

emir: ruler of an Islamic country
emirate: a country ruled by an emir



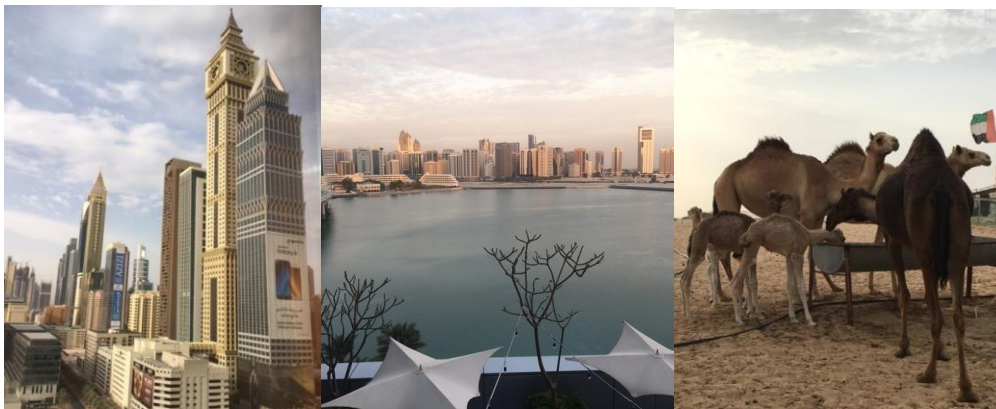
Brief History of the United Arab Emirates *Information adapted from the United Arab Emirates Embassy

The United Arab Emirates (UAE) is a young country that has emerged as an economic powerhouse in its short history. The UAE was first declared December 2, 1971, with six emirates joining. Initially, there were eight emirates, but at the last minute, two of the emirates decided to break away and create independent countries (Qatar and Bahrain). In early 1972, the seventh emirate joined creating the UAE that is known today. The two largest of the emirates are: Abu Dhabi and Dubai. As result, of this union, the Emirates have sought to create a distinct national identity with clearly defined goals and initiatives for the future.

Due to its location on the Arabian Peninsula, the religion of Islam would reach the region circa 630 C.E. Later, when Europeans arrived as part of the Indian Ocean trade network, they came to understand the value of the location of the emirates along the Persian Gulf. The desire of the Europeans was to control the coasts while the Bedouin tribes lived in the interior desert region. In the 19th century, the British signed a series of agreements with individual emirates that resulted in an area known as “The Trucial States.” The emirates agreed not to cede any territory except to the United Kingdom and to refrain from engagement with any foreign government other than the United Kingdom without prior consent from the British. In return, the British promised to protect the coast from all aggression by sea and to provide assistance in the event of an attack by land.

The pearling industry thrived in the 19th and early 20th centuries, providing income and employment to the people. Many inhabitants were semi-nomadic, pearling in the summer and tending date gardens in the winter. But the economic depression of the late 1920s and early 1930s coupled with the Japanese invention of the cultured pearl irreparably damaged the pearling industry.

In the early 1930s, the first oil company teams conducted geological surveys in the emirates. Thirty years later, in 1962, the first cargo of crude oil was exported from Abu Dhabi. With the economy steadily progressing, Sheikh Zayed bin Sultan Al Nahyan was chosen as the ruler of Abu Dhabi in 1966. Under Sheikh Zayed, the steady oil revenues resulted in an infrastructure overhaul with the construction of schools, housing, hospitals and roads throughout Abu Dhabi. With the Sheikh becoming the first leader of the UAE in 1971, the political system has been designed to ensure the country’s heritage is maintained, adapted and preserved by combining tradition with a modern administrative structure.



Unveiling the Roles of Women in the UAE Document Packet

DOCUMENT #1

Source: “Middle East’s First Women’s Museum Lifts Lid on Rich History,” CNN.com, 8 March 2013

As a psychiatrist, former university president and advocate for Arab women in science, Rafia Ghubash is one of the United Arab Emirates’ most influential women. But her latest project is possibly her most ambitious yet-- creating the Middle East’s first museum dedicated to the achievements of women. The museum, Bait al Banaat, or House of Women, in Dubai was officially opened at the end of 2012 by Dubai’s ruler Sheikh Mohammed bin Rashid Al Maktoum, showcasing the contribution of women to the country’s history. “Women here were empowered a long time ago, but haven’t had a chance to tell our story,” said Ghubash. “Don’t think because we are covered we are not empowered.” The museum contains a room dedicated to the Emriati woman poet Ousha Bint Khalifa—known as the Girl of Arabia, a gallery devoted to temporary art exhibitions, a collection of Arabian fragrances and oils, displays of tradition jewelry and a women’s study center. Having achieved her goal in opening the museum, Ghubash is not content to rest and revel in the glory. She is already working on her next project to compile an encyclopedia of women of the United Arab Emirates.



DOCUMENT #2

Source: “15 Women Reveal Why They Love Living in the UAE” Gulf News, 28 Aug 2016.

“In celebration of Emirati Women’s Day on August 28, we asked women from all over the UAE why they love being a woman here. The UAE is a very safe place, where women can freely walk the streets and rarely have to worry. Women are empowered at work as well as home. According to the World Economic Forum’s 2014 Global Gender Gap report, the UAE is ranked as a leader in gender equality in the region.”

Mariam Al Musharrekh, Associate Director of Human Resources at Miral, Emirati woman



“Being an Emirati woman, I have always been supported in every step I have taken in my life, whether it's from family or friends. As I grew up and entered the professional world, I got the support from the management and our great leaders. Thanks to our leadership and the faith they have in their people, we know that we can succeed and excel because no matter how our approach in the work field is, our country has always been a backbone for its people with great opportunities to offer. It's a country where everyone wants to be a part of. Words do not do justice for how I feel about my beloved country. It's where my heart belongs. The UAE is my nurture, my growth, my strength, and the number one supporter of my dreams.

Hamda Al Hadrami, Assistant Manager Group Communications at Mubadala Real Estate and Infrastructure, Emirati woman



“Being an Emirati woman gives me a sense of pride for being surrounded by hospitable people, being guided by respectful leaders and by knowing that I'm part of my country's growth. It is an identity and culture that I am proud to pass on to my children and my children's children for generations to come. As a daughter, sister, wife and mother, I also feel the need to give back to my country. Having the privilege to work in an organization such as Mubadala that contributes to our nation's growth and prosperity, I feel a sense of pride to know that I have worked towards helping the government achieve our country's strategic and long term goals. It is an immensely satisfying experience.”

DOCUMENT #3

Source: “UAE a model for women’s empowerment: UAE leadership fosters an environment that provides women opportunities,” 23 Aug 2016.

“UAE’s leadership has an aim to raise the country’s ranking to one of the top 25 countries in the world for gender equality by the year 2021 through women’s empowerment initiatives,” the vice-president of the UAE Gender Balance Council said on Tuesday. Mona Ganem Al Merri, who is also the president of Dubai Women Establishment, said the UAE has emerged as a model for women’s empowerment due to the steadfast support provided by the country’s leadership in fostering an environment that provides women opportunities to actively contribute to national progress. Al Merri made these comments at a meeting with a UN women delegation and in the presence of other UAE officials. The UN delegation praised the UAE’s exceptional achievements in women’s empowerment in the short period of time since its founding in 1971. Al Merri highlighted the country’s major achievements in the field of women’s empowerment and gender balance, key among these being the political empowerment program of President His Highness Shaikh Khalifa Bin Zayed Al Nahyan, which was launched in 2005. She noted that the program has achieved its objectives of expanding political participation, enhancing the role of women in the Federal National Council, and empowering women across all fields...

DOCUMENT #4

Source: “It’s a cabinet re-chuckle! The United Arab Emirates appoints seven women to its new government including a Minister of State for Happiness (but can you guess which one?), 10 February 2016, DailyMail.co.uk

“In a bid to put a positive spin on the negative headlines emerging from the country, the United Arab Emirates has appointed a Minister of State for Happiness. Prime Minister Sheikh Mohammad took to Twitter to announce a radical Cabinet reshuffle in which Ohood al Roumi, 29, was given the responsibility of injecting some joy into the country. She was one of seven (now totaling 9) named to posts in the new 29 member Cabinet. Mohammad insisted that happiness was more than a wish and would be guided by plans, projects, programs and indices. ‘The new cabinet focuses on the future, youth, happiness, developing education, and combating climate change,’ tweeted the 66-year-old prime minister.”



Artwork designed by children throughout the UAE.

They found common themes throughout the submissions and then developed the logo.

DOCUMENT #5

Source: Sheikha Fatima Hails Emirati Women, The National/UAE, 7 Mar 2017

On the eve of International Women's Day, Mother of the Nation Sheikha Fatima bint Mubarak has hailed the contribution of Emirati women to UAE society and highlighted their many accomplishments.

Sheikha Fatima, Chairwoman of the Family Development Foundation and President of the Supreme Council for Motherhood and Childhood, used an address on the day of the campaign – with its message "be bold for change" – encouraged women to fulfil their ambitions.

"The late Sheikh Zayed made every possible effort to support the talents of Emirati women and to develop social conditions which encourage women's advancement to fully participate in public life," Sheikha Fatima said.

Sixty-six per cent of public sector employees in the UAE are women, she said, adding that these women have reached the highest positions including membership and the presidency of the Federal National Council, participation in global diplomacy and advancing roles in medicine, engineering, arts and sciences.

The Mother of the Nation also said that Emirati women account for 70 per cent of students in government tertiary-level institutions (post secondary level education that culminates in academic degrees).

"The Emirates is one of the few countries in the world where the literacy rate of women is higher than that of men," she said.

Sheikha Fatima also encouraged women to continue working to fulfil their ambitions in the public and private sector, emphasising that "women are able to achieve significant success in all fields."

She called for concerted efforts to improve humanitarian conditions and protection for women, and confirmed the UAE's commitment to support the empowerment of women on both the regional and global levels.

"I look forward to the day when we can celebrate International Women's Day when all forms of discrimination and violence against women have been eliminated," she said.

DOCUMENT #6

Source: "United Arab Emirates MENA Gender Equality Profile: Status of Girls and Women in the Middle East and North Africa," UNICEF publication, 2011.

Nationality rights A female Emirati citizen who marries a foreign man can keep her citizenship if she requests a special dispensation. Children of female citizens married to non-citizens do not acquire citizenship automatically at birth, but their mothers can obtain citizenship for them after submitting an application, which the government usually accepts. Nationality is automatically derived from the father, and an Emirati man can also pass his nationality to a foreign spouse.

Divorce rights While an Emirati man can divorce his wife for any reason, women can request divorce only under certain specific circumstances. It is also possible for a woman to seek divorce without the burden of evidence, but she will then have to return her dowry. The latter type of divorce (called "khula") was introduced as an option in the codified personal status law of 2005. Women have the right to financial support after a

divorce if they did not forfeit this right in exchange for divorce according to UAE's initial CEDAW report (2008).

Guardianship and custody rights Upon divorcing, a woman may be granted custody of her daughters until they reach the age of 13 and her sons until they reach the age of 10. After this, a court will reassess custody.

Inheritance rights Women have the right to inherit, but the share of the woman's inheritance will be half of the man's if there is one male and one female inheritor with the same relationship to the deceased. There are limited circumstances under which women might receive equal shares to their male counterparts (for example in the case of parents of a childless descendant).

DOCUMENT #7

Source: Her Highness Sheikha Fatima bint Mubarak, wife of the founder of the UAE

Opening statement on her website:

“In a world dominated by turmoil and conflicts, I believe that women are capable of disseminating Islamic culture and instilling its spirit in the new generation. This capability is closely linked with women education and the guarantee of living in a community which provides equal rights and obligations. Based on this belief, I am committed to continue work relentlessly to ensure that women remain fundamental partners in the growth and development process. I will continue to support women wherever they are, empowering them to manifest their status as the key to peace in our present world.”

Current and Future Women's Issues:

“It was an incredible successful choice that of Equality ... Development...Peace as women global slogan. These are the real foundations of the advancement of women and human society alike. The truth is that the goals of the three decades are interlinked and mutually reinforcing each other so that achieving one of them might be considered a prerequisite for achieving the other two goals. Equality for women means gaining rights denied as a result of discrimination. The importance of equality and the way it is related to the other objectives lies in our understanding that development in conditions of inequality, both between men and women and between communities, leads to the consolidation of injustice and increasing conflicts and social and political tensions.”

Unveiling the Roles of Women in the UAE Creating a Choropleth Map of GEI Totals

Directions: Using the map provided on Southwest Asia/Middle East, you analyze statistical data from the website site Social Watch (www.socialwatch.org) given in the box below. The countries to be analyzed are listed alphabetically below. Your map must include:

- ✓ Labels for the countries listed in the chart. (Include Iraq even though there is no statistical data for that country.)
- ✓ Locations and names for the capitals of each country.
- ✓ One color used in making your choropleth map.
- ✓ A legend to show the graduated color (lightest color (ex. pink) for the lowest number and darker colors as the numbers increase (ex. darker pink, then red).
- ✓ 3 levels (low, medium, high) representing the span of the **GEI 2012 Totals**.
- ✓ Map colors that correctly reflect your legend.

Background Information: The Gender Equity Index (GEI) measures the gap between women and men in education, the economy and political empowerment. Social Watch computes a value for the gender gap in each of the three areas in a scale from 0 (when for example no women are educated at all and men are) to 100 (perfect equality). The GEI, in turn, is the simple average of the three dimensions. In education, GEI, looks at the gender gap in enrollment at all levels and in literacy; economic participation computes the gaps in income and employment and empowerment measures the gaps in highly qualified jobs, parliament and senior executive positions.

(Social Watch: Poverty Eradication and Gender Justice, www.socialwatch.org/node/14366)

| Country | Education | Economic Activity | Women Empowerment | GEI 2012 Total |
|----------------------|-----------|-------------------|-------------------|----------------|
| Bahrain | 97 | 35 | 30 | 54 |
| Iran | 95 | 42 | 16 | 51 |
| Israel | 100 | 81 | 44 | 75 |
| Jordan | 97 | 39 | 11 | 49 |
| Kuwait | 97 | 57 | 33 | 62 |
| Lebanon | 95 | 42 | 28 | 55 |
| Oman | 94 | 13 | 27 | 45 |
| Qatar | 98 | 53 | 30 | 60 |
| Saudi Arabia | 93 | 04 | 15 | 37 |
| Syria | 89 | 38 | 24 | 50 |
| Turkey | 83 | 34 | 19 | 45 |
| United Arab Emirates | 98 | 49 | 43 | 63 |
| Yemen | 30 | 40 | 02 | 24 |

The following two countries will NOT be included on the map, but serve as a comparison for the above information.

| | | | | |
|-------------|-----|----|----|----|
| Norway (#1) | 100 | 90 | 78 | 89 |
| USA | 100 | 69 | 47 | 72 |

Name _____

Graphic Organizer

Writing Prompt: In what ways, has your perception regarding women of the UAE changed as a result of your analysis of documents and choropleth map?

| Document Number/Title | Source (Where did it come from?) | Primary or Secondary/ Point of View/ Audience or Purpose of doc | What significant facts can I learn from this document | What inferences can I make? |
|-----------------------|----------------------------------|---|---|-----------------------------|
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Rubric for Choropleth Map

Name _____

Period _____

| Requirements | 3 points | 2 point | 1 point | 0 points |
|---|---|---|--|---|
| Countries | All countries are correctly labeled | Missing 1 country | Missing 2 countries | Missing more than 3 countries |
| Capitals | All capitals are correctly labeled | Missing 1 capital | Missing 2 capitals | Missing more than 3 capitals |
| 3 Levels/Graduated color for the map | Three levels (colors) are clearly identified within the map | 2 levels (colors) are clearly identified within the map | 1 level (colors) is clearly identified | No color is used |
| Legend | 3 levels are identified in the legend | | | No legend is provided or all three levels are not represented |

Rubric for Paragraph Response (Detailed Explanation is Explained Below)

*Detailed Explanation is provided to the students before they start writing

Name _____

Period _____

| | Points | Excellent | Good | Acceptable | Developing | Poor |
|--------------------------|--------|-----------|------|------------|------------|------|
| Thesis/Intro. | | | | | | |
| Body Paragraphs | | | | | | |
| Conclusion | | | | | | |
| Language and Conventions | | | | | | |

Notes:

Rubric for Paragraph

| | Excellent | Good | Acceptable | Developing | Poor |
|---------------------------------|---|--|--|--|---|
| Introduction /Thesis | Creative and clear intro. Places question in relevant context. Restates the questions while connecting it to the background. States a clear and analytical position that answers the question and is derived from the evidence. | Relevant and clear intro. Restates the question with limited connection to background. States a clear position that answers the question and is derived from the evidence. | Relevant, but not clear intro. Restates the question with no background connection. States a position that answers the question or only part of the question. | Weak or irrelevant intro. Changes the meaning or only restates part of the question. States a position but incompletely or unclearly answers the question. | Missing intro. No restatement of question. Claim is off topic or missing. |
| Paragraph Development | Strong asserts claim and sub-claim. Provides concrete evidence. Uses all relevant documents including parenthetical citations. Clearly explains how the evidence supports the thesis. May make multiple inferences, consider context, make cross-references, point of view, or counter-arguments. | Asserts clear claim and sub-claim. Provides sufficient evidence. Uses most of the relevant documents including parenthetical citations. Explains how the evidence supports the thesis. Shows some deeper thinking in at least one of the following ways: making inferences, considering context, making cross-references, point of view, or counter-arguments. | Asserts a claim. Provides evidence, but may be lacking in fullness. Uses some relevant documents including parenthetical citations. Explains how evidence supports the thesis. | Indirectly states claim from thesis. Evidence is present, but thin and not chunked well. Demonstrates some understanding of documents, but not all. Partially explains how the evidence supports the thesis. Demonstrates limited analytical thinking. | Claim is missing throughout paragraphs. Concrete evidence is missing. Lacks understanding of evidence. Few, if any documents are used, or used incorrectly. Fails to explain how evidence supports thesis. Negligible analytical thinking demonstrated. |
| Conclusion | Reasserts thesis and main arguments using fresh language. Connects back to main idea/intro. | Reasserts thesis and main arguments, but does not use fresh language. May connect back to main idea/intro. | Reasserts thesis and main arguments in the same language as intro. No connection back to intro. | Unclearly restates thesis and main arguments. May introduce new ideas. | Thesis/arguments are not restated. Concluding paragraph may not be present at all. |
| Language and Conventions | Practically free of errors in mechanics, grammar, spelling. Maintains appropriate formality. Uses precise and varied language. | May have some errors in mechanics, grammar, spelling, but does not detract from the meaning of the sentence. Maintains appropriate formality. Uses some varied language. | Demonstrates inconsistent command of the conventions of standard English. Few patterns or errors in grammar and usage that may occasionally impede understanding. | Student response demonstrates limited command of English language. Multiple errors that impede understanding. Problems with tense or formality. No use of varied language or structure. | Student response demonstrates little to no command of standard English. Frequent errors that often impede understanding. |