

# Introduction to Disarmament and Non Proliferation of Weapons



## Overview:

Students will gain an overall understanding of the major issues relating to disarmament and non-proliferation of weapons, the motivations for armament and disarmament, and the process by which the international community, regional organizations and the UN encourage the practice of disarmament and non-proliferation of weapons.

## Objectives/Expectations:

By the end of these lessons the student will:

- explain the meaning of disarmament and non-proliferation of weapons
- identify key areas for disarmament
- identify the range of actions, with their successes and challenges in the campaign to disarm
- investigate Canada's foreign policies on disarmament
- identify key stakeholders working toward disarmament
- understand that creating a culture of change occurs at local, national, and global levels through the efforts of individuals, groups, and institutions
- analyze the underlying cultural messages and the prevalence of armament in our society

**Duration:** Two class periods

## Materials required:

- student contributed news articles on armed conflict and arms control achievements
- BLM 1 and 2 – Brainstorming (pages 19-20)
- teacher printed images relating to the development of weapons and arms race (can be found in photo galleries on website)
- Internet access for website and research questions, if assigned
- Teachers may visit the United Nations website to learn more about the UN before teaching this lesson  
<http://www.un.org/Pubs/CyberSchoolBus/index.html>

**Related Resources:**

A list of film/video resources, books, magazines, articles, images, and related agencies is included in each module on the website.

**Key Terms** (defined within the lesson itself):

- Armament
- Arms Race
- Disarmament
- Chemical Weapons
- Small Arms
- Nuclear Non-proliferation Treaty
- Conference on Disarmament
- Cold War
- Non-proliferation
- Nuclear weapons
- Landmines
- Ballistic Missiles
- Biological Weapon
- CWC
- WMD



# Food for Thought

## 1.1 Pre-Activity

Give the students one week to collect 3-5 news clippings on the topic of military or armed conflict and weapons issues, and (if possible) responses that individuals, communities and organizations are using to address it. Other forms of media could certainly be used along with teacher-supplied articles.

### Small Group Discussion/Teacher Led Discussion

1. *How many armed conflict and weapons issues did you find? How many were local/national/international?*
2. *Of those instances, how many included small arms or weapons of mass destruction? Were the issues about "use" or "disarmament"?*
3. *Who is involved in these violent situations? (e.g. gangs, police, terrorists, armies, individuals)*

## 1.2 Pre-Activity

Begin class by showing various images and/or texts related to the Cold War arms race and recent conflict – e.g. nuclear bomb going off, child war soldier, landmine victim, UN inspector in chemical/biological suit, civil conflicts (See online photo galleries in the Multimedia section of the website)

[www.unac.org/learn/wwwp](http://www.unac.org/learn/wwwp)

### Student Discussion/Brainstorming (whole class/small groups)

1. *What do all of these images/ and or texts have in common and/or suggest?*

Possible responses may include...

- violence
- weapons
- human and environmental destruction
- threats to security/peace
- everyone is affected – regardless of race, age, nationality, gender
- cost of arms spending (opportunity cost)
- discussion on alternatives that funding could be spent on

## 2

# Content

## Armament – The Problem goal

### Glossary

#### **Armament**

The provisions of weapons and equipment in preparation for war

Source: Oxford 67

### 2.1 Student Discussion/Brainstorming (whole class/small groups)



#### **Think Locally – Why do individuals take up arms? (BLM 1)**

1. *What causes a person to pick up a gun and go on a shooting spree or crash a plane into a building or use their own body for the purpose of suicide bombing?*

Possible responses may include...

- for personal security/protection
- in anger
- for retribution (get back at someone)
- to redress personal injustice/social injustice/corruption
- to gain respect, feel powerful
- for insecurity caused by increased incidence of community gun violence

### 2.2 Student Discussion/Brainstorming (whole class/small groups)



#### **Think Globally – Why do countries pursue armament? How does a country's motivations differ from individual motivations? (BLM 2)**

1. *What causes a country to build up armies, stock up on nuclear weapons and small arms and research the potential for chemical and biological warfare? What kind of international security environment impels states to arm?*

Possible responses may include...

- to protect citizens
  - to increase feelings of domestic security
  - for fear that another country will develop a more powerful weapon and therefore threaten their security
  - to show 'power' in the global arena
  - to prepare for domestic conflict –
  - to stimulate domestic economy (create jobs by producing weapons)
2. *What would be some of the key threats of armament to global human security?*

## 2.3 What are the most pressing disarmament and non-proliferation needs in the world today?

### **Glossary**

#### **Disarmament**

The act of disarming; reduction of military forces and equipment.

Source: [http://www.imuna.org/manual/app\\_a.html](http://www.imuna.org/manual/app_a.html)

#### **Non proliferation**

The prevention of something increasing or spreading (especially the prevention of an increase in the number of countries possessing nuclear weapons)

Source: [www.webster-dictionary.org/definition/proliferation](http://www.webster-dictionary.org/definition/proliferation)

Disarmament, in its purest form, is the total elimination of arms. In a perfect world, total disarmament would mean countries would only have the bare minimum of weapons. For example, the police and the military would have weapons to protect civilians, but no one else would. This does not reflect the current reality in most countries. In most cases, however, disarmament is made up of many smaller acts. These actions can be *preventive* or *reactive*.

#### *Preventive Actions:*

A country may choose to avoid a certain action, such as manufacturing or purchasing a particular weapon. An example of this is Canada's refusal to build nuclear weapons, even though Canada is a nuclear capable state.

#### *Reactive Actions:*

A country may take action to reduce an already existing problem. This can occur in several ways such as:

- reducing current stockpile of weapons
- dismantling of old nuclear, chemical or biological weapons
- removing and destroying landmines
- participating in a weapons trade-in program



### **Discussion/Reflection**

1. *Is a world without weapons the same thing as a world without conflict?*
2. *Is a weaponless world realistic?*
3. *Is a weaponless world desirable? Why/why not?*

## **2.4 Research... Biography**

1. *Many people have dedicated their lives to achieving a world free from arms. Research and present information about one of these people.*

Some suggestions include: the Dalai Lama, Mother Theresa, Martin Luther King, Einstein and Mahatma Gandhi.

**2.5. What are the major areas in which disarmament and non proliferation being pursued and why?<sup>1</sup>**

There are five main areas in which disarmament and non-proliferation are being pursued. They are:

<b>TYPE OF ARMAMENT</b>	
<p><b>Chemical weapon</b> - chemical substances that can be delivered using munitions and dispersal devices to cause death or severe harm to people and animals and plants<sup>i</sup> e.g. mustard gas used in WW I</p>	
<p><b>Biological weapon</b> - any infectious agent such as a bacteria or virus used intentionally to inflict harm upon others. This definition is often expanded to include biologically-derived toxins and poisons.<sup>ii</sup> e.g. nerve gas, anthrax</p>	
<p><b>Landmines</b> – an explosive mine laid in or on the ground<sup>iii</sup></p>	
<p><b>Small Arms</b> – “Small arms refers to weapons an individual can carry. Light weapons are those operated by two or three people. The weapons in question range from AK 47s, revolvers to grenade launchers, mortars, and light missiles”<sup>iv</sup>.</p>	
<p><b>Nuclear weapon</b> - a weapon of mass destruction whose explosive power derives from a nuclear reaction.<sup>v</sup> e.g. bombing of Hiroshima during WWII</p>	

*Image Source: Hemerra Photogalleries*

<sup>1</sup> For additional information on the major areas of disarmament, see lessons 2-6



## 2.6 Food for Thought... Did you know?

The global **landmine** crisis is one of the most pervasive problems facing the world today. It is estimated that there are between 60 and 70 million landmines in the ground in at least 70 countries. Landmines maim or kill approximately 26,000 civilians every year, including 8,000 to 10,000 children. Those victims that survive endure a lifetime of physical, psychological, and economic hardship.  
*Source: [www.indypeace.org/press/N1kdSponsorInfo.doc](http://www.indypeace.org/press/N1kdSponsorInfo.doc)*

At the beginning of the new millennium, the world has some 30 000 **nuclear** weapons. That is more than enough to end life on Earth as we know it.  
*Source: UN Basic Disarmament Guide*

At least 16 billion units of military **ammunition** were produced in 2001 alone – more than two military bullets for every man, woman, and child on the planet *Source: Shattered Lives 19*

1/3 of countries **spend more on the military** than they do on health care services *Source: Shattered Lives 32*

An average of US \$22 billion a year is spend on **arms** by countries in Africa, Asia and the Middle East, and Latin America – a sum that would otherwise enable those countries to meet the Millennium Development Goals of achieving universal primary education as well as targets for reducing infant and maternal mortality *Source: Shattered Lives 34*

300 000 **children** are fighting as **soldiers** *Source: Shattered Lives 34*

An estimated 500 000 people die each year at the barrel of a **gun** – in war zones, as well as in peaceful cities and in their own homes. Countless more are wounded, physically or emotionally, through the use of these weapons  
*Source: Putting People First 5*

The town of Ypres in Belgium, where some half a million soldiers died in the first poison gas battle of the First World War, is living proof of the long term effects of **chemical weapons**. More than 80 years after the battle of Ypres, people there continue to sicken and die from the poisons.  
*Source: UN Basic Guide 21*

## 2.7 What are the implications of armament and proliferation?

Given the frightening statistics, it is clear that disarmament and non-proliferation of weapons is a necessary and worthy goal. Arms are a major threat to human security; they cause enormous physical injuries and psychological trauma, for both the aggressor and the victim. They can also pose huge environmental risks.

### **Glossary**

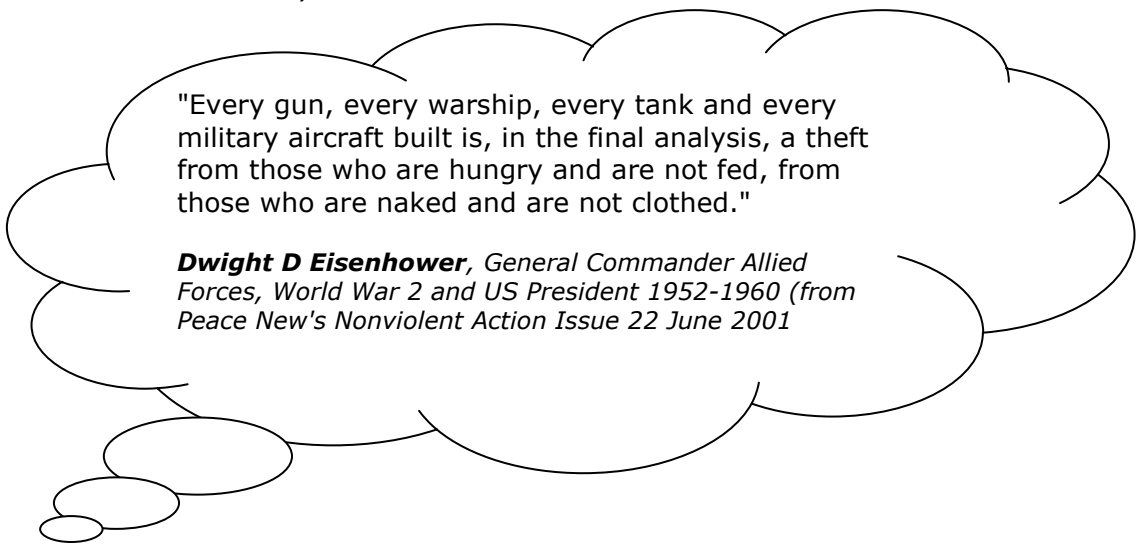
#### **Human Security**

freedom from pervasive threats to people's rights, safety or lives.

*Source: Project PloughShares*

Alongside the risks to individuals and the environment, there is an massive economic cost associated with armament. It is very expensive for nations to create and maintain these programs and to dismantle the supplies of arms left behind after a conflict ends. Another cost associated with armament is the need to rebuild nations destroyed by arms and in rehabilitating victims of violence.

A hidden cost associated with armament is the *opportunity cost*. The expenditure on these armaments redirects funds admirable goals such as economic progress and development. By spending an enormous amount on military actions, resources are not being allocated to more productive uses such as health, education, employment programs, and literacy. This is especially critical in developing countries where resources are a *scarcity*.



"Every gun, every warship, every tank and every military aircraft built is, in the final analysis, a theft from those who are hungry and are not fed, from those who are naked and are not clothed."

**Dwight D Eisenhower**, General Commander Allied Forces, World War 2 and US President 1952-1960 (from Peace New's Nonviolent Action Issue 22 June 2001)

Countries in Africa, Asia, the Middle East, and Latin America have spent an average of \$22 billion US a year on armament – a sum that would, otherwise, enable those countries to meet the Millennium Development Goals of achieving universal primary education as well as targets for reducing infant and maternal mortality.<sup>vi</sup>

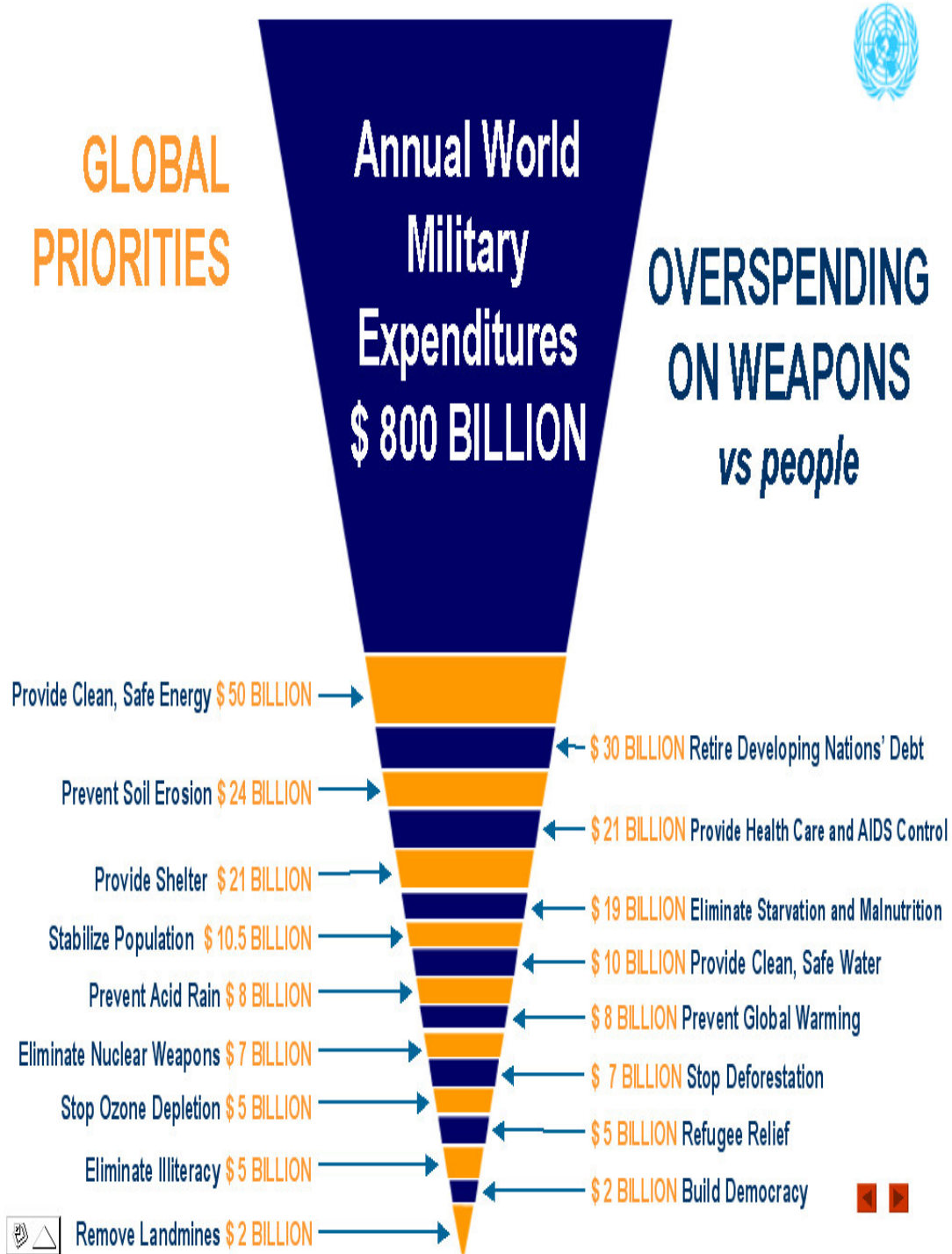
For a list of the eight UN Millennium Development Goals, visit the UNAC website. <http://www.un.org/millenniumgoals/> or UNA-Canada website [www.unac.org/](http://www.unac.org/)





### Discussion Question

What does this graph suggest to you? Does it surprise you? Why/why not?



## 2.8 Present Situation - Tackling the Problem

🍁 *What is Canada's position on Disarmament and Non-proliferation?*

Canada has been a strong supporter of nuclear, chemical, biological, and small arms disarmament. "We have worked to strengthen human security by focusing on the following issues: landmines, International Criminal Court, human rights, international humanitarian law, women and children in armed conflict, small arms proliferation, child soldiers and child labour".<sup>vii</sup>

According to Senator Doug Roche, "through scientific and diplomatic work, Canada has promoted verification techniques as an essential prerequisite to meaningful disarmament. Canada has done the spadework to enable the UN - *if there is ever political agreement* - to establish a rapid reaction force of 5,000 military and civilian personnel to be deployed by the Security Council to crisis areas. Canada was the chief promoter and organizer of the Anti-Personnel Land Mines Treaty, overcoming skeptics who said such a treaty could never be achieved. Canada removed its armed forces personnel from Europe soon after the end of the Cold War, despite NATO's displeasure. And Canada was a leading strategist in securing the indefinite extension of the *Non-Proliferation Treaty* in 1995.

All these measures have given Canada a well-earned international reputation. In fact, says Joseph S. Nye Jr., Dean of the John F. Kennedy School of Government at Harvard University, Canada frequently "punches above its weight." During the Cold War, Canada's location, alliance with the US, participation in NATO and peacekeeping operations added to its influence in Washington and other capitals. When former Foreign Minister Lloyd Axworthy started pushing a "soft power" agenda to put human security at the centre of global security issues, he got a lot of attention precisely because Canada is traditionally listened to and generally respected"<sup>viii</sup>.

For official information on Canada's disarmament policy, visit the following sites:

<http://www.disarmament.gc.ca>  
<http://www.desarmement.gc.ca>

### Discussion/Research Projects

1. Investigate to discover the disarmament projects that Canada is involved in.
2. Do you think Canada could be doing more? Is it an appropriate strategy to use the 'soft power' approach that Canada has used or should we be more aggressive in our efforts?
3. Do you think Canadians know a great deal about disarmament issues? How can they find out more? In which way can Canadians contribute to disarmament efforts?

To investigate Canada's disarmament projects, visit the following sites:

DFAIT - <http://www.dfait-maeci.gc.ca/arms/general-en.asp>  
DND - [http://www.forces.gc.ca/site/home\\_e.asp](http://www.forces.gc.ca/site/home_e.asp)  
[www.humansecurity.gc.ca](http://www.humansecurity.gc.ca)

## 2.9 Present Situation - Tackling the Problem –

 *How does the International community go about Disarmament?*

In the new globalized world, what happens in one country can easily affect what happens in other countries. In the case of disarmament, this is especially true because every country shares an interest in promoting national and global security. Disarmament is not just about local gun control. It is an international issue. The threats of chemical and biological weapons, nuclear warfare, landmines, and the increased use of arms in the world are every nation's problem. Similarly, the devastating effects are shared by all.

In the international community, nations rely on treaties or agreements to advance the goals of disarmament. Countries which are member states of the United Nations negotiate these treaties.<sup>2</sup> For a list of the current UN Member states, visit the following URL: <http://www.un.org/Overview/unmember.html>

### United Nations

"The United Nations officially came into existence on 24 October 1945, when the UN Charter had been ratified by a majority of the original 51 Member States. (otherwise known as the League of Nations)

#### The Aims of the United Nations

- To keep peace throughout the world.
- To develop friendly relations between nations. To work together to help people live better lives, to eliminate poverty, disease and illiteracy in the world, to stop environmental destruction and to encourage respect for each other's rights and freedoms.
- To be a centre for helping nations achieve these aims.

#### The Principles of the United Nations:

- All Member States have sovereign equality.
- All Member States must obey the Charter.
- Countries must try to settle their differences by peaceful means.
- Countries must avoid using force or threatening to use force. The UN may not interfere in the domestic affairs of any country.
- Countries should try to assist the United Nations.

There are currently 191 Members of the United Nations. They meet in the General Assembly, which is the closest thing to a world parliament. Each country, large or small, rich or poor, has a single vote, however, none of the decisions taken by the Assembly are **binding**. Nevertheless, the Assembly's decisions become resolutions that carry the weight of world governmental opinion".

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<sup>2</sup> For basic information on the structure of the UN, see the following website: <http://www.unac.org/learn>

## Disarmament and the United Nations

"The Charter of the UN includes a provision for disarmament. The General Assembly and the Security Council both have the responsibility to plan for disarmament. The UN advocates disarmament for two specific reasons:

- (a) To maintain world peace
- (b) To meet the more acute needs of humankind

Since its conception the UN has taken several steps for disarmament, which are listed as follows:

Year	Commission established/ Treaty signed	The Commission/ Treaty Agenda
1946	The Atomic Energy Commission	To ensure that atomic energy be used for peaceful purposes.
1947	The Commission for Conventional Armaments	To regulate and reduce through international inspection the production and use of armaments
1952	The UN Disarmament Commission. It replaced the earlier two commissions.	To ensure the balanced reduction of world wide arms
1959	Discussion on General and Complete Disarmament	To work for disarmament
1963	The Limited Test Ban Treaty between the US, the USSR and Britain with 105 other signatories	Ban on nuclear weapons tests in the atmosphere, in outer space and under water
1967	The Outer Space Treaty	Prohibition on the stationing of nuclear arms in space
1968	The Non-Proliferation Treaty between the US, the USSR and Britain and 87 other signatories	To limit the spread of nuclear weapons and promote disarmament
1972	The Strategic Arms Limitation Treaty (Phase I) between the US and USSR	To lessen the danger of nuclear destruction
1979	The Strategic Arms Limitation Treaty (Phase II) between the US and USSR	To impose restrictions on the nuclear arms race
1990	Treaty at Paris signed by the NATO and Warsaw Pact countries	To reduce arms
1991	The Strategic Arms Reduction Treaty (Phase I) between the US and USSR	To reduce their nuclear arsenals by about 30%

1993	The Strategic Arms Reduction Treaty (Phase II) between the US and USSR	To limit their nuclear stockpiles to what they were in the 1960s and 1970s
1997	Comprehensive Test Ban Treaty signed by one hundred and forty six nations on September 24, 1997.	The treaty urges its members not to carry out any nuclear weapons test explosion or any other nuclear explosion to prohibit or prevent any such nuclear explosion at any place within its jurisdiction or control. It also urges members to refrain from causing, encouraging or participating in nuclear explosions initiated by non-members as well. The member nations should be open to international verification of compliance regarding the implementation of its objectives. <sup>ix</sup>
1997	Ottawa Treaty	The Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction (the Ottawa Treaty), was opened for signature in December 1997 and entered into force on March 1, 1999; the most rapid ratification process of any major arms control treaty.

Table Reproduced From:

<http://www.pinkmonkey.com/studyguides/subjects/worldhis/chap17/w1717110.asp>



## Discussion/Research Questions

1. What is the basic purpose of the United Nations? Why was the League of Nations formed to begin with?
2. What are the major successes and challenges of the United Nations? What are some of the proposed solutions to these problems?
3. If disarmament negotiation takes place within the UN, what happens with Member States which are not members, or who refuse to negotiate?
4. What implication does being part of the UN have on state sovereignty? Do states give up their sovereignty by entering into global partnerships like the United Nations and NATO?
5. Can we have national security and international disarmament? Is that possible or are they mutually exclusive?
6. Why do international treaties work? Why not? What does it take to make a treaty successful? What incentives would make all these countries sign a treaty?
7. What role does verification play in international treaties?

## The Challenge of Negotiation in an International World

"The UN is made up of states, so actions by the UN depend on the will of Member States, to accept, fund or carry them out. This means countries must freely enter into disarmament agreements. Especially in matters of peacekeeping and international politics, it requires a complicated, often slow, process of consensus building that must take into account national sovereignty as well as global needs. Moreover, even when nations have entered into such agreements, there may be no procedures in place to ensure that individual states carry out the action that they have promised"<sup>x</sup>.

### **Glossary**

#### **Consensus Building**

general agreement; the judgment arrived at by most or all of those concerned

*Source: Oxford Dictionary*



### **Reflection Questions:**

1. What steps, other than physically disarming, must be taken to ensure a lasting commitment to disarmament?
2. Is there an alternative to the slow process of consensus building?
3. Is it possible to account for both national and global needs simultaneously?

Disarming individuals or nations of their weapons does not necessarily solve the problem. One must think back to the motivations underlying individuals and states arming in the first place. To fully disarm, one must also remove the other threats to people's rights, safety, and lives. This can include addressing the particular needs of women and children, increasing community safety, improving security and judicial institutions to prevent various threats and increasing training on human rights to empower people and break the cycle of violence. Essentially, what must be shown is that it's not necessary to have weapons to protect a person if we remove the threats that affect that person. This approach increases the long term success of disarmament initiatives since people never feel the need to re-acquire the weapons they gave up in the first place and those that didn't give up their weapons before, will no longer see the need to hang onto them.

### **Final Thoughts**

Even if disarmament were to fail, will the failure be as catastrophic to humanity as the continuation of the arms race?



## 3.1 Projects/Activities

- Create a collage with images/articles about armed conflict and possible solutions to such conflict.
- Choose a facet of disarmament. In groups, produce an awareness pamphlet/flyer for fellow students.

The pamphlet should contain the following information:

- a. A definition of the type of weapon/armament
  - b. A brief historical background of the invention and use of that weapon
  - c. Any related treaties, international agreements that have been signed
  - d. Shocking Statistics about the use and effect of the weapon in question
  - e. Involvement/Future Action that can be taken at the local/national level
  - f. Sources of more information
- Describe what it would be like to grow up in a world free from the fear of war and the effects of weapons?

### 3.2 Extension Activities

- Write a political official (e.g. your mayor, your MP) regarding Canada's policies on disarmament. Include suggestions for future actions required for disarmament and non-proliferation progress.
- Produce an educational documentary on a facet of disarmament
- In groups, prepare a case study on one facet of disarmament (landmines, small arms, CBW, nuclear) and present it/teach it to the class (*Suggestions: Students could use jig-saw, skit, play, role play*)
- Conduct a class debate on themes like Gun Control, Weapons in Space, the ABM missile shield

### 3.3. Youth Action

To gather ideas on how you can join the fight on disarmament, visit the Youth Action section on the UNAC website.

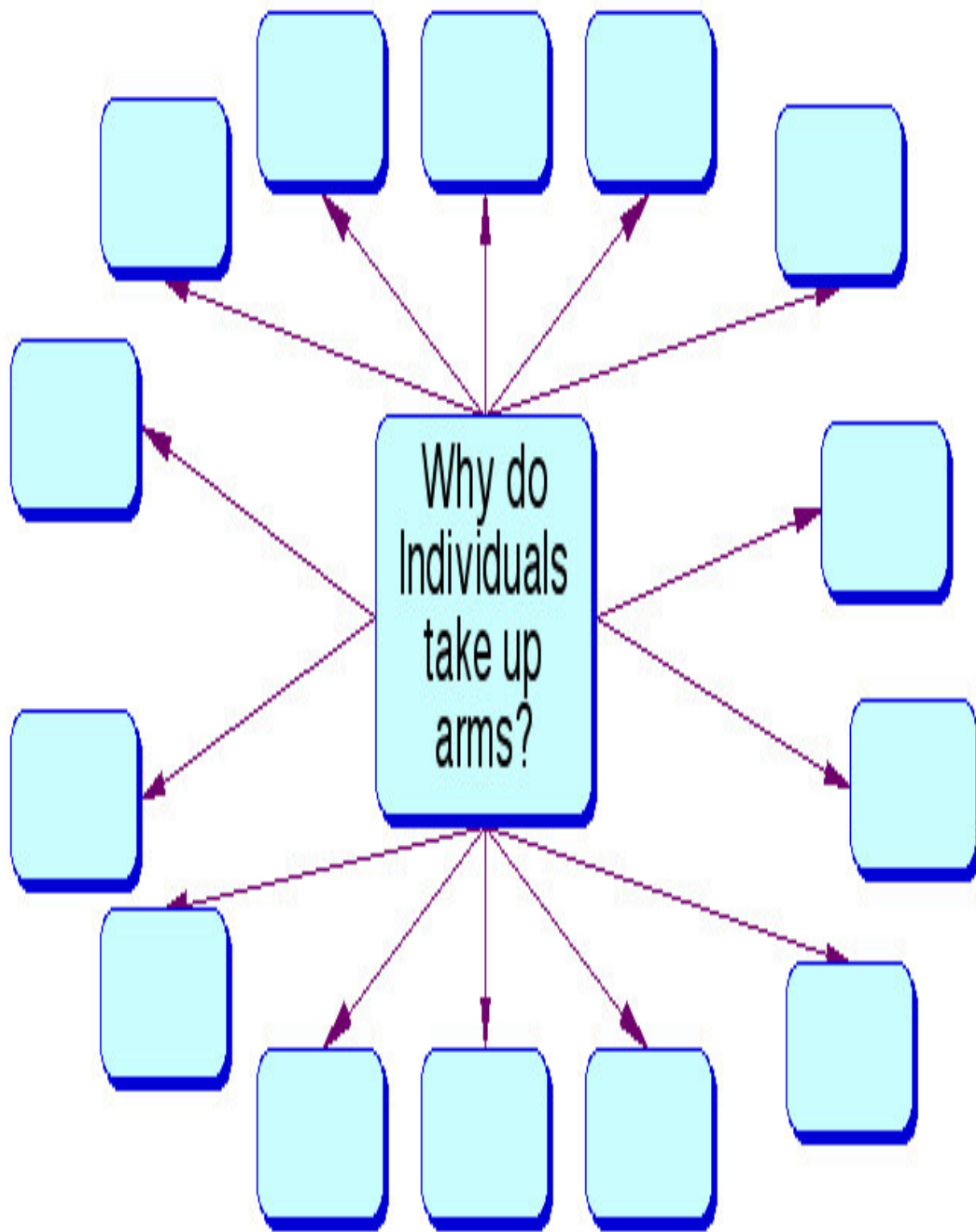
[www.unac.org/learn/wwwp](http://www.unac.org/learn/wwwp)



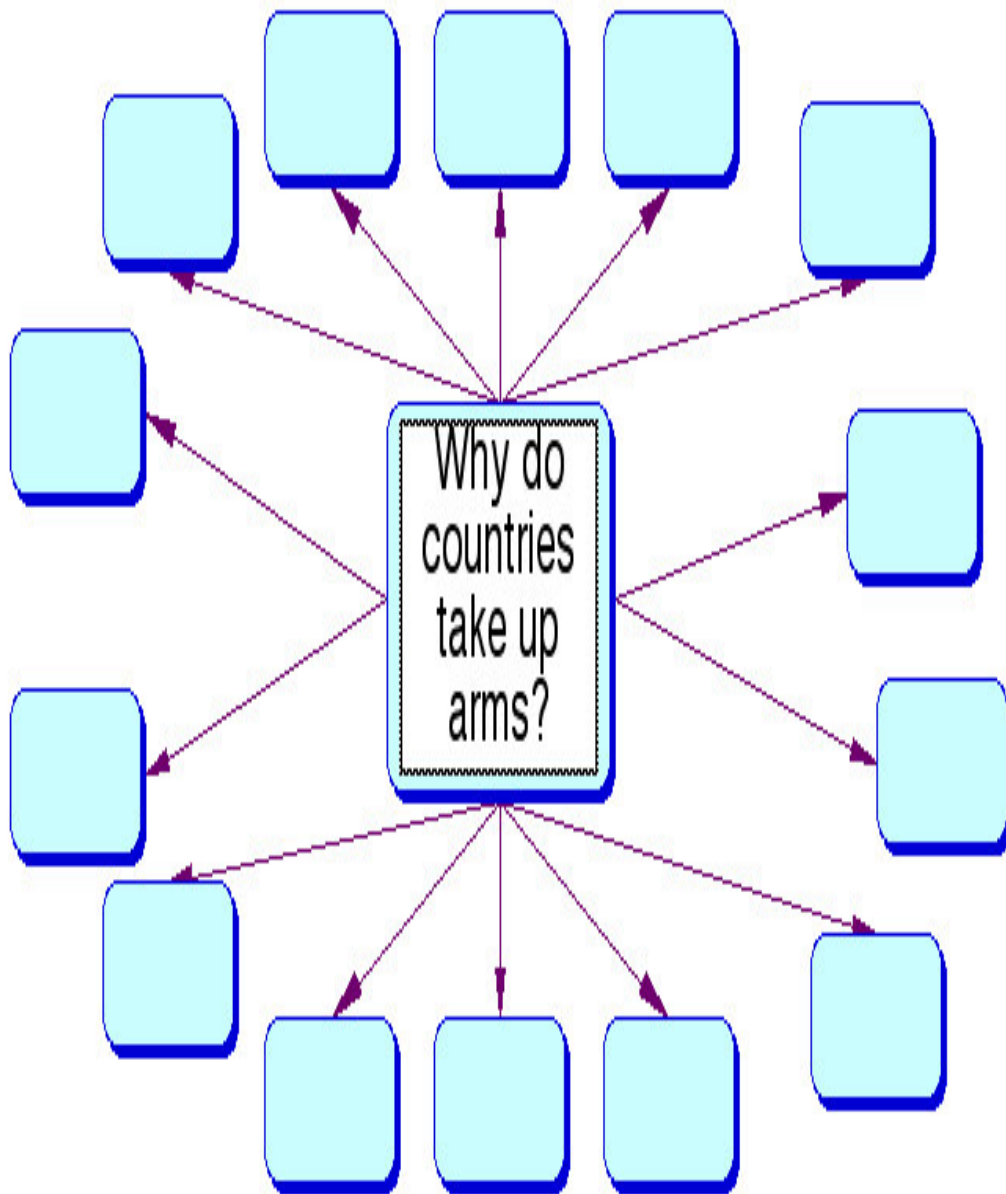
### Matching Exercise

Put the letter of the term in front of the correct definition

<b>A</b>	small arms		a bomb using the release of energy by fusion or fission
<b>B</b>	nuclear weapons		an explosive weapon laid in the ground
<b>C</b>	biological weapons		a weapon that releases toxic or noxious substances
<b>D</b>	landmines		a weapon that releases toxins or microorganisms
<b>E</b>	chemical weapons		weapons an individual can carry (ranging from AK 47s to light missiles)



**BLM 1**



**BLM 2**

## **Resources**

Disarmament and Non Proliferation Education Site

<http://disarmament.un.org:8080/DNPE.nsf>

Disarmament and International Security (pdf)

[www.worldmun.org/2005/archives/02/disarm.pdf](http://www.worldmun.org/2005/archives/02/disarm.pdf)

Education Resource Guide

<http://cnsdl.miiis.edu/cnsedr/results.asp?keyword1=History>

Hague Appeal for Peace

<http://www.haguepeace.org/index.php>

Laurier Institute for Military Strategic and Disarmament Studies

<http://info.wlu.ca/~wwwmsds/>

United Nations Institute for Disarmament Research

<http://www.unidir.org/html/en/home.html>

UN Basic Disarmament Guide (pdf)

<http://disarmament.un.org:8080/education/>

United Nations Department for Disarmament Affairs

<http://disarmament2.un.org/>

UN Disarmament Calendar

[http://www.un.org/partners/civil\\_society/calendar/c-disarm.htm](http://www.un.org/partners/civil_society/calendar/c-disarm.htm)

## **NGOS**

NGO Community on Disarmament, Security and Peace

<http://disarm.igc.org/newhome.htm>

## **Multimedia**

PowerPoint Presentations on Disarmament

<http://disarmament.un.org:8080/education/>

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## Endnotes

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<http://www.thefreedictionary.com/Chemical%20weapon>

<sup>1</sup> [http://abcnews.go.com/sections/living/DailyNews/wtc\\_bioweapons.html](http://abcnews.go.com/sections/living/DailyNews/wtc_bioweapons.html)

<sup>1</sup> Oxford Dictionary

<sup>1</sup> Source - [http://www.canadainternational.gc.ca/Non-Proliferation\\_Arms\\_Control\\_and\\_Disarmament-en.asp](http://www.canadainternational.gc.ca/Non-Proliferation_Arms_Control_and_Disarmament-en.asp)

<sup>1</sup> <http://www.thefreedictionary.com/nuclear%20weapon>

<sup>1</sup> (Shattered Lives 34)

<sup>1</sup> <http://www.acronym.org.uk/53roche.htm>

<sup>1</sup> <http://www.acronym.org.uk/dd/dd53/53roche.htm>

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<http://www.pinkmonkey.com/studyguides/subjects/worldhis/chap17/w1717110.asp>

<sup>1</sup> <http://cyberschoolbus.un.org/unintro/unintro.asp>

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<sup>iv</sup> Source - [http://www.canadainternational.gc.ca/Non-Proliferation\\_Arms\\_Control\\_and\\_Disarmament-en.asp](http://www.canadainternational.gc.ca/Non-Proliferation_Arms_Control_and_Disarmament-en.asp)

<sup>v</sup> <http://www.thefreedictionary.com/nuclear%20weapon>

<sup>vi</sup> (Shattered Lives 34)

<sup>vii</sup> <http://www.acronym.org.uk/53roche.htm>

<sup>viii</sup> <http://www.acronym.org.uk/dd/dd53/53roche.htm>

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<http://www.pinkmonkey.com/studyguides/subjects/worldhis/chap17/w1717110.asp>

<sup>x</sup> <http://cyberschoolbus.un.org/unintro/unintro.asp>

## Sources: Glossary Box on Page 7

Amnesty International and Oxfam International. Shattered Lives: The Case for International Arms Control. Hackney, Colibri Press Ltd., 2003.

Centre for Humanitarian Dialogue. Putting People First Human Security Perspectives on Small Arms Availability and Misuse. New York: Ocean Printing Company, 2003. 28.

UN Basic Disarmament Guide

<http://disarmament.un.org:8080/ddapublications/guide.pdf>