

## Activity 4: Who Decides? Who Acts?

### Booklet

In this assignment the students will review the content in this Edukit to get the information they need to write and produce a booklet on the issues explored below. The students can select images and graphics from the Edukit to complete this assignment.

The students can also find more information on the Internet with a Web Quest.

### Focus

Consider economic incentives, economic sanctions, diplomatic pressure, exposure in the world media, and military options.

Describe why methods of enforcement can work in some cases and not in others. For example, human rights violations carried out by the United States may have to be dealt with differently than in other places like the West Balkans.

- What are some ways to enforce human rights around the world?
- Are there cases where there are problems making decisions to act and enforce human rights in independent nations?
- Is there a way to minimize the effects of economic and political pressures that would also avoid the use of force to uphold human rights around the world?
- Are there more effective methods than others to enforce human rights?

Using examples the students have read about the West Balkans they will consider whether there was any way in which the international community could have acted faster to stop the atrocities that occurred.

- Were there any warning signs of human rights violations that could have brought faster action in the former Yugoslavia?
- What caused a slow reaction in response to human rights abuses in the former Yugoslavia, if you believe there was one?

Consider whether there was not enough information, politics, international fear of acting too soon, disagreement among nations, and who would bare the cost?

### Web Quest

A Web Quest is the process of finding the information needed to complete a project from sources on the World Wide Web. To find the information students want from the Internet they will have to use a search engine. A search engine is a program available on the Internet that directs the searcher to the websites that has the information that they have asked for.

One of the most commonly used search engines is: <http://www.google.ca/>

The students will place the URL (<http://www.google.ca/>) in their web browser and place their cursor on the Go button and click it.

Those completing a search will place key words, names, or dates in this box and click on the search button. After that the students will receive a list of websites that have the exact word, name, or date they asked for in them.

The better the students are at asking for information the better their result will be. If the searchers use a series of key words they will get a better result. To force the search engine to show only result that have the selected words in them use the + sign in front of the words, names, or dates. For example, the students may want to type in *Kosovo* and the date *1995*, but to make these terms appear type: **+Kosovo +1995**. If the researchers do not want to see a word in a website they can use the “-” sign. So if they want to remove websites that mention *war*, the student would type **+Kosovo +1995 -war** in the search engine.

In another case the students may want to use the phrase *human rights*, but the words should appear together for the best results, so they will type **“human rights”** in the search engine.

### **Making a book**

If the students want to make several copies of their book using a Xerox machine they will have to first take as many pieces of regular paper that are needed for the book and fold them in half. While the pieces of paper are folded in a book they will flip through the blank pages and number them. After the students take the book apart they will be able to see what the page sequence will look like. This will allow them to place their pages in the correct sequence so that when they take the pages and copy the content double sided. The students will be able to assemble the book and staple it together with the pages appearing in the correct order. The students’ pages should look like the following example if they use four sheets of paper.

The students will prepare the text, pictures and graphics they will use and then place them on the pages as the following example suggests. The students will use their own ideas and approach to lay out the pages.

<p>(Back Cover)</p> <div data-bbox="380 342 740 772" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Picture</b></p> <p><b>Group looking a camera</b></p> </div>	<p>(Front Cover)</p> <div data-bbox="789 342 1229 464" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>TITLE</b> <b>by</b> <b>name</b></p> </div> <div data-bbox="789 464 1229 747" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Picture</b></p> <p><b>Landscape of West Balkan</b></p> </div>
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<p>Inside Front Cover</p> <p>The West Balkans has a long history of many different people coming to settle and live together. By the 1990s things changed and ...</p>	<p>Inside Back Cover</p> <div data-bbox="834 999 1170 1333" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Picture of the</b> <b>Stabilization Force of</b> <b>the UN in Bosnia</b></p> </div> <p><b>UN Stabilization Force</b></p>
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<p><b>Image</b></p> <p>By 1 December 1918 the Kingdom of the Serbs, Croats and Slovenes came into being, and was renamed in 1929</p> <p>the Kingdom of Yugoslavia with King Aleksandar Karadjordjevič abolishing all democratic institutions and becoming a dictator, but was assassinated in France.</p> <p>Page 12</p>	<p><b>Part One</b></p> <p>There are many reasons for what happened in the years that followed the Second World War. Here are some of the factors that ...</p> <p>One authority, Eward Samson explained that when ...</p> <p><b>Picture</b></p> <p>Page 1</p>
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<p>There are many that agreed with the conclusions of the European Union when it came to declaring that the human rights violations had to end in the West Balkans ...</p> <p>Page 2</p>	<p>On 22 May 1992 the new independent republics of Slovenia, Croatia, and Bosnia and Herzegovina became members of the United Nations (UN).</p> <p><b>Picture of the UN assembly</b></p> <p>The UN Assembly</p> <p>Page 11</p>
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<p>The Partisan Movement liberated Belgrade in October 1944 with help from the Soviet Union.</p> <p>In 1945, Tito became the leader of the new Federal Peoples Republic of Yugoslavia and remained the leader until his death in April 1980.</p> <p>Page 10</p>	<p><b>Map showing the new boundaries in the former Yugoslavia</b></p> <p>When the conflicted ended there were new boundaries in Yugoslavia that also defined ...</p> <p>Page 3</p>
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**Chart showing economic activities after the war**

Economic activities after the war shows that ...

Page 4

In 1991 both Slovenia and Croatia declared independence, but the Yugoslav Peoples Army intervened, but little fighting occurred in Slovenia ...

**Image of NATO personnel**

Caption for image

Page 9

**The Consequences of Conflict**

**Image of moving refugees**

In January 1992 the Serbian Republic of Bosnia and Herzegovina also known as the Republic of Srpska declared its independence, but ...

Page 8

**Part Two**

There are many important issue that have to be address in this discussion including ...

But when these issues arise there are those who say ...

Page 5

Many have concluded that these issues are best discussed at international conferences. But, others have point out that there must be faster action. The arguments lead to ...

**Image of the effects of war  
in Kosovo**

Page 6

To maintain the peace and to allow the building of the new Bosnia and Herzegovina the NATO led the international peacekeeping force.

**Graphic**

Title of Graphic

The military forces and paramilitary groups of the Federal Republic of Yugoslavia moved in 1998-99 to expel the Albanians in Kosovo by force, which provoked NATO's bombing of targets in Serbia and the placement of a force in Kosovo ...

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