

PREP REPORT



Teaching
International Humanitarian Law
at U.S. Law Schools

The producers of this publication – Hadar Harris at the American University Washington College of Law (WCL) and Liz Demarest at the International Committee of the Red Cross, Regional Delegation to the United States and Canada – wish to gratefully acknowledge Bjorn Sorenson, a second-year law student at WCL, who compiled and consolidated the data and transformed the resulting information into a report. We also extend our gratitude to Simon Schorno at the ICRC for his review of and edits to the manuscript.

Report Design

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Cover Photo

Mbimba Prison in Bujumbura, Burundi.
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ICRC FOREWORD

We at the International Committee of the Red Cross (ICRC) have long admired and supported the dedicated scholars who teach International Humanitarian Law (IHL) at U.S. law schools. What the organization has been lacking, however, is a precise overview of the state of IHL teaching in the United States. This survey – a collaboration between the Center for Human Rights and Humanitarian Law at American University Washington College of Law and the ICRC Regional Delegation to the United States and Canada – fills this need and provides the data at a crucial time: it contributes to our understanding of the IHL landscape in the U.S. as IHL faces significant challenges.

In accordance with the mandate entrusted to it by the States signatory to the Geneva Conventions of 1949, the ICRC works with governments, weapons bearers, and civil society to prevent violations of IHL and to protect and assist all victims of armed conflict. Dissemination of IHL and humanitarian principles is central to the ICRC mandate and an important part of its efforts is to advocate for more extensive coverage of IHL in academic institutions. Currently involved in university-related activities in some 140 countries, the ICRC has developed standard principles of action that best enable it to reach its IHL dissemination objectives. These include:

Adaptation

The success of IHL-teaching programs greatly depends on their adaptation to the procedures and systems particular to each context. It is only after a very careful analysis of the local academic system that effective programs are generally launched.

Capacity-Building

ICRC teaching programs emphasize the development of local capacities. The ICRC therefore puts emphasis on training-of-trainers and generally does not teach students directly.

Practice-Oriented Teaching

Wherever possible, IHL instruction should focus primarily on an examination of contemporary practice, proving the relevance of IHL, showing that it can be applied in contemporary conflicts, and demonstrating that it can and must be respected, even in dire circumstances.

This survey is clearly an important step that will allow the ICRC to better support scholars and institutions interested in strengthening the teaching of IHL at U.S. law schools. We welcome the dialogue it will undoubtedly generate among scholars and institutions and, in accordance with our humanitarian mission, look forward to collaborating with those entrusted with educating future leaders.

Antoine Bouvier
Delegate to Academic Circles, ICRC Geneva

WCL FOREWORD

On behalf of American University Washington College of Law (WCL) and the Center for Human Rights and Humanitarian Law, it is with great pleasure that I join in introducing this survey report on teaching International Humanitarian Law (IHL) at U.S. law schools, jointly produced by the Center and the ICRC Regional Delegation to the U.S. and Canada. This collaboration marks a critical step in a project of great significance: strengthening and expanding the teaching of IHL in both the U.S. and abroad.

The time is ripe for this wide-scale initiative. Until the terrorist attacks of 9/11, U.S. law school curricula as a whole did not adequately reflect the importance of IHL. In a post 9/11 world, however, IHL's relevance can no longer be easily dismissed, and interest in IHL has surged.

WCL has long recognized and successfully promoted full integration of international human rights law into law school curricula, as well as its critical analysis and development. In that spirit, we support this effort to meet the growing need for widespread teaching of IHL. This process entails engaging in an open dialogue that examines what is, and what is not, being taught, and why, as well as the relevant challenges and issues facing IHL.

WCL and the Center look forward to working with the ICRC and others to achieve the crucial goal of strengthening and expanding the teaching of IHL.

Claudio Grossman, Dean
American University Washington College of Law

INTRODUCTION

In the aftermath of 9/11, IHL has begun to resonate more widely with students and faculty as a subject of relevance and interest at law schools throughout the United States.

International humanitarian law (IHL) is a set of rules which seek, for humanitarian reasons, to *limit the effects of armed conflict*. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare. IHL is also known as the law of war or the law of armed conflict.

In the aftermath of 9/11, IHL has begun to resonate more widely with students and faculty as a subject of relevance and interest at law schools throughout the United States. Many topics related to this important branch of law - such as treatment of persons detained due to armed conflict, as highlighted by the revelations of abuse at Abu Ghraib - have emerged at the forefront of debate and learning in academic circles and national discourse. Yet coverage of IHL in U.S. law schools is still limited and, while interest is growing, many schools have not actively or systematically accommodated that interest.

In the fall of 2006, American University Washington College of Law Center for Human Rights and Humanitarian Law (WCL) and the International Committee of the Red Cross (ICRC) Regional Delegation to the U.S. and Canada partnered to conduct research to assess the extent to which IHL is currently taught at accredited law schools in the United States, if at all, to gauge the level of interest in IHL and to identify specific ideas to increase coverage of the subject.

The four main goals of the research are:

- 1) to find out who is currently engaged in teaching IHL and how they are teaching the subject;
- 2) to establish whether there is a need for increased resources to support the teaching of IHL;
- 3) to identify needed teaching resources, if any (e.g., curricula, teaching seminars, technical assistance/support or mentoring, materials); and
- 4) to identify a pool of interested law professors and law schools who are interested in expanding and deepening the teaching of IHL in U.S. law schools.

METHODOLOGY

The ICRC and WCL developed an informal survey to assess how IHL is taught in law schools. This survey was mailed to over 1,000 professors and deans at accredited law schools in the U.S. It was also disseminated online through two interest groups of the American Society of International Law: the Lieber Society on the Law of Armed Conflict Interest Group and the Teaching International Law Interest Group. One hundred one surveys were submitted in response, representing at least 73 different law schools.¹

The survey covers five broad areas (see Addendum 1):

- 1) whether and how IHL is taught in the law school curriculum;
- 2) student exposure to IHL;
- 3) IHL-related extracurricular offerings or opportunities;
- 4) perceived student interest in IHL; and
- 5) whether and how IHL should be covered more thoroughly on campus.

Following the compilation of the written data, twenty respondents who had indicated their willingness to discuss the survey further were interviewed by telephone to elicit more qualitative feedback and responses.² During these phone conversations, respondents were asked to provide detailed information about the form IHL classes take when it is taught as a dedicated stand-alone course or what facets of IHL are covered when it is taught only as a component of a broader course, such as public international law.

Respondents were also asked about any possible institutional considerations which may encourage or inhibit the teaching of IHL, and what kind of resources would be helpful to expand or improve the teaching of IHL in that school. The survey was used not only to capture what schools with minimal or non-existent IHL curricula wanted to improve, but also how schools with thriving IHL programs supported and encouraged coverage of the subject.

It should be noted that the participants in the survey are a self-selected group. Consequently, some of the results are perception-driven. While the survey was sent out to all law professors self-identified as teaching international law, international humanitarian law, military law, human rights law, as well as to all law school deans, the responses came from a subset of those surveyed, most of whom already have some interest in IHL. In addition, respondents were asked for their perceptions of student-interest or institutional barriers. The results are the respondents' perceptions rather than a direct quantitative analysis. As a result, there may be divergent perceptions even among respondents at the same law school.

The survey was used not only to capture what schools with minimal or non-existent IHL curricula wanted to improve, but also how schools with thriving IHL programs supported and encouraged coverage of the subject.

1 Surveys were accepted from multiple respondents at the same school, and respondents were permitted to submit anonymously. While this approach encouraged more participation, it also enabled schools who had multiple respondents greater influence on the data. Approximately 10% of respondents submitted anonymous surveys, so a precise tally of the number of schools, and school specific data is impossible.

2 More than twice as many respondents were contacted by phone but only twenty were reached and interviewed.

International humanitarian law is taught in a variety of settings beyond law schools.³ However, this survey intentionally chooses only to survey the teaching of IHL at accredited law schools in the United States. As much as feedback from other institutions was appreciated, results from non-law schools were excluded from the data.

³ These may include schools of international and public affairs, schools of public health, various undergraduate and graduate institutions, and other specialized schools or institutions.

Students and Faculty Show Strong Interest in International Humanitarian Law

Of the 101 surveys received, only five respondents reported that IHL is not taught in any form at their school. IHL is taught either as a dedicated, stand-alone course or as a portion of another course in the schools of 96 respondents, who represent at least 73 schools. Part II, below, addresses the nature of the curriculum more fully.

Competing IHL Definitions

One fundamental issue the survey results yield is a misunderstanding of how IHL is defined, when it is applied, and the topics it encompasses. One respondent notes that the humanitarian aspects of IHL are “but a limited subset of the overall law of war” and that limiting the scope of IHL to humanitarian aspects will often “shortchange students” on the breadth of the subject, particularly when only one IHL course is offered. A few respondents indicate that conflating human rights and humanitarian law is problematic.

For example, one academic dean, when asked about the coverage of “international humanitarian law” at his school responds that there is a human rights professor on staff that addresses all student interest and teaches a course dedicated to the subject. When subsequently asked about whether a course is offered on the law of war or the Geneva Conventions, the same dean responds that such a course is not offered at the school.

Variety of Course Titles/Terminologies

Misunderstandings and discrepancies over the terminology used in course offerings certainly has an effect on the way courses are perceived by the administration and the students. One respondent comments on the impact course titles have on administrative or enrollment decisions. Depending on whether the course is titled “International Humanitarian Law,” or “Law of War,” or “Law of Armed Conflict,” the administration may approve or deny a course based on its perception of student interest in relation to the title. The course title may also affect students’ decision to enroll in a particular course.

Student Interests

Despite ambiguities in terminology, students have a strong interest in themes related to IHL. The survey asks respondents to rate perceived interest of the student body in the five following areas:

- 1) relief assistance and humanitarian action;
- 2) armed conflict;
- 3) “the global war on terror”;
- 4) civil-military relations; and
- 5) the security of humanitarian workers.

Ninety-one (91) respondents provided this information in the survey.

Of the 101 surveys received, only five respondents reported that IHL is not taught in any form at their school.

Students are “interested” or “very interested” in legal issues relating to “the global war on terror” (92%) and armed conflict (96%). A majority of students (60%) are “interested” or “very interested” in relief assistance and humanitarian action. Respondents indicate that students are less engaged with the subjects of civil-military relations and the security of humanitarian workers. Only 47% of students are “interested” or “very interested” in civil-military relations, and 31% in the security of humanitarian workers.

It is important to note that the results related to student interest in IHL themes are a reading of professors’ impressions and are not derived from statistics gained directly from students themselves. In one case, however, a respondent informally surveyed her international law students on the above topics and her results mirrored closely the percentages revealed by this survey.

Extracurricular Activities

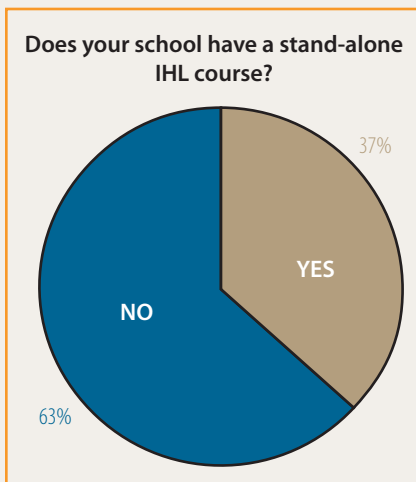
In addition to exposure in classes to IHL and its related topics, students have the opportunity to further develop skills and understanding through a range of extracurricular opportunities. Sixty-eight respondents provided information about extracurricular activities focusing on IHL which are available to students, including law journals (67%), student organizations (69%), moot courts (44%), and other opportunities (15%).⁴

Availability of extracurricular activities does not ensure student participation, nor does participation in an activity guarantee engagement with IHL. Law journals or student activity groups provide an opportunity to explore and/or include IHL in public forae or activities, but they do not ensure that IHL is actually included in the work. Further, the availability of these opportunities may not be widely known to students. For example, 86% of respondents said that students either do not know about or do not compete in the Jean Pictet International Humanitarian Law Moot Competition.⁵

IHL is Not Taught as a Stand-Alone Course in Most Law Schools Surveyed

Most schools surveyed do not teach IHL as a distinct course, however, 95% of respondents indicated that IHL is taught in *some form* at their school. The manner in which both dedicated courses and IHL modules of other courses are taught is quite diverse.

Of the 35 responses indicating schools that have a stand-alone IHL course, 19 have only one course dedicated to IHL, eight have two courses and eight have three or



⁴ Other opportunities included Internships/Externships, speakers/presentations, clinics/labs, as well as pro-bono opportunities.

⁵ Since 2000, when the English-speaking Pictet Competition was introduced, the U.S. has been represented by between two and five universities each year. Those universities are, in various combinations, American University, Case Western Reserve, Fordham University, New York University, Northeastern University, Pennsylvania State University, Santa Clara University, and the United States Air Force Academy.

more courses. Where there is a prerequisite — and most IHL courses do not have one — an introductory course in international law is the predominant requirement. Despite this, these stand-alone courses reach only a limited number of students each year. In 77% of the responses, schools indicated that each IHL course reaches fewer than 40 students each year. Only 23% of respondents have enrollment exceeding 40 students per year. Approximately two-thirds of these courses are taught by tenured or tenure-track professors and one-third are taught by adjunct or visiting professors.

Course Structure

Professors teach IHL in a variety of ways, and often cover very different subject matter. Most of these courses are taught through a combination of lecture, seminar or other pedagogic techniques. Some courses are primarily rule-based, relying heavily on readings from the Geneva and Hague Conventions, for example. Other courses focus on the application of the law in specific cases, either domestically, internationally, or both. Most courses include examinations of the Geneva Conventions, cases, and commentary. While most courses are seminars with paper assignments for students, allowing students to focus on a particular area of IHL, others are heavily lecture-based due to the breadth and complexity of the material.

Topics Covered

Topics covered in IHL courses are diverse. Conversations with professors and sample syllabi reinforce the lack of clear understanding of just what IHL “is”. Courses may focus only on war theory, or the application of law to particular instances of armed conflict; they may focus on domestic (U.S.) practice, or take a global approach focusing on the U.N. Charter. All courses seem to reflect themes of history, ethics, military practice, criminality, and prosecution. Similarly, most courses reflect interdisciplinary aspects of IHL, such as the intersection of IHL with human rights, criminal law, and/or national security.

IHL Taught Within the Framework of Other Courses

In addition to information regarding stand-alone IHL courses, the survey requested information regarding whether and how IHL is taught within other courses. Of the 68 schools who teach IHL, 44 teach it within the framework of another course. Of these courses, IHL is overwhelmingly taught as an aspect of public international law. The depth of coverage and the topics covered in these classes vary. Seventy-six respondents teach IHL modules within another course. That course may be international law (66 respondents), international human rights (44 respondents), international criminal law (22 respondents), national security/terrorism (17 respondents), clinics (4 respondents), international prosecution (3 respondents), as well as classes on international tribunals, treaties, international relations, trade, disaster relief, civil rights, comparative law, international tribunals, comparative constitutional law, and European Union law.

In most of these courses, IHL is covered in one or two sessions, leaving students with a taste of IHL as it relates to the particular subject, but the course does not

Courses and subjects which include an IHL component

- international law
- international human rights
- international criminal law
- national security/terrorism
- clinics
- international prosecution
- international tribunals
- treaties
- international relations
- trade
- disaster relief
- civil rights
- comparative law
- international tribunals
- comparative constitutional law
- European Union law

Many dedicated IHL courses rise and fall on the availability of a professor for whom IHL is a “pet class.”

provide a comprehensive overview of IHL as a specific body of law. In international law courses, for example, IHL is covered mostly in discussions of the U.N. Charter and the authorization of the use of force. While some course textbooks do include discussions of IHL as an interdisciplinary module, many do not. Professors who wish to expose students to IHL in their course must seek supplementary materials elsewhere.

Teaching IHL within the framework of another course reaches a broad student base, both in numbers of students reached as well as the diversity of students enrolled in the various offerings listed above. Thirty-seven percent of survey courses which include IHL as a component reach 40 or fewer students per year. Thirty-five percent reach 41-60 students and 28% reach more than 60 students per year.

Faculty Interest Drives the Teaching of IHL

Although student interest in IHL is high, the interest of individual professors is the driving force for the teaching of IHL. At every school where the respondents indicated that they had an IHL “expert” on staff, IHL was taught either as a stand-alone course or as a part of one or more other courses. Half of the schools with experts teach a dedicated course on IHL. By contrast, only two of twenty seven schools (7%) have a dedicated IHL course offered by a tenured or tenure-track professor where no experts reside at the school.

Follow-up conversations confirm the correlation between faculty interest and IHL course offerings. Many dedicated IHL courses rise and fall on the availability of a professor for whom IHL is a “pet class.” Those schools with multiple dedicated IHL offerings are driven by a community of professors who are able to effectively channel student interest and negotiate administrative barriers to these offerings, as discussed in part IV.

One dean representing a school with a multitude of IHL related courses and extracurricular activities gives credit for the strength of the program to one very motivated professor who slowly and deliberately built the program from the ground up over a number of years. However, even with the initial offering of a course on IHL, the course must, as one professor put it, “develop a positive reputation among the students” for it to succeed long term as a consistently elected offering. Professors are the crucial link between student interest, administrative support, and curricular offerings.

The predominance of faculty influence on IHL offerings must not overshadow the importance of how student interest also drives the curriculum. During follow-up interviews, multiple professors describe persistent students who successfully lobbied for IHL-related offerings or who created student groups to channel IHL interest in a productive way.

Professors Struggle with Administrative Constraints and a Lack of IHL-Related Resources

Respondents unequivocally (78%) state that IHL should be covered more thoroughly at their school. Yet there are a variety of institutional impediments frustrating the availability of IHL courses at law schools in the United States.

Despite strong student and faculty interest, many institutions are simply unaware of the need for a course. This problem may be related to matters of terminology referenced above (IHL, law of war, law of armed conflict, etc.) and/or lack of a proper textbook or a standard curriculum.

Even within a specific school, faculty, students, and administrators may have radically divergent perceptions of the need for IHL offerings. At one school, an academic dean says that IHL should not be covered more thoroughly because of a lack of student interest. At the same school, a professor characterized as an “expert” in IHL perceives strong demand by students and believes IHL should be covered more thoroughly.

Human Resources Constraints

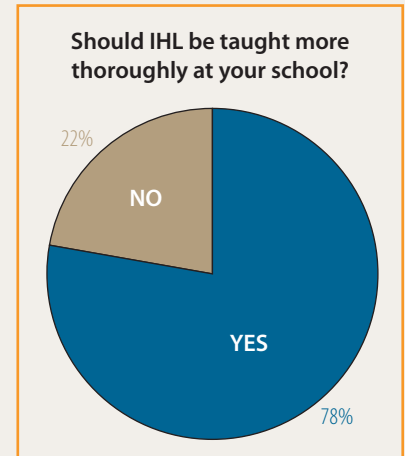
Institutions also face human resource barriers. Even among those schools with strong faculty and institutional support, professors can only teach a limited number of classes per semester. Standard “bar courses” take precedence over specialized courses with small enrollment. Some IHL courses are oversubscribed, and the school does not have enough faculty on staff to address the demand. Smaller schools are more likely to be constrained by traditional offerings and limited faculty. Institutions with strong faculty and administrative support also face hurdles locating and funding qualified adjunct professors who can teach IHL.

Lack of Teaching Materials

Another key impediment to the teaching of IHL is the lack of teaching materials. Professors surveyed plainly stated that they need more and better resources to foster the teaching of IHL. They complained of the lack of recognized, “concise basic materials” to teach from, the difficulty of wading through the overabundance of information to compile an “ad-hoc syllabus,” and the lack of a good IHL textbook. Additionally, teachers yearn for training opportunities, networks of others interested in the teaching of IHL, and greater institutional support.

The unavailability of a standard IHL textbook is a detriment to teachers and students alike. Recognizing that there is misunderstanding over what IHL entails and a lack of complete agreement as to what should be in an IHL course, many professors have found it difficult to “pitch” an IHL course to the administration without standard materials. According to one respondent, “It’s easier to sell a course if there is a casebook.” Many other respondents echoed this sentiment.

Due to the lack of a casebook, or perhaps in spite of the lack of a casebook, professors have turned to the vast body of information regarding IHL to compile their own course materials. Yet respondents noted that the current abundance of material, cases,



While some textbooks treat IHL in passing, many do not reference it at all.

and contemporary developments relating to IHL often overwhelms and frustrates law teachers assembling a course if they themselves do not have substantial background in IHL.

Those professors teaching IHL as an individual topic or as a module within the framework of another course are also dissatisfied with the availability of issue-specific resources on IHL. While some textbooks treat IHL in passing, many do not reference it at all. Professors teaching international criminal law, human rights and the variety of other offerings discussed in part II, request individual modules geared toward course-specific, interdisciplinary use.

IHL Training/Networking

Professors want training and networking opportunities in addition to resources. Respondents suggest an IHL syllabus pool, online and in-person networking opportunities to discuss the teaching of IHL, and training opportunities to become more familiar with IHL before teaching a course.

Summary of Key Findings from the Survey

There is a lack of consensus among academics over terminologies and definitions to describe IHL.

According to survey respondents, students are very interested in legal issues related to the “global war on terror” and armed conflict.

Law journals or student activity groups provide an opportunity to explore and/or include IHL in public fora or activities, but inclusion of IHL is not ensured.

Few schools dedicate a course to IHL. Instead, professors teach IHL in the framework of a variety of courses with IHL components covering different subject matter — war theory, the application of law to particular instances of armed conflict, domestic (U.S.) practice, or the U.N. Charter.

Individual professors’ interest is the driving force for the teaching of IHL. Those schools with multiple dedicated IHL offerings are driven by a community of professors who are able to effectively channel student interest and negotiate administrative barriers to these offerings.

Professors need more and better resources to foster the teaching of IHL. There is a dearth of issue-specific resources on IHL.

Despite strong student and faculty interest, many institutions are simply unaware of the need for coverage of IHL. Even within a specific school, faculty, students, and the administration may have radically divergent perceptions of the need for IHL offerings.

The misunderstanding over what IHL entails and the lack of consensus as to what should be in an IHL course has made it difficult for professors to “pitch” an IHL course to their administrations.

Teachers yearn for training opportunities, networks of others interested in the teaching of IHL, and greater institutional support.

CONCLUSIONS AND FOLLOW-UP

This survey demonstrates that improving coverage of IHL in U.S. law schools requires more teaching resources, training opportunities, and IHL networks upon which academics and students can draw. WCL and the ICRC believe these mechanisms must be developed and sustained over time and wish to play an active role in facilitating their development and implementation.

In the fall of 2007, WCL and the ICRC will convene a working meeting of experienced IHL faculty that will result in actionable longer-range strategies, tools and support systems. The discussion will revolve around the following survey findings.

1) IHL teaching resources need to be made available.

Needed resources include a standard IHL textbook with a teacher's guide, a compilation of module courses that concisely relate IHL to the diverse fields in which IHL is taught as a part, and a syllabus bank that will enable faculty to draw on the structure and resources of established IHL courses when designing their own. Greater dissemination of the ICRC casebook is needed.

2) IHL-specific training opportunities need to be created.

This includes training for experienced faculty who wish to develop further specialization of IHL after a number of years in the classroom as well as for faculty who are undertaking to teach it for the first time.

3) An IHL-faculty network needs to be cultivated.

This would give faculty the opportunity to share resources and ideas, including counsel for faculty on ways in which to "pitch" the need for IHL courses to administration to expand IHL course coverage. It would also provide support and encouragement for interested faculty members to deepen their knowledge and interest in IHL to provide the human resources available on their faculty to expand the teaching of IHL.

IHL is an important topic for coverage at law schools in the United States today. This survey demonstrates the need for concerted efforts to improve and expand its reach in American law schools and the support which is necessary for its successful implementation.

For more information about follow up efforts and next steps to implement the conclusions of this study, please contact:

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202-587-4600

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American University Washington College of Law
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Washington, DC 20016
humlaw@wcl.american.edu
202-274-4180

This survey demonstrates that improving coverage of IHL in U.S. law schools requires more teaching resources, training opportunities, and IHL networks upon which academics and students can draw.

ADDENDUM 1: SURVEY FORM

Survey on Teaching International Humanitarian Law

1. Is international humanitarian law (IHL) taught at your law school?
 yes no (go to question 7)
2. Do you have a course entirely devoted to IHL? yes no (go to #3)
How many IHL courses are in the curriculum? 1 2 3 over 4
What form does the course take? lecture seminar combination
Are there prerequisites for enrolling in IHL courses? yes no
If yes, what are the prerequisites?

How would you describe the staff teaching IHL courses?
 tenured adjunct visiting
How many students take IHL courses over an academic year?
 under 20 21-40 41-60 over 61
3. Is IHL taught only within the framework of another course (e.g. public international law)? yes no
If so, which course(s)? _____
How many students are exposed to IHL over the course of a year?
 under 20 21-40 41-60 over 61
4. Do you have on staff someone you would characterize as being an expert on IHL?
 yes no
Please share with us his/her name _____
5. What extracurricular activities are available to your students related to IHL [check off all that apply]?
 law journals student organizations moot courts
 other _____
6. Do your students compete in or know about the Pictet International Humanitarian Law Moot Competition? yes no
7. Do you believe that students in your law school have an interest in the following topics related to international humanitarian law and what is their level of interest (1 – high, 5 – low)?
relief assistance & humanitarian action yes, level of interest ___ not interested
armed conflict yes, level of interest ___ not interested
'the global war on terror' yes, level of interest ___ not interested
civil-military relations yes, level of interest ___ not interested
security of humanitarian workers yes, level of interest ___ not interested

-
8. Should international humanitarian law be covered more thoroughly on your campus? yes no
9. Would you be willing to be contacted by phone for a short (maximum 20 minutes) follow-up conversation? yes no

If yes, please provide the following information:

Name: _____

University: _____

Title: _____

Telephone: _____

ADDENDUM 2: PARTICIPATING SCHOOLS

American University Washington College of Law	New York University School of Law	University of Iowa College of Law
Benjamin N. Cardozo School of Law	Northeastern University School of Law	University of Louisville, Louis Brandeis School of Law
Boston University Law School	Northern Illinois University College of Law	University of Michigan Law School
Brigham Young University, J. Reuben Clark Law School	Northwestern University School of Law	University of Minnesota Law School
California Western School of Law	Ohio Northern University, Pettit College of Law	University of Montana School of Law
Case Law School	Pace Law School	University of New Mexico School of Law
Catholic University of America, Columbus School of Law	Penn State, Dickinson School of Law	University of North Dakota School of Law
Creighton University School of Law	Rutgers School of Law, Newark	University of Notre Dame Law School
CUNY Law School	Santa Clara University School of Law	University of Oklahoma College of Law
Emory University School of Law	Seton Hall Law School	University of San Francisco School of Law
Florida State University College of Law	Southern University Law Center	University of Toledo College of Law
George Washington University Law School	Southwestern Law School	University of Utah, S.J. Quinney College of Law
Georgetown University Law Center	St. John's University School of Law	University of Virginia School of Law
Golden Gate University School of Law	St. Mary's University School of Law	University of Wisconsin Law School
Hofstra University School of Law	Stanford Law School	University of Wyoming College of Law
Indiana University School of Law	Stetson University College of Law	Valparaiso School of Law
Inter American University Law School	Temple University, Beasley School of Law	Vanderbilt University School of Law
John Marshall Law School	Thomas Jefferson School of Law	Wake Forest University School of Law
Judge Advocate General's School, Army	Tulane Law School	Wayne State University Law School
Lewis & Clark School of Law	University of Akron School of Law	Willamette University College of Law
Louisiana State University, Paul M. Hebert Law Center	University of California, Berkeley Boalt Hall School of Law	William & Mary School of Law
Loyola University Chicago School of Law	University of California, Davis School of Law	Yale Law School
Loyola University Los Angeles School of Law	University of Cincinnati College of Law	
Michigan State University College of Law	University of Denver Sturm College of Law	
New England School of Law	University of Houston Law Center	
	University of Illinois College of Law	

The International Committee of the Red Cross

The International Committee of the Red Cross (ICRC) is an impartial, neutral and independent organization whose exclusively humanitarian mission is to protect the lives and dignity of victims of war and internal violence and to provide them with assistance.

It directs and coordinates the international relief activities conducted by the Red Cross and Red Crescent Movement in situations of conflict. It also endeavours to prevent suffering by promoting and strengthening humanitarian law and universal humanitarian principles.

Please visit www.icrc.org for more information.

Center for Human Rights and Humanitarian Law American University Washington College of Law

As part of Washington College of Law's long-standing commitment to international human rights and to the rule of law, WCL established the Center for Human Rights and Humanitarian Law in 1990 to work with students, faculty and the international legal community to provide scholarship and support for human rights initiatives around the world.

The Center is dedicated to creating opportunities for students, practitioners and activists through training, complementary education, outreach, workshops & conferences, and research & publications.

For more information about Center projects, activities and events, please visit www.wcl.american.edu/humright/center.



ICRC

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