



Global Matters

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The Ignored Pleas of Rwanda

Laura Downey

Political Science Senior

In 1994, 800,000 Rwandans, mainly Tutsi, were murdered at the hands of fellow Rwandans known as Hutu. These atrocities were carried out with the support of the Rwandan government under the belief that the minority Tutsi were evil and wanted to take over the country. Despite such a huge genocide, the international community did nothing to stop the killings. The United States, United Kingdom, France, Belgium, and the United Nations as a whole, chose to remain uninvolved in the Rwandan genocide due to commitment and cost, the failure to classify the situation as "genocide," and trying to save their image.

Prior to colonial rule in Rwanda, the Tutsi and Hutu ethnic groups were unified and shared a lot in common. The problems between the two groups began once Belgian rule descended on Rwanda in 1916. Belgium placed the minority group Tutsi in power over the majority Hutu, believing them more like Europeans in nature. Until the Hutu Social Revolution of the 1960s, the Hutu were disenfranchised to the Tutsi. Following this revolution, many Tutsi were in danger in Rwanda. During the 1970s, 1980s, and early 1990s, hostilities continued between the two groups. Powerful hate messages against the Tutsi spread throughout Rwanda, and extremist groups such as the Interahamwe prepared for a massive ethnic cleansing against the Tutsi. The genocide began after the plane of President Habyarimana of Rwanda was shot down after trying to implement the Arusha accords. Although responsibility for the incident is unknown, this started the genocide that lasted until July 1994.

The international community chose to ignore the warnings and allow the genocide to happen, pushing for the implementation of the Arusha accords instead. Once the genocide began, all foreign citizens were quickly evacuated from the area. Belgium tried a lot harder to prevent genocide, but lacked decisive action. Its early retreat of peacekeepers crushed the peacekeeping mission and sent a signal to Hutu extremists that their plan was working to remove foreign eyes from the atrocities being committed. France was in collaboration with the very government that was committing these atrocities against its own

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Photo: Gadi at the Market by Jacqueline (age 8) 2000. The Rwanda Project.

Through the Eyes of Children: The Rwanda Project

Eleonora Dubicki

Monmouth University Library

The Monmouth University Library hosted this photographic exhibit October 18-November 8, 2006. The exhibit provided a unique look at Rwanda and the lives of the children affected by the 1994 genocide that claimed the lives of nearly 1 million people. Children of the Imbabazi Orphanage between the ages of 8 and 17 were given disposable or digital cameras to take pictures of themselves, explore their community and find beauty as their country struggles to rebuild. With simple instructions in the basics of photography and composition, the children created images that have won awards in international competitions. Thirty of the images taken between 2001 and 2005 were on display in the library.

The exhibit, with support from the Global Understanding Project and other sources, was brought to campus thanks to the efforts of Dr. Nancy Mezey (Sociology). Jenifer Howard, from the Rwanda Project, gave a special talk on the history of the project and current status. Dr. Julius Adekunle (History and Anthropology Department) provided an insightful lec-

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The Ignored Pleas of Rwanda

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people. Its main humanitarian effort known as "Operation Turquoise" helped many victims escape the atrocities, but also gave shelter to those responsible as well. The US and UK were firm in their positions to completely remove the peacekeeping mission at the start of the genocide, and then severely limit the number of troops there later on in discussions. Under a document known as PDD-25, the US severely restricted what types of atrocities it would be willing to stop. Finally, the UN provided a poorly trained and badly equipped peacekeeping force into Rwanda and forbade the troops from using any kind of force in the area.

These countries did not want to invest in the operation. The escalating cost of peacekeeping missions caused the UN to want success in Rwanda to come cheap. The Western world did not care about a small country in Africa; it invested its time and energy into things considered more important. Moreover, the international community was reluctant to use the term "genocide" in describing the events in Rwanda. To use the term genocide would have meant that countries would have to get involved in the situation. Instead, the phrase "ethnic conflict" was used. Finally, the failure of the "Black Hawk Down" incident in Somalia caused many members of the UN to be more reluctant to get involved in Africa again. They did not want another failure to come out of Rwanda since it was deteriorating their image.

The genocide of Rwanda was largely ignored by the Western world and caused the lives of thousands of people. The problems for the victims have not ceased since conditions in camps are still terrible. There are many orphaned children and people suffer both internally and externally. Although the International Criminal Tribunal set up by the UN is meant to bring those responsible for the genocide to justice, not many have stood trial and witnesses are starting to die of AIDS, with the deadline for these trials being 2008. Although public apologies have been made to Rwandans by the Western countries, they have not taken any interest in discovering why these mistakes were made. In my opinion, the West has not learned from its mistakes, and it is therefore only a matter of time before another genocide occurs again.

Through the Eyes of Children

(Continued from page 1, column 2)

ture on the cultures and customs of Africa, which humanized the experiences of Rwanda even further.



*Woman smiling by Musa (age 14), 2005.
The Rwanda Project*

Among people who viewed the exhibit, 75 individuals signed into the visitors' book, expressing how the exhibit affected them personally. In addition, several classes visited the exhibit and wrote one-page reactions to the photographs. Some of their comments include:

"An amazing exhibit – some excellent shots to help us appreciate the efforts of those affected and to help us remember what should have never happened." Todd Harvard

"How amazing! Children see beauty and grace under unbelievable circumstances. There is hope." Sue Stehle

"What a touching and heartbreaking display of pictures!" J. Phillips

"Thank you for letting the rest of the World know." Henry Tindah

"It's very disturbing to think the genocide left millions of children with nothing. However, it's reassuring that these children turned their nothing into something spectacular...The Rwanda exhibit puts our, meaning the majority of American citizens today, lavish lifestyles into perspective." Lauren Reagle

"Although the horrific events that occur in life forever change us, people move on, stronger and can eventually return to normal routine. The children captured this beautifully in the most simplistic way possible." Gina Torrente

"They did not embark upon their journey with the intention of having their artwork featured in an exhibit that has been seen around the world. Regardless, these children's photographs have enlightened many about life in Rwanda despite the hardships and despair the country has seen." Sheree Ray

"The Rwanda exhibit was a great display that sent a powerful message. Genocide is a horrible thing and the children of Rwanda are great examples of survivors." Brandon Wood



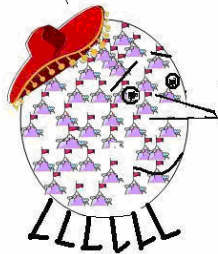
NOT JUST HOT AIR: Global Warming Solidifies World Opinion

Gwendolyn Yvonne Alexis

Management/Marketing

Those keeping a watchful eye on separation-of-powers issues were surprised by the U.S. Supreme Court decision to hear the case of *Massachusetts, et al. v. Environmental Protection Agency, et al.*¹-- a lawsuit brought by 12 states, 3 cities, and 3 nongovernmental organizations (NGOs) to force the federal government to regulate carbon dioxide emissions as contributors to global warming. At the time the Court granted certiorari, global warming was no longer being treated as an environmental issue in the U.S.; several years before, it had morphed into a foreign policy issue, placing it squarely within the purview of the executive branch. This metamorphosis had occurred in 1997 when the U.S. walked away from the Kyoto Summit on climate change, refusing to join the 166 governments that have since ratified the international accord to reduce the greenhouse gas emissions that perpetuate global warming.

Hey, Unistate, how goes it with controlling those auto emissions?



In addition to harboring some skepticism with regard to the validity of the global warming thesis, the U.S. Government resents the fact that China--the world's second largest emitter of carbon dioxide after the U.S.--is exempted from complying with the emissions reductions mandated by the Kyoto Protocol. Nevertheless, the very noisy withdrawal of the U.S. from the preeminent global dialogue on climate change precipitated by an industrialization lifestyle failed to bring a halt to environmental activism within its borders. Certainly, U.S. political posturing missed the mark as a deterrent to the twelve upstart states (half of which have Republican governors) that mounted a court challenge to force a Republican-led Administration to reconsider a public policy stance that pits the U.S. against world opinion.

Regardless of how the U.S. Supreme Court decides *Massachusetts, et al. v. Environmental Protection Agency, et al.* ("Mass. vs. EPA"), the mere fact that an action was filed demonstrates that the 21st Century nation-state is no longer able to instill its citizenry with past levels of patriotism and allegiance to the national agenda. Ascribed identities such as citizenship and nationality lose their cogency in a global age where ease of travel and advanced communications technology serve to blur the distinctions

between "us and them." In this time of fluid borders and porous nationalities, self-selected affiliations are the building blocks for establishing one's sense of self, resulting in a denigration of the importance of traditional sources of identity such as nation of origin or place of domicile. Confirmation that a paradigm

shift has taken place is provided by the fact that sociologists now study the phenomenon of "transnationalism" with the same intensity that they once devoted to deconstructing "patriotism" or "nationalism."

Transnational alliances among individuals and groups with shared interests are not constrained by the national politics of any one nation. To the contrary, the virtual communities evolving from these trans-global coalitions rally around causes that resonate

across borders and cultures. Stewardship of the environment is a prototypical human concern that transcends boundaries and speaks to the heart. This makes it unlikely that national policy can dictate citizen reaction to a hole in the ozone layer or to the accumulation of greenhouse gas concentrations in the atmosphere. It is therefore not the least bit surprising that three environmental NGOs (the Environmental Defense Fund, Greenpeace, and the Sierra Club) were among the plaintiffs in *Mass. vs. EPA*.

Critics of globalization, take note! Globalization has led to a denigration of local boundaries and consequently to the elimination of the shelter from global accountability that those boundaries once provided. Today, nation-states, multinational corporations and even the global monitors, themselves--intergovernmental organizations--are being subjected to close scrutiny by a diverse array of transnational posses that have become effective advocates for the environment, human rights, the world's children, and a wide range of moral causes that can be conveniently lumped under the heading of "justice and fair play."² Indeed, if nothing else positive comes from globalization, the promotion of global justice is a legacy worth noting.

¹ U.S. Supreme Court Docket No. 05-1120, argued 11/29/06; cert. granted June 26, 2006 (D.C. Circuit 2005).

² Gwendolyn Yvonne Alexis, "NO HIDING PLACE: Transnational Posses and Global Accountability," unpublished paper delivered at the 2006 Annual Meeting of the American Sociological Association, August 11-15, 2006, Montreal, Quebec, Canada (Section on Political Economy of the World System Roundtable).

Back off, Global. I got unresolved issues with this global warming hypothesis.



UNISTATE First, Last, and Always!



Stabilizing Darfur: Obstacles to Intervention

Ashley Fornaro

Political Science Senior

Darfur is the first genocide of the twenty first-century. The international community has a long history of turning a blind eye to similar circumstances in the past and its reactions to Darfur is continuing in their deadly tradition of apathy.

The United Nations must forcibly intervene in the face of Sudan's cries of state sovereignty to uphold the idea of a "Responsibility to Protect". The obstacles the UN face on the road to intervention are possible to overcome within the established institution but are highly unlikely to occur. The UN has a history of failure and its response to human rights abuses is a long, arduous process that helps the perpetrators of the crime rather than the victims. Darfur is but another example of how ineffective the UN is in ending violence. It is essential to the future legitimacy of human rights and the UN institution as a whole that the UN adopts what former UN Secretary-General Kofi Annan and others have called international capabilities for conflict prevention.

Darfur has a long history of marginalization by the Government of Sudan (GoS). The crisis in Darfur began in 2003 when rebel militias attacked government forces in protest for more political power. There is also racial tension in Sudan between "Arabs" and "Africans". These differences are hard to understand for outsiders because they are nuanced, however, for the people of Sudan these differences are deadly realities.

The GoS is funding and arming the Janjaweed to fight the Darfur rebel groups. The Janjaweed are known for raping women, pillaging and burning entire villages, and killing innocent people. The GoS is guilty of indiscriminately killing noncombatants, which is a violation of basic international humanitarian law. Furthermore, what began as a domestic crisis is growing into regional destabilization. Hundreds of thousands of people have crossed the border into Chad and the Central Africa Republic and the violence is flowing outside Sudan's borders as well.

The UN has offered military personnel and policemen to Sudan to help end the violence in Darfur through Resolution 1706, passed on August 31, 2006. The GoS adamantly refuses any UN troops under any circumstances. Now the UN has adopted the role of promoting the small, under resourced African Union troops. The aid they offered was only accepted after the GoS agreed to the amount of money proposed. The GoS is responsible for the mutinous vio-

lence in the region and the international community is allowing the GoS to stalemate an effective resolution. The UN cannot wait for the GoS to decide when it is going to stop killing innocent people. There are huge human rights abuses occurring and the newly created Human Rights Council in the UN is idly standing by.

The major obstacles the UN faces when trying to intervene include domestic politics of member states, state sovereignty, and UN operational preparedness. The UN does not have the capabilities with its various operational organs and mandates to overcome these obstacles today. Furthermore, the UN Charter recognizes noninterference in sovereign states as a sacred principle.

The proposal of international capabilities for conflict prevention would still recognize sovereignty but in the context of state's "Responsibility to Protect". This idea makes states responsible for the safety and security of their citizens. When states are either unable or unwilling to do so, the international community must pick up the responsibility to protect.

New capabilities are also necessary to limit the effect that domestic politics of UN member states have on the possibility of intervention. In the case of Darfur, Russia and China, two permanent members of the UN Security Council, rely on Sudan for oil. Moreover, China is arming the GoS with weapons that are being used to carry out the violence. Suffice it to say, China and Russia are unwilling to jeopardize their relations with the Khartoum Government to save the people of Darfur. Additionally, the UN has a history of arbitrarily choosing where human rights are enforced and where they are overlooked. Some of the world's worst human rights abusers are states that sit on the Human Rights Council. Ultimately, the proposed international capabilities for conflict prevention would not allow for these domestic interests to steer human rights enforcement.

The UN needs to focus on timely and effective measures that will make a difference in enforcing human rights, before the deaths of a crisis reach the hundreds of thousands. For now, the UN must deploy military and police personnel to Darfur without further delay. For the future legitimacy of human rights and the UN institution, the adoption of new procedures to ensure the equality of all people and the authority of the international community is essential. After all, enforcing human rights is not a choice for governments, it is a responsibility.



Sudan and Darfur region: A Select Bibliography

Susan Kadezabek
Monmouth University Library

History and Overview

Darfur: an ambiguous genocide (G. Prunier, 2005)

Darfur: a short history of a long war (J. Flint and A. de Waal, 2005)

The Statesman's Yearbook (B. Turner, 2006)

Sudan: a country study (Department of Army, 1992)

(catalog record has a link to an online country profile updated in 2004)

Sudan, 1898-1989: an unstable state (P. Woodward, 1990)

The People

Famine that Kills (A. de Waal, 2005)

Dangerous Sanctuaries: refugee camps, civil war, and the dilemmas of humanitarian aid (S. Lischer, 2005)

State of the World: a Worldwatch Institute report on progress toward a sustainable society (Worldwatch Institute, 2005)

Water, Race, and Disease (W. Troesken, 2004)

Sudan's Blood Memory: the legacy of war, ethnicity, and slavery in early south Sudan (S. Beswick, 2004)

Me Against my Brother: at war in Somalia, Sudan, and Rwanda: a journalist reports from the battlefields of Africa (S. Peterson, 2000)

Between a Swamp and a Hard Place: developmental challenges in remote rural Africa (D.C. Cole, 1997)

Requiem for the Sudan: war, drought, and disaster relief on the Nile (Burr, 1995)

Politics and Power

Inside Sudan: political Islam, conflict, and catastrophe (D. Petterson, 2003)

Human Rights under African Constitutions (A. An-Na'im, 2003)

Islam, Sectarianism, and Politics in Sudan (G. Warburg, 2003)

Root Causes of Sudan's Civil Wars (D. H. Johnson, 2003)

Sudan in Crisis: the failure of democracy (G.N. Anderson, 1999)

The Sudan: contested national identities (A.M. Lesch, 1998)

War of Visions: conflict of identities in Sudan (F.M. Deng, 1995)

Pictures from the 2006 Global Convention



Nancy Mezey, Sociology, and Jenifer Howard, The Rwanda Project.



Tibetan Buddhist Monks from the Kalmyus Community, Three Temples, Howell.



Golam Mothbar, Social Work, Rekha Datta, Political Science, Rosemary Barbera, Social Work, and author Neil Baldwin.



Is Security Council Reform Impossible?

Amy Hanson

Political Science Senior

Throughout the years much talk has transpired regarding whether or not the United Nations Security Council should be reformed. Citing international changes that have occurred since the creation of the United Nations in 1945, the majority of UN member-states and scholars agree that a reformed UNSC is necessary to maintain international peace and security throughout the 21st century and beyond. Numerous challenges have arisen preventing any comprehensive reform measures from being implemented thus far. Wide disagreement exists on exactly how UNSC reform should be done.

When the UN was formed, the five major superpowers in the world were granted substantial authority in terms of decision-making in the UNSC. As written in the UN Charter, China, France, Russian Federation, the United Kingdom, and the United States, referred to as the P5 states, were each given the power to veto any decision being voted on in the UNSC. Although several of these nations no longer enjoy true superpower status on the global scale, they maintain their permanent status on the UNSC and the unprecedented power of the veto. Although 10 other nations temporarily sit on the UNSC as non-permanent members and each of these 10 nations get to vote on decisions, no resolution can pass without the unanimous support of the P5.

Along with this seemingly corrupt voting process in the UNSC, which grants substantial authority to nations that are unrepresentative of real power in the 21st century, several other factors have necessitated reform of the UNSC. While there were initially only 51 members in the UN, today there are 192. In addition to the substantial increase in the number of member-states, globalization and technological advancements have widened the workload of the UNSC. The nature of international conflicts has changed since the end of World War II. Decisions regarding international peace and security now span a much more broad definition to include civil wars, humanitarian crises, environmental degradation, nuclear and biological/chemical weapons, and terrorism.

Critics of the current UNSC argue that this important body is ill-equipped to handle the threats of the 21st Century. Reform proposals have been made calling for increased representation, changes in the current veto power, and modifications of the procedural workings of the UNSC.

In 2004, UN Secretary-General Kofi Annan formed the High-Level Panel on Threats, Challenges, and Change, which prepared a report proposing two sepa-

rate solutions to the membership issue. The HLP's "Model A" calls for six new permanent seats with no new veto power given, along with three new non-permanent seats with two-year terms. The new UNSC seats would be divided on a regional basis. The HLP's "Model B" would not increase the number of permanent seats, but would establish eight 4-year renewable-term seats, and one new 2-year non-permanent, and non-renewable, seat, all to be divided on a regional basis (see models on page 7). These models both propose an increase in UNSC membership to 24 members and are based upon the equitable distribution of seats among regional entities rather than quantifiable data (such as financial or military contributions to the UN).

Separate from the issue of membership, other reform proposals call for a change in the veto power within the UNSC. This may include taking the veto power away from certain current permanent members and giving it to other new members, changes to the rules that govern when the veto may be used, or a total elimination of the veto. One argument that supports the elimination of the veto claims that in an organization where the members should be held as equals, no one nation should have the right to prevent an extremely important resolution from being passed. Also, in recent years, permanent states have obviously used their veto privilege more as a matter of national self-interest rather than in the best interest of peace and security in the world.

Other proposals have been made that seek changes in the procedural workings of the UNSC. Where practicality is involved, these may be the most plausible of all proposals in that they do not necessi-

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Art students at the display of posters by students from the Art Department at the Global Understanding Convention 2006.



Is Security Council Reform Impossible?

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tate any changes of the UN Charter (which would be subject to the veto of P5 members). These include holding more open UNSC meetings whereby the parties involved in the issue at hand would be allowed more say on the decisions that are made. Reform has also been proposed to increase the Council's involvement in the ground operations on which they are making decisions. This may include holding meetings more often in other countries or visiting the regions that would be most affected by their decisions. Such changes would help restore confidence in the UNSC and increase its accountability and legitimacy in the eyes of other nations.

Whether or not reform proposals are adopted sometime soon, the biggest change must be made regarding the mindset of UNSC members. They must remember that the decisions that they make should aim to do what is best to maintain international peace and security in the world rather than to support their own state's power. National interests must be set aside in order for the UNSC to preserve its authority and integrity in the 21st century.



Political Science Club's debate team at the Global Understanding Convention 2006.

The High-Level Panel's "Model A"

| Regional Area | Current Permanent Members | New Permanent Members (without veto) | Two-Year Non-permanent Members | Total |
|----------------|---------------------------|--------------------------------------|--------------------------------|-----------|
| Africa | 0 | 2 | 4 | 6 |
| Asia & Pacific | 1 | 2 | 3 | 6 |
| Europe | 3 | 1 | 2 | 6 |
| Americas | 1 | 1 | 4 | 6 |
| Total | 5 | 6 | 13 | 24 |

The High-Level Panel's "Model B"

| Regional Area | Current Permanent Members | New Permanent Members (without veto) | Two-Year Non-permanent Members | Total |
|----------------|---------------------------|--------------------------------------|--------------------------------|-----------|
| Africa | 0 | 2 | 4 | 6 |
| Asia & Pacific | 1 | 2 | 3 | 6 |
| Europe | 3 | 2 | 1 | 6 |
| Americas | 1 | 2 | 3 | 6 |
| Total | 5 | 8 | 11 | 24 |



Featured at 2006 GUC (top to bottom): Micere Githae Mugo, Syracuse University, and authors Neil Baldwin and David Helvarg.



Global Education Defined

Katherine Tietge
Ocean County College

Global Education versus International Education

Global Education differs from International Education in several key ways. International Education focuses on the experience of students within an international setting. For example, students can experience international education by traveling to another country and by studying in a university within that country for a semester or year-long experience. Another form of International Education is short-term study abroad, when students take short credit-bearing trips to other countries. Finally, students can have an international study experience with faculty exchange programs in which faculty from universities from other countries teach for a semester or for a year at the host college.

Global Education broadens students' "international" experience because it incorporates issues of global significance into the core education curriculum. Historically, students have been exposed to cultural differences through diversity requirements in core education. Diversity courses are typically within the Humanistic curricula of history, literature, philosophy, and religion and focuses on the differences between cultures and peoples.

However, into today's global community, issues of global significance impact our students across all disciplines. To that extent, global education seeks to

heighten student awareness of the interconnectedness of all aspects of today's world rather than the separateness of worlds. Instruction on global environments, shared resources, businesses, economies, technologies, and research are extremely important if our students are to survive in a global economy, global workforce, and global community. For this to happen, curricula in business, education, science, social services, and social sciences need to include instruction about global impacts in these programs of study and the career choices that students make.

To survive in today's global community, it is essential for students to develop an awareness of global issues. Educators need to make the link between the histories, literatures, philosophies, and religions of the world so that students will develop a broader understanding of how these humanistic disciplines compliment student understanding of these influences in the workplace and in issues of global significance. Global education within these disciplines will enhance their ability to secure jobs and develop deeper understanding of the diversity that is entrenched in all aspects of our lives. The primary difference between International Education and Global Education is that International Education focuses on the "separate" worlds that people live, whereas Global Education focuses on the "shared" world in which people live.

6th Annual Global Understanding Convention

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