



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Thin Ice Encompassed by Increasing Fire: Conflict and Struggle for Human Rights in the Middle East

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Grade level(s): Senior

Course: Dual Credit Western Civilizations

Describe the classroom or homework activity to be performed.

- This lesson is part of a larger genocide lesson focusing on providing students with an in-depth look at the various human conditions found worldwide. It focuses on the involvement of the international community, domestic governments, and various institutions in protecting the rights of citizens in a global community.
- The activities deal with Human Rights Violations in the Middle East. The students complete the Human Rights in Pictures assignment after a pre-activity lesson on human rights in the international community. This is a group activity that prepares the students for the presentation assignment.
- The Human Rights Presentations builds on knowledge the students acquired during the lecture on human rights and the Human Rights in Pictures activity. They are given a scenario dealing with a human rights violation. The students identify the human right(s) discussed in the scenario and then research that human right in the context of the Middle East. The presentation and paper they created depict the human right in the Middle East and predictions for the protection of human rights in the future.

Rationale.

- The struggle to protect human rights can be traced back to the beginning of civilization but as a policy of nations and the international community it dates back to the end of World War II. This lesson provides students with an in-depth look at how the international community has worked to protect human rights worldwide.

Required time frame: 10 days

Lesson objectives.

- Understand what human rights are and how they are codified.
- Analyze documents and make conclusion as to the impact of the conflict in the Middle East on the deterioration of human rights protection.
- Evaluate the Declaration of Human Rights and its role in pressuring the international community to protect the human rights of people in areas of conflict.
- Discuss and make comparisons of human rights issues in the Middle East in relation to other areas in the world.

District, state, or national performance and knowledge standards.

- Common Core Standards for Language Arts: RL.11–12.1; RI.11–12.1; RI.11–12.2; RI.11–12.3; RI.11–12.7; RI.11–12.8; W.11–12.1.a–e; W.11–12.2.a–f; W.11–12.4; W.11–12.5; W.11–12.6; W.11–12.7; W.11–12.8; W.11–12.9.a–b; SL.11–12.1.a–d; SL.11–12.2; SL.11–12.3; SL.11–12.4; SL.11–12.5; L.11–12.1.a–b; L.11–12.2.a–b
- Missouri Course Level Expectations: 2B; 2C; 3a.X; 3b.M; 3b.N; 3b.O; 4J; 5C; 5E; 5G; 6K–O; 7A–F

Secondary materials.

- “Carter Center: Waging Peace. Fighting Disease. Building Hope,” Carter Center. <http://www.cartercenter.org>. (17 July 2013).
- Pictures taken from following websites: <http://3003ink.wordpress.com/2011/02/27/womens-rights/>;
<http://3003ink.wordpress.com/2011/02/27/womens-rights/>;
<http://ravenseniors.wikispaces.com/AP+Afghanistan>; <http://www.topnews.in/law/progress-right-education-discouraging-not-hopeless-cry-256793>; <http://www.docudharma.com/diary/19126/the-week-in-editorial-cartoons-mad-hatters-and-tea-parties>; <https://www.gov.uk/government/case-studies/pakistan-elections-educating-women-on-their-fundamental-rights>;
<http://www.bahrainarabia.com/showthread.php?t=202056>;
http://www.dismalworld.com/minorities/women_rights_in_pakistan.php;
<http://wallscometumblingdown.wordpress.com/2009/07/17/islamophobia-only-10-of-muslims-believe-discrimination-is-on-the-basis-of-religion/>; <http://www.greenleft.org.au/node/48042>;
- Scenarios taken from the following articles/websites: <http://www.hrw.org/news/2012/09/05/egypt-end-sinai-nightmare-migrants>; <http://www.hrw.org/news/2013/07/15/israel-new-pressure-asylum-seekers-leave>; <http://www.hrw.org/sites/default/files/reports/syria0613webwcover.pdf>; <http://hrw.org/world-report-2012/world-report-2012-saudi-arabia>;
http://www.hrw.org/sites/default/files/reports/iran1212webwcover_0_0.pdf;
<http://www.hrw.org/news/2013/07/16/troubling-trend-kuwait-punishment-offending-emir-twitter>;
<http://www.jgvg.com/gross-violation-of-law/violation-of-human-rights-continues-in-baluchistan-iran.html>;

Primary sources.

- “Universal Declaration of Human Rights,” United Nations. <http://www.un.org/Overview/rights.html>. (17 July 2013).
- S.3022– Iran Human Rights Sanctions Act– <http://beta.congress.gov/bill/111th-congress/senate-bill/3022>.
- H.R. 3077– Human Rights Education Act of 1989– <http://thomas.loc.gov/cgi-bin/bdquery/z?d101:H.R.3077..>
- H.R. 2231– Women’s Human Rights Protection Act of 1993– <http://thomas.loc.gov/cgi-bin/bdquery/z?d103:H.R.2231..>
- 1977 March 17. Jimmy Carter Speech before the UN General Assembly. <http://www.history.com/speeches/jimmy-carter-on-human-rights>.

Activity or assignment.

- **Human Rights in Pictures Activity:**
 - The students are provided a short lecture on human rights and their role in the international community. The lecture focuses on defining human rights and provides examples from various parts of the globe so students understand what each right consists of and what the violations can look like as they can present themselves differently in various countries.
 - The class is broken into five groups. Each group is given their assignment which includes a copy of the Universal Declaration of Human Rights (UDHR), the images being used for the project, and the analysis worksheet.
 - Each group is responsible for taking two of the assigned images and attempting to identify which UDHR article is symbolized in the image. They are also required to identify the corresponding Bill of Rights amendment.
 - Once the groups are finished identifying the human rights depicted they discuss and answer the questions for each image.
 - At the end of the activity we discuss as a class each of the images and what conclusions the groups reached about the human rights seen in the images.
 - Special attention in the discussion is paid to the vagueness of the definition of the human rights in the UDHR as well as the Bill of Rights amendments.
 - Questions for discussion: At what point do human rights come into conflict with cultural/religious beliefs? How do we, the international community, protect those rights? Do we, as the U.S., have the right to protect human rights in other sovereign nations? Can there be universal protection of these human rights by the UN? What role does the UN play in all of this?
- **Human Rights Violations Debate**
 - Groups are given a scenario where a violation of Human Rights has occurred within the Middle East.
 - They are required to research the specific human right(s) represented in the scenario within the context of the Middle East and present a power point and paper detailing their research and conclusions. They must also provide examples of where and when their human right has been violated in other parts of the world and incorporate that into their research. How did the reaction of the international community differ in each scenario?
 - They are also required to answer an essential question within the paper and presentation.

Assessment: fully explain your assessment method in detail or create and attach your scoring guide.

- Human Rights in Pictures Assessment is classroom discussion and the completion of their worksheets in groups.
- Human Rights Presentation Assessment is included in the assignment. It is just a breakdown of the grading. The assessment is my expectations for the presentation and the students' adherence to the parameters of the assignment. All of this is laid out in the assignment and my lesson.
- The essential question used for the presentation assignment is also their exam essay question for the unit.

Human Rights In Pictures

Directions: You will be divided into five groups and each group will be assigned two images. Together with your group identify which of the Universal Declaration of Human Rights (UHR) is depicted or symbolized in each picture. You group also needs to identify the corresponding amendment in the American Bill of Rights. There may be more than one UHR or Bill of Rights amendment which fits each picture. When finished viewing each image answer the questions following it. Your group must also provide an example of a violation of each right represented by your picture somewhere else in the world. When everyone is finished with their two images we will review and discuss as a class.

Image 1 Right: _____
UDHR Article: _____ Bill of Rights Amendment: _____

- Historical or current international example of violation of this right for an individual or group.
- Historical or current domestic example of violation of this right for an individual or group.
- Why was/is this right not yet enjoyed by these people?

Image 2 Right: _____
UDHR Article: _____ Bill of Rights Amendment: _____

- Historical or current international example of violation of this right for an individual or group.
- Historical or current domestic example of violation of this right for an individual or group.
- Why was/is this right not yet enjoyed by these people?

Image 3

Right: _____

UDHR Article: _____

Bill of Rights Amendment: _____

- Historical or current international example of violation of this right for an individual or group.

- Historical or current domestic example of violation of this right for an individual or group.

- Why was/is this right not yet enjoyed by these people?

Image 4

Right: _____

UDHR Article: _____

Bill of Rights Amendment: _____

- Historical or current international example of violation of this right for an individual or group.

- Historical or current domestic example of violation of this right for an individual or group.

- Why was/is this right not yet enjoyed by these people?

Image 5

Right: _____

UDHR Article: _____

Bill of Rights Amendment: _____

- Historical or current international example of violation of this right for an individual or group.

- Historical or current domestic example of violation of this right for an individual or group.

- Why was/is this right not yet enjoyed by these people?

Image 6

Right: _____

UDHR Article: _____

Bill of Rights Amendment: _____

- Historical or current international example of violation of this right for an individual or group.

- Historical or current domestic example of violation of this right for an individual or group.

- Why was/is this right not yet enjoyed by these people?

Image 7 Right: _____

UDHR Article: _____ Bill of Rights Amendment: _____

- Historical or current international example of violation of this right for an individual or group:

- Historical or current domestic example of violation of this right for an individual or group:

- Why was/is this right not yet enjoyed by these people?

Image 8 Right: _____

UDHR Article: _____ Bill of Rights Amendment: _____

- Historical or current international example of violation of this right for an individual or group:

- Historical or current domestic example of violation of this right for an individual or group:

- Why was/is this right not yet enjoyed by these people?

Image 9 Right: _____

UDHR Article: _____ Bill of Rights Amendment: _____

- Historical or current international example of violation of this right for an individual or group.

- Historical or current domestic example of violation of this right for an individual or group.

- Why was/is this right not yet enjoyed by these people?

Image 10 Right: _____

UDHR Article: _____ Bill of Rights Amendment: _____

- Historical or current international example of violation of this right for an individual or group.

- Historical or current domestic example of violation of this right for an individual or group.

- Why was/is this right not yet enjoyed by these people?

Image 1: India



Image 2: Afghanistan



Image 3: Syria



Image 4: Political Cartoon



Image 5: Pakistan



Image 6: Bahrain



Image 7: Pakistan



Image 8: Pakistan



Image 9.



Image 10.



Human Rights Presentation Assignment

Directions: Each group will be given a scenario where one or more human rights have been violated within the Middle East. Your goal is to research the specific human right(s) which have been violated and create a presentation detailing the history of the human right(s) within the context of the Middle East. Your groups must also provide evidence of this right or rights being violated in an international setting and how the reaction of the international community differed in each scenario. Your research, findings, and conclusions also need to be represented in a paper answering the following essential question.

Essential Question.

Analyze the role of human rights in the Middle East and predict how the international community can play a more effective role in protecting human rights in the area.

Presentation.

- Presentation format is power point with at least ten slides including a title page slide and bibliography.
- Bibliography must include Turabian style citations, no more than ten internet sources (including for videos and pictures) and no less than five books or articles.
- Slides must be easy to read and contain the necessary amount of information for the topic. Remember less is better when creating the slides.
- Ensure each slide has correct grammar and follows all of the proper rules for writing.
- Content of the presentation needs to include:
 - Breakdown of the scenario
 - Identification of the human right(s) represented
 - Overview of the history of that human right(s) in the Middle East
 - Other examples that fit your human right(s) violation- domestic and international
 - International response to the violation of that human right(s)
 - Answer to the essential question presented
 - Predictions for the future

Paper.

- Requirement is five pages including endnotes. (does not include title page and bibliography)
- Bibliography needs to be in Turabian style. Must include at least five books, at least five articles, and no more than five internet sources.
- 1 inch margins on all sides, 1.5 spacing
- Must include information presented in power point as well as answer to the essential question.
- Paper is not meant to be exactly what is in the presentation. The presentation is the visual and oral representation of the paper.

Human Rights Violation Scenarios

Scenario 1:

As a young child in Daraa, Syria you attend school with your friends. One of the main rules you are told at home is, "Do not talk to your teachers." Your parents tell you this because your teachers might be informants for the government. Security officers and school officials would interview them to see if they had anti-government feelings. You have hid underneath your desk at school when the pro-government militias have fired machine guns and tanks shells at your building. Many of your classmates do not come to school anymore because of the violence.

Scenario 2:

In Kuwait it is against the law to say anything negative about the emir or against the Shia faith. You, a 37 year old school teacher, have been arrested for comments made on twitter that do both of these things. You are sentenced to five years for each of the charges despite adamantly claiming that you did not post those comments on your twitter account. You are one of thirty-five people who have been tried for this.

Scenario 3:

You have traveled to Tehran, the capital of Iran, to join in the demonstrations to protest discriminatory gender biased laws as part of the Six Million Signatures Campaign. The campaign targets inheritance laws, marriage, a woman's right to pass her nationality to her children and compensation for bodily harm. You help with the demonstrations in other cities as well as the workshops and website. One of the ways you help the campaign is collecting signatures. It was while you were out doing that, you were arrested by the police.

Scenario 4:

As a Iranian university student you visit Kermanshah to research the prevalence of drug addiction and HIV in the Iranian-Kurdish population. While you are doing your research you are arrested and spend two months being tortured in a detention facility. At your trial you have no access to a lawyer and after fifteen minutes the court sentences you to five years in prison for "acting against national security" and "propaganda against the state." You are released from prison after a year but to find you can no longer attend the university. You join local activist groups but soon have to flee the country because of governmental pressure on your family.

Scenario 5:

As a young Iranian man you are allowed to vote in the elections. After the results are tabulated it is announced that President Ahmadinejad had won reelection with 62% of the popular vote. You suspect the election results are fraudulent and you join others in protesting the results in the streets. The protests are peaceful but the security forces who are dispatched to deal with the protestors reacts with brutal violence. You watch as several protestors are killed by the police and learn later that several more were killed while being detained.

Scenario 6:

You are a young Iraqi who is visiting Saudi Arabia with five other people. While you are there you steal money from a local supermarket. All five of you are arrested. While you are waiting for your trial the police torture you for eight days until you sign a prepared confession that you were not allowed to read. At the trial you and your fellow thieves are sentenced to having one foot and one hand amputated each.

Scenario 7:

You left your home in Indonesia have come to Saudi Arabia to work. In order to do this you have to get sponsorship from your employer. Once you do that your residency is tied to that sponsor. You have worked for your employer for ten years. You cannot get another job or leave the country without your employers consent. In your ten year employment you have not been paid and your employer frequently rents you out to other houses to work against your will.

Scenario 8:

As headmaster of a Sunni religious school in Baluchistan, a small province within Iran, you are responsible for the education and safety of your students. The Iranian government has consistently abused the rights of the people in your community culminating in the destruction of the school where you teach and the mosque in your community. When you and others spoke out against this abuse your fellow activists were arrested and sent to prisons. Two of them were your brothers and you have no idea where they were sent or when they will be returning.

Scenario 9:

You and another Saudi woman bring food to a French Canadian woman and her children. They had been locked in their home by her Saudi husband without food or water. You and your friend are arrested and charged with encouraging the woman to defy her allegedly abusive husband. At the trial the two of you are sentenced to ten months in prison and a two year ban from traveling.

Scenario 10:

You have finally been able to flee Eritrea to escape the continual fighting and mandatory military service. You make your way across Egypt where you fall victim to human traffickers who kidnap you, chain your hands and feet, routinely beat you, and subject you to humiliating acts. Your family is asked to send \$25,000 for your release. When you finally escape the traffickers and claim asylum in Israel you are detained in prison until your claim for asylum is reviewed. As they are reviewing your claim they strongly encourage you to return to Eritrea. After ten years in prison waiting to have your asylum granted you voluntarily leave Israel and return to Eritrea because it is better than to face the risk than spend any more time in prison.

Grading Rubric

Total Points Earned: _____

Total Points Available: 150 points

Grade Earned: _____

Presentation Grade: _____/75 points

- Bibliography: _____/10 points
 - Comments

- Content: _____/35 points
 - Comments

- Grammar/Writing: _____/15 points
 - Comments

- Presentation: _____/15 points
 - Comments

Paper Grade: _____/75 points

- Content: _____/50 points
 - Comments

- Grammar/Writing: _____/15 points
 - Comments

- Bibliography: _____/10 points
 - Comments