately, Ms. Van Blaacht’s medical condition stabilized, and medical authorities agreed that she could endure the privations of her imprisonment without any further adverse medical consequences. After seven additional years of imprisonment under such difficult conditions, an appeals court releases Ms. Van Blaacht when one of the group members who testified against Ms. Van Blaacht recants his testimony and admits that he only testified against Ms. Van Blaacht out of spite. The two were involved in a personal dispute. Ms. Van Blaacht is quickly released from prison and she returns to her native country. She sues for damages in a US court, but she loses her case.

The Dutch government has decided to present a claim to the US government on behalf of Ms. Van Blaacht. You are all member of a team of international lawyers that the Dutch government has hired to pursue this claim on behalf of Ms. Van Blaacht. Her claim is that the United States violated international law in its treatment of Ms. Van Blaacht. You have a scheduled appointment with a team of US State Department lawyers to present your claims. The class will represent the State Department lawyers. The presenters will have ten minutes to present their case for compensation of Ms. Van Blaacht. The remaining ten minutes will be used to answer questions from the State Department lawyers. Though you should want to persuade the State Department to recognize this claim, do not be too compromising. Your first and foremost duty is to be an advocate for the Dutch government and Ms. Van Blaacht. Your paper is a detailed statement of your arguments, including additional information and argument that was not appropriate for the oral presentation.
Activity 9
(Packet and Chapter number 18)

In a stunning act of terrorism, members of a Tea Party militia group manage to destroy the entire United Nations organization in a coordinated series of bombings reaching from New York City to Geneva, Switzerland. Leaders of the nations of the earth agree to carry on the legacy of the United Nations while conceiving of a better way to structure the powers and decision making procedures of the newly revised organization. You each are prominent experts on the history of the United Nations and International Law and have been appointed to a special committee to propose new decision making rules as well as an organizational structure for this new international organization. Please discuss among yourselves a proposal that would (1) describe the suborganizations and powers of each part of the new organization, (2) describe how the peoples of the world will be represented in each of the suborganizations, and (3) what are the decision making rules and binding authority of each of the suborganizations.

As a committee, you are to create a draft proposal. The presenters will present their proposal to the representatives of all of the countries of the world (the class) where they will be questioned about their proposal. The proposal will be voted on (it must be unanimously approved). If it is not approved amendments will be made to the proposal by either members of the class or the committee. Please take only ten minutes to outline your proposal to the rest of the class. Then answer any questions and then vote on your proposal. If it is rejected, try working with members of the class to modify the proposal so it can be unanimously accepted. Each member of the class will be a country’s representative. The entire activity (your presentation, voting, discussion of possible amendments, additional voting, etc) will last a maximum of 20 minutes. Try to move the discussion and voting along in a timely manner. Do not take more than ten minutes for your initial presentation of your proposal or you will be penalized for going over time. Your paper will give a more detailed discussion of your proposal. Your paper should also include a discussion of why this proposal has the best chance of acceptance, and it should explain other alternatives that were considered and why they were rejected. I expect the discussion of alternatives that were rejected and their analysis of why they think that their proposal will be accepted to be quite sophisticated.

Activity 10
(Packet and Chapter number 19)

The Dalai Lama has died, and when Tibetan monks picked the new Dalai Lama, Chinese authorities seized the new Lama and insisted that only China could pick the new spiritual leader of Tibetans. Tibet has erupted into a violent war for independence with many atrocities occurring as Chinese troops attempt to put down the revolt. The Security Council has referred the matter to the International Court of Justice.

The ICJ is conducting hearings on whether Tibet has a right to be an independent nation. You will divide into two groups, one a delegation of Tibetans arguing that Tibet has a right to be independent, and one a delegation of Chinese arguing that Tibet is an integral part of China with no right to independence.

Each group will present to the ICJ for 6 minutes. After the presentations, the presenters will answer questions from the ICJ (the class). Your paper should be a more detailed version of your oral presentation.