



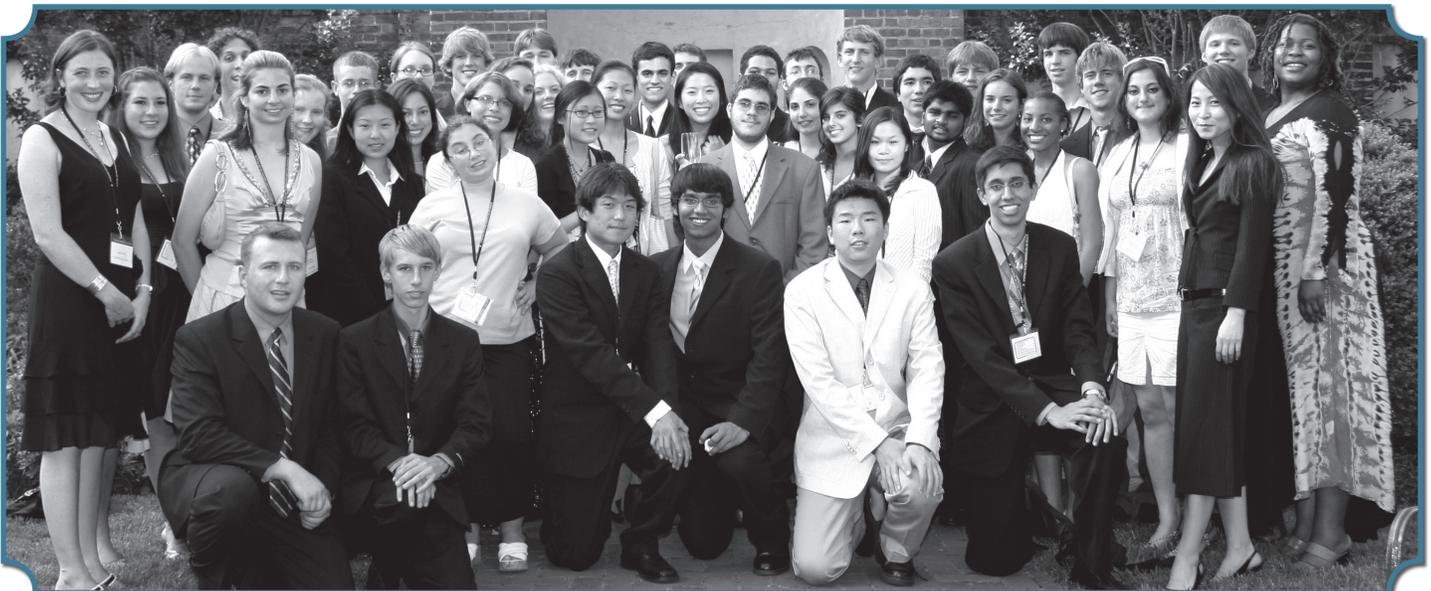
NATIONAL PEACE ESSAY CONTEST 2007-2008

Natural Resources and Conflict

SCHOLARSHIP COMPETITION FOR HIGH SCHOOL STUDENTS

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INTRODUCTION

The international system has witnessed dramatic changes in the recent past. Developments around the globe and at home challenge us to rethink the role of the United States in the international community. What is our nation's place in this increasingly complex global picture? How do we best promote respect for human rights and the growth of freedom and justice? What can we do to nurture and preserve international security and world peace?

The United States depends on knowledgeable and thoughtful students—the next generation of leaders—to build peace with freedom and justice among nations and peoples. In the belief that questions about peace, justice, freedom, and security are vital to civic education, the United States Institute of Peace established the National Peace Essay Contest to expand educational opportunities for young Americans.

The National Peace Essay Contest:

- ▶ promotes serious discussion among high school students, teachers, and national leaders about international peace and conflict resolution today and in the future;
- ▶ complements existing curricula and other scholastic activities;
- ▶ strengthens students' research, writing, and reasoning skills;
- ▶ meets National Content Standards.

WHAT DO ESSAY CONTEST WINNERS RECEIVE?

College Scholarships

State level selection categories include the fifty U.S. states, Washington, D.C., U.S. Territories, and American students abroad. First place state level winners compete for national awards.

1 National award, first place: \$10,000*

1 National award, second place: \$5,000*

1 National award, third place: \$2,500*

(*national awards include state award amounts)

53 State awards, first place: \$1,000 each

Invitation to the Awards Program in Washington, D.C.

First-place state winners are invited to Washington for the awards program. **The Institute pays for expenses related to the program, including travel, lodging, meals and entertainment.** This unique five-day program promotes an understanding of the nature and process of international peacemaking by focusing on a region and/or theme related to the current essay topic. Program activities have included:

- ▶ taking part in a simulation exercise in which students assume roles of national and international leaders; examining issues; addressing crises, and then formulating and proposing solutions;
- ▶ meeting with U.S. government officials and political leaders;
- ▶ participating in briefings by highly-regarded practitioners and foreign government officials;
- ▶ visiting historical and cultural sites; attending a musical or play;
- ▶ sampling international cuisines from some of Washington's most interesting ethnic restaurants.

WHEN IS THE DEADLINE?

Entries must be postmarked by February 1, 2008.

WHAT DOES THE INSTITUTE PROVIDE TO HELP STUDENTS AND TEACHERS PARTICIPATE?

This guidebook contains, in addition to the requirements, last year's national winner's essay as a sample. Also, we have created a study guide for teachers and students.



NATIONAL PEACE ESSAY CONTEST 2007-2008 TOPIC AND QUESTION

Natural Resources and Conflict

The United Nations Education, Scientific and Cultural Organization (UNESCO) defines natural resources as “materials that occur in nature and are essential or useful to humans.” This includes, for instance, oil, gas, metals, gemstones, water, and wildlife. Most communities, from small towns to large countries, experience disagreement over the use of natural resources. These conflicts are usually manageable but sometimes they break out in violence. Competition over the control of oil production has helped fan the violence among the Kurds, Sunnis, and Shiites in Iraq, for instance. In other cases, the parties to a dispute have used natural resources to sustain the conflict. In Angola, the government used oil revenues to fund its side of the civil war while rebels used diamond sales to fund their efforts. On the other hand, natural resources can also be a means to bring parties together. Among the most successful examples of cooperation in the Middle East are the water-sharing agreements between Israel and Jordan. In another example, land contested between Peru and Ecuador has been turned into a peace park to commemorate the end of the fighting.

As countries emerge from conflict, they frequently must make important decisions about the future of natural resource development in order to create a sustainable peace. Who owns the natural resources and who has the ability and the right to develop them? Who should benefit from their development? How should the revenue that these resources bring be fairly shared? This task is often complicated by the fact that control of natural resources sometimes lies at the heart of the conflict. If the conflict is international, issues of sovereignty and national pride can further confound the task of post-conflict peacebuilding.

In a 1500-word essay, state what you believe are the necessary elements for the development of fair, peaceful, or effective use of natural resources after a conflict. Analyze two case studies that illustrate your arguments by selecting two foreign conflicts in which natural resources have played a part. Of the two foreign conflict situations, at least one must have begun in or after 1990.

- Describe the role natural resources played in each conflict.
- Explain how the issues of natural resources were resolved or attempted to be resolved in the settling of each conflict.
 - What are the similarities and differences between the two cases you have chosen?
 - Was one settlement more successful than the other? Why?
- Based on your analysis, give your recommendations for how countries coming out of conflict can resolve issues around natural resources in order to build a lasting peace, and how the international community can help in that effort.





Senator Patty Murray (D-WA) with Washington's winner Kona Shen

You may download the study guide www.usip.org/npec/sg08.pdf as well as this guidebook www.usip.org/npec/gb08.pdf. You may also request additional copies of the materials through our Web site, www.usip.org/ed/contactus/ordermaterials.php or by emailing essaycontest@usip.org.

WHO IS ELIGIBLE?

Students are eligible to participate if they are in grades nine through twelve in any of the fifty states, the District of Columbia, the U.S. territories, or if they are U.S. citizens attending high school overseas. Students may be attending a public, private, or parochial school correspondence program. Entries from home-schooled students are also accepted. Previous first-place state winners and immediate relatives of directors or staff of the Institute are not eligible to participate. **Previous honorable mentions are eligible to enter.**

We encourage students of all backgrounds and ability to participate in the contest.

Students must have a contest coordinator who can review the essays and act as the key contact between participants and the Institute. It is to the student's advantage to have a coordinator review the essay to make sure it is complete, has all the necessary forms, is free from typographical and grammatical errors, and addresses the topic. See the next section for further information about the contest coordinator.

INFORMATION ABOUT THE CONTEST COORDINATOR

The contest coordinator is the key contact between students and the United States Institute of Peace. The coordinator may be selected by the student and can be any adult—teacher, parent, youth leader, etc. Coordinators do not need to contact the Institute prior to submitting essays.

In schools and organizations, the coordinator:

- ▶ Oversees the selection process for essays submitted to the contest;
- ▶ Ensures that essays are conceived and written by students and represent the students' own thoughts;
- ▶ Reviews the essays to ensure that they follow the guidelines, and to check for grammatical and typographical errors;
- ▶ Signs each student registration form to certify compliance with the rules;
- ▶ Registers online as a coordinator (see page 6) and submits one copy of the completed and signed coordinator registration form along with four collated copies of each student's essay accompanied by a copy of the student registration form.

HOW WILL YOUR ESSAY BE JUDGED?

Essays are sent to state-level judges—qualified experts selected by the Institute who evaluate the essays according to the criteria described below. National winners are selected from among the first-place state essays by the Institute's board of directors. The decisions of the judges are final. The Institute reserves the right to present no awards at the state and national levels, or to reduce the number of awards if an insufficient number of deserving entries is received. **Participants are notified in May of their essay's status.** Students and coordinators should not contact the Institute for information about the status of the essays.

An excellent essay uses well-researched ideas and facts to hold together logical and compelling argument(s) and presents thoughtful solution(s) to the problem. It also reflects a student's ability to organize complex facts and ideas, bring in their own interesting perspectives and ideas to the analysis and recommendation(s), and pay attention to writing style and mechanics (grammar, syntax, punctuation).



WHAT ARE THE ESSAY REQUIREMENTS?

For the purpose of the National Peace Essay Contest, an essay is a three-part paper that lays out and develops a position in response to the essay contest question. Researching the topic to gain a greater knowledge about critical issues raised in the question and to find examples that support your points is crucial. However, the essay should be more than a research paper, a narrative description of events, or a statement of opinion.

Your essay should have the following structure.

Introduction: Introduce the subject and **state your thesis**. The objective is to demonstrate that you understand the essay contest question and have formed a response to it.

Body: Develop your arguments and assertions using research and analysis. The process of analysis may include comparing and contrasting, differentiating among several ideas or events, critiquing a variety of perspectives, interpreting results, or drawing inferences.

Be sure to identify the sources of your information or ideas using a standard citation method.

Conclusion: Summarize the research and analysis presented in the essay and set forth your conclusions. Drawing on ideas already presented, you should demonstrate that your conclusions support the thesis you put forward in the opening paragraphs. Your aim is to convince the reader that your thesis, facts, and analysis are reasonable and valid.

Credit the Sources of Information and Ideas: Use a standardized method and style such as MLA or APA to consistently give credit to the sources of the ideas and information used in your essay. Use **in-text citations, footnotes, or endnotes** to give credit to the sources of your information or ideas. Also include a **bibliography or a references list** to list the works that you have cited in your essay or have consulted in order to write your essay.

Essays that use a variety of sources—academic journals, news magazines, newspapers, books, government documents, publications from research organizations—fare better in the contest. **General encyclopedias are not acceptable as sources.** Essays citing encyclopedias

in notes or bibliography may be disqualified. **The Internet or World Wide Web should not be the only source for your essay.** When citing Internet sources, you may include the following information: author(s), title of work, Internet address, and date information was accessed.

Your essay must:

- Address all parts of this year's contest question in English. Essays on previous year's or other topics will be disqualified;
- **NOT** have your name, teacher's name, or school name anywhere on the essay;
- Be typed, double-spaced, on one side of white 8 ½ by 11 inch (letter size) paper with left and right margins at 1 ¼ inches each. Font must be no smaller than 12 point Times or similarly sized font;
- Have a title and page numbers;
- Have no more than 1,500 words (approximately five pages). The word count limit includes all words in the text but does not include the bibliography and notes;
- Follow accepted standards regarding attribution of quotations, arguments, and ideas of others;
- Include standardized citations and a bibliography with Internet sources listed separately.

You must submit:

- Four stapled, legible, collated copies of your essay, along with the completed registration form, to your contest coordinator well in advance of the February 1, 2008 postmark deadline. If you registered online, include the essay ID number found on your registration form at the top right corner of the first page of each of the four copies. Attach one copy of your student registration form to the top of the first essay copy. Your coordinator will submit your essay entry packet to the Institute with the coordinator registration form.
- The student registration form must be signed by the student and the coordinator.
- The word count section of the registration form must be filled out with an **exact number**.
- A coordinator form must accompany the student's entry.



DIRECTIONS FOR ENTERING THE CONTEST:

! To expedite the winner selection process, we ask that you complete your registration form online.

Student:

- Let your coordinator (see page 4) know about your intention to enter the contest. If your coordinator is not from your school and does not belong to an organization or a club, give your school name and address to your coordinator.
- Follow the essay guidelines carefully to write your essay. When the final draft is ready, ask your coordinator to review it to make sure you have followed all the guidelines and directions.
- Go over the list at the bottom of this page to make sure you have all the information you will need to register your entry through our Web site. Online registration is mandatory for students and coordinators. (See below: Note About Internet Access)
- Get your coordinator's ID number. (If your coordinator has not registered, show your coordinator the coordinator section of this page.)
- Go to www.usip.org/npec/register. Follow directions to fill out the student registration form.
- After submitting your information, print out two copies of the registration form. Send one copy to us, and keep one for your records.
- Include at the top right corner of the first page of your essays the registration number found on your registration form. If you have already printed out your essay and made copies, write it by hand.
- Look over the Checklist on page 7.
- When your essay is ready, give one signed copy of your student registration form and four stapled copies of your essay to your coordinator.
- Be sure to keep a copy of the essay and registration form.

! You will need to have the following information on hand when you go online to register:

If you're a STUDENT

- Essay title
- Exact word count
- Student name, address, home phone, e-mail
- Grade in school, anticipated graduation date, gender
- Coordinator registration ID and name
- School name and address

Note About Internet Access:

If the coordinator and the student(s) do not have easy access to the Internet, the registration forms on page 8 and 9 of this guidebook may be used. You may ignore the instructions regarding the contest coordinator ID number and/or essay ID number if this is the case. We will process the registration forms and essays without any penalty or prejudice.

Coordinator: (see page 4)

- Before students begin to write their essays, and after students have their essays ready, review the Essay Submission Checklist (on page 7) with students.
- Go over the list at the bottom of this page to make sure you have all the information needed to register online. Online registration is mandatory for coordinators and students unless Internet access is not possible (See Note About Internet Access below).
- Go to www.usip.org/npec/register to register as a coordinator.
- Follow directions online to fill out the coordinator registration form. Print out a copy of the registration form to include with the student entries. If you find errors or would like to update the information after printing the form, make the change by hand and put your initials next to each change. Keep a copy of the form for your records.
- Give your students your coordinator ID number listed on the coordinator registration form. The students need this information to fill out their student registration form online.
- Collect the student registration forms along with the essays. Sign each student's registration form to certify that the essay is the student's work.

! You will need to have the following information on hand when you go online to register:

If you're a COORDINATOR

- Coordinator name, address, phone, e-mail
- Student's school address if different from the coordinator's affiliation
- Information on how you heard about the contest, how you received contest guidebook and/or study guide, and whether you used the study guide
- Number of students who participated by writing an essay
- Number of essays submitted this year
- If a teacher: subjects taught, grade levels taught

ESSAY SUBMISSION CHECKLIST

- Have you made sure that your name, school, or city do not appear anywhere on the essay manuscript?
- Is your essay no more than 1,500 words long?
- Have you filled in the word-count section on the application form?
- Is your essay written in English?
- Does your essay address all parts of the contest topic?
- Have you given your essay a title?
- Have you scrupulously followed accepted standards regarding attribution of quotations, arguments, and ideas of others?
- Does your essay have standardized citations and a bibliography?
- Are your Internet sources listed separately from your other sources?
- Is your essay typed, double-spaced, with left and right margins set at 1 ¼ inches, on one side of white 8 ½ by 11 inch paper? (Please do not put essays in binders.)
- Have you numbered the pages of your essay?
- Has your contest coordinator completed the Coordinator Registration Form?
- Have you filled out, printed out, and signed the Student Registration Form? (Read the pledge carefully. In signing it, you certify that the essay is your own work.)
- Has your contest coordinator signed your student registration form?
- Have you made four legible, collated copies of your essay, including the bibliography?
- Have you stapled each copy of your essay?
- Have you attached your student registration form to the top copy of your four essays?
- Have you made a copy of your essay and the student registration form to keep for your own records?

Four copies of each essay must be submitted with the student registration form or the essay will not be forwarded for judging. The Institute will not be responsible for entries arriving after the judging process begins due to mail delivery problems and errors resulting from hand-written documents and registration forms that are incorrectly filled out. Essay submissions must be **postmarked no later than February 1, 2008**.

For more information:

Phone: (202)429-3854

Fax: (202)429-6063

E-mail: essaycontest@usip.org

Web: www.usip.org/npec

Mail the essays and registration forms to:

United States Institute of Peace
National Peace Essay Contest
1200 17th Street NW, Suite 200
Washington, DC 20036-3011

UNITED STATES INSTITUTE OF PEACE

www.usip.org

The United States Institute of Peace is an independent, non-partisan institution established and funded by Congress. Its goals are to help prevent and resolve violent conflicts, promote post-conflict peacebuilding, and increase conflict-management tools, capacity, and intellectual capital worldwide. The Institute does this by empowering others with knowledge, skills, and resources, as well as by its direct involvement in conflict zones around the globe.

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For additional help writing your essay, use our online study guide: www.usip.org/npec/08sg.html.



Please register online. Use this form only if the Internet is not easily available.

USIP USE ONLY		
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2007-2008 STUDENT REGISTRATION FORM

(Type or print in black ink.)

ALL INFORMATION IS REQUIRED. INCORRECT, INCOMPLETE, OR ILLEGIBLE FORMS MAY LEAD TO DISQUALIFICATION.

Student Information

Essay Title _____

Name _____
First M.I. Last Suffix

Home Address _____

City _____ State _____ Zip Code _____ Country _____

Grade in School _____ Anticipated Graduation Date _____

Gender M F Citizenship _____
(Students living outside the United States must be U.S. citizens to be eligible for the National Peace Essay Contest.)

Home Telephone Number (_____) _____

E-mail Address _____

How many words (counting articles and quotations) are in your essay? _____

Did you share your essay with others? _____ If so, how? _____

(Was it published in a school newspaper, posted on a bulletin board, discussed in your youth group?)
Note: Publication or sharing of essays is not required.

How did you hear about the contest? _____

School Information

Name of School _____

Mailing Address _____

City _____ State _____ Zip Code _____ Country _____

Coordination Information

Coordinator Name _____

Coordinator ID number (if coordinator registered online) _____

Mailing Address (if different from school information) _____

Certification Information

I pledge that this essay is my own work. I agree to abide by all guidelines and requirements of the National Peace Essay Contest. I understand that my essay will not be returned and will become the property of the United States Institute of Peace to use at its discretion.

Signature of Student _____ Date _____

I have reviewed this essay and found that it meets the requirements of the National Peace Essay Contest. To the best of my knowledge, this essay is this student's own work.

Signature of Contest Coordinator _____ Date _____

(FORMS MAY BE PHOTOCOPIED.)



Please register online. Use this form only if the Internet is not easily available.

2007-2008 COORDINATOR REGISTRATION FORM

(Type or print in black ink.)

Coordinator Name (Please circle) Dr. Ms. Mr.

First	M.I.	Last	Suffix
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Relationship to student: Teacher Parent Club Sponsor Other _____

Name of School or Organization _____

Mailing Address _____

City _____ State _____ Zip Code _____ Country _____

Telephone (_____) _____ Best time of day to reach you _____

E-mail _____

Subjects Taught _____

Grade Levels Taught _____

How many times have you participated in the contest, including this year? _____

How did you learn about the National Peace Essay Contest? _____

How did you obtain contest guidebook? downloaded PDF Mail Other:

Did you use the NPEC Study Guide? Yes No

How did you use it? _____

Would you like to receive materials for next year's contest? Yes No

Check one demographic description that best fits the student's school: _____

Urban Urban-suburban (suburb of large metropolitan area)

Rural-suburban (suburb of medium to small city) Rural

Participation Information

Total number of your students participating in writing an essay this year _____

Total number of essays submitted this year _____

If the essays were prepared for a class or extra-credit assignment, please provide the name of the class in which the assignment was given. If the essays were for a club activity, provide the name of the club and its purpose.

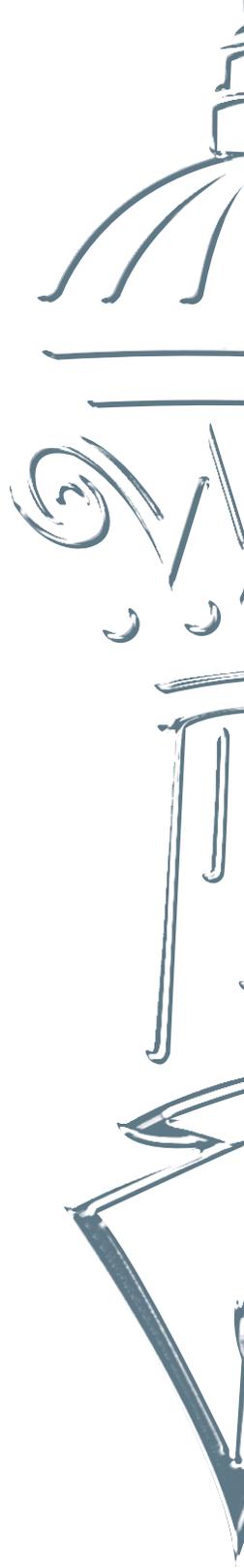
General Class Assignment _____

Extra-Credit Assignment _____

Club Activity _____

Please use the space below to provide the Institute with any additional information about how you used the essay topic with your students, club, or group.

(FORMS MAY BE PHOTOCOPIED.)



Defusing Nuclear Tensions Through Internationally Supported Bilateral Collaborations

Since the dawn of the nuclear age and the subsequent onset of the Cold War, tense arms races have swept the world, threatening global security. Many nations, however, have recognized the danger of global proliferation and chosen to dismantle their nuclear programs.¹ While countries such as Brazil and Argentina have dismantled their programs rapidly and successfully, other nuclear states—such as India and Pakistan—have been unable to defuse their strained relations and remain nuclear competitors. These two situations reveal that disarmament is most successful when the international community supports—rather than interferes with—bilateral collaboration and, most importantly, when the decision to disarm is primarily autonomous and self-motivated.

Though the strained relations between Brazil and Argentina peaked in the late 1970s, the “rivalry and subtle tensions between the two countries can be traced back to colonial days.”² As Brazil gained international recognition in the 20th century, Argentina accelerated its nuclear program in an effort to check its rival’s burgeoning power. Argentina’s nuclear program advanced quickly and “by the early 1980s was thought to be about five years ahead of Brazil in having the capability to produce material suitable for a nuclear weapon.”³ Recognizing Argentina as a viable threat, Brazil consequently increased its nuclear capabilities; the nationalism and rivalry between the two Latin nations had become an essential part of the countries’ nuclear arsenals.

The world supported the nuclear programs of Brazil and Argentina by providing supplies and assistance. In the 1940s, Brazil’s nuclear program was advanced when the United States agreed to give Brazil technological information on nuclear arms in exchange for mining rights.⁴ By the mid-1950s the United States “retained ultimate control over the processes” of Brazil’s “Atoms for Peace” program and oversaw its extraction of uranium. It wasn’t until 1975 that Brazil would boldly assert its autonomy by announcing it would henceforth receive its nuclear technology from West Germany, not the United States.⁵

As a result of Brazil’s 1973 petroleum crisis, Ernesto Geisel, the newly elected president, began to redirect the country’s nuclear program to address its energy needs.⁶ It was “with the arrival of democratically elected regimes in the 1980s...that significant progress toward cooperation began to be made⁷ as these programs were accelerated. In Argentina, President Raul Alfonsin handed over the country’s nuclear program to civilian control and introduced legislation “to legally prohibit development of nuclear weapons.” By choosing to disengage from the arms race in order to address internal problems—a choice supported by civilians in both countries—Brazil and Argentina were at last able to pursue disarmament.⁸

In 1980, the historic Brazilian-Argentine Agreement on the Peaceful Use of Nuclear Energy established “technical cooperation and coordination of civilian nuclear policy.”⁹ A string of treaties followed, which emphasized the importance of mutual transparency between the two countries’ nuclear programs and allowed the two countries to inspect each other’s nuclear power plants—even those to which the International Atomic Energy Agency did not have access.¹⁰ By the end of the 1990s, both Brazil and Argentina had ratified the Treaty of Tlatelolco, which created the Latin American Nuclear Weapons Free Zone, and the Nuclear Non-Proliferation Treaty. At last, they had concluded a “series of agreements that defused the nuclear rivalry between the two countries and committed both to exclusively peaceful use of nuclear technology.”¹¹

Across the world, in South Asia, India and Pakistan have been involved in a nuclear arms race that has outlasted the Cold War. The rivalry between these two countries dates back to their partition in 1947, and their conflicts have been more volatile and their negotiations less flexible than those of Brazil and Argentina.¹² Throughout the 20th century, both India and Pakistan were manipulated by the international community, and neither country has achieved independence from manipulative pressures in order to successfully disarm and achieve peace in the region.

India’s motivation to develop nuclear weapons stemmed from its wish to protect itself from bordering countries, as well as its desire to assert itself as a major world power. Since the mid-1950s, India has been threatened by its neighbors Pakistan and China. China detonated its first nuclear bomb in October 1964, and—not coincidentally—India was the next country to follow, in May 1974. Pakistan began developing a nuclear bomb in 1972 in order to compete with and protect itself from India’s military capabilities. In the years that followed, tensions escalated, and by the 1980s, the two countries were competing in an arms race that created widespread fear of nuclear Armageddon. These fears seemed justified when, in 1998, India detonated “a peaceful nuclear device” underground and Pakistan reacted quickly, detonating its own underground nuclear bombs just months later.¹³

Up until the 1990s, the United States chose to support Pakistan while the USSR allied with India, demonstrating how relentlessly Cold War politics exacerbated the situation.¹⁴ China contributed to the problem by providing Pakistan with supplies for its nuclear program and arming the other countries that border India.¹⁵ During this time, not only did powerful nations not actively support nonproliferation between India and Pakistan, they worsened it by manipulating the situation for their own purposes.



Unlike South Asia, South America was not considered a crucial region by either the Americans or the Soviets.¹⁶ In retrospect, it is clear that this was a key reason why Brazil and Argentina never reached the level of political and nuclear tension that India and Pakistan currently sustain. Unlike India and Pakistan, countries in Latin America were never deliberately pitted against each other in order to provide another country an advantage.

Since the conclusion of the Cold War, the goals of the international community have shifted, and the disarmament of India and Pakistan has become a priority.¹⁷ However, the process has been frustratingly slow, largely due to a lack of stability within both countries, as well as the unwillingness—especially on India's part—to risk vulnerability in the peace process. Because of the sensitive history of conflict between the two nations, they are intensely defensive when dealing with one another, unlike Brazil and Argentina, who were significantly more willing to resolve their differences.

In recent years, tensions between India and Pakistan have eased slightly, creating opportunities to de-escalate the situation. Pakistan has approached India with proposals to create a nuclear-free zone in South Asia, to disarm and sign the Non-Proliferation Treaty, and to participate in regional conferences on non-proliferation. However, threatened by China's aggressive nuclear program, India has declined. The only progress that has been made includes a "no first use" agreement and an agreement to support the Comprehensive Test Ban Treaty, which, though encouraging, is not enough to lead to disarmament.¹⁸

As long as India continues to feel threatened by China, it seems unlikely that an agreement will be reached with Pakistan. Even now, India is suspected of developing nuclear missiles that could reach China's industrial heartland, and Pakistan is known to possess weapons that could reach Madras, on the southeastern coast of India.¹⁹ Though India still considers nuclear weapons to be a "cost-effective political counter to China's nuclear program,"²⁰ it has suggested that it is open to signing a revised version of the Nuclear Nonproliferation Treaty, one that requires the five declared nuclear states to decrease their arsenals.²¹

The controversy over the nuclear states' arsenals provides the five states with an opportunity to increase non-proliferation efforts by leading through example. It is the duty of these states to demonstrate the feasibility of disarmament by downsizing their own nuclear programs. The United States alone still has 10,000 warheads and is planning to rebuild nuclear manufacturing plants that have been closed since the end of the Cold War.²² Neither policy supports non-proliferation.

Countries that have disarmed successfully, such as Brazil and Argentina, are also powerful advocates for nonproliferation because they are able to demonstrate that nuclear arms are not an essential part of national security. Furthermore, all countries must refrain from undermining international treaties by demanding special privileges. The double standards that such nations as the United States cling to create distrust among all members of the international community and destabilize non-proliferation efforts.²³

As the disarmament movement continues to work towards international non-proliferation, it will be necessary to establish conditions in which nuclear states will be able to reach peaceful agreements. As Brazil and Argentina demonstrated, it is necessary for the autonomy of the nations involved to be supported. As the world considers how to resolve the conflict between India and Pakistan, it must realize that neither bilateral agreements nor international treaties will suffice without the other. Countries must actively strengthen the treaties by improving their own nuclear policies and reducing their own nuclear arsenals. It is only with the complete cooperation of all nations that our society will be able to progress towards complete nonproliferation, resulting in an increased level of global security that will benefit all members of the international community.

Endnotes

1. Graham Jr., Thomas. *Disarmament Sketches: Three Decades of Arms Control and International Law*. Seattle: University of Washington Press, 2002, p. 313-34.

2. Selcher, Wayne A. "Brazilian-Argentine Relations in the 1980s: From Wary Rivalry to Friendly Competition." *Journal of Interamerican Studies and World Affairs*. 1985: 25-53. JSTOR. The Northwest School, Library, Seattle. 25 January 2006 www.jstor.org/search.

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