The Middle East: Arab Spring 2010-2014
Case Studies: Egypt, Syria & Tunisia
GlobalScope is a series of innovative curriculum guides created by the University of California Irvine’s School of Social Sciences for secondary school educators and students on the 21st Century forces and issues of globalization. The curriculum is designed to introduce high school students to the formal academic disciplines of anthropology, economics, geography, international studies, political science and sociology. The GlobalScope publications allow us to share original University research and teachings with students and teachers beyond our immediate reach.

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Copyright © 2014 Global Connect @ UCI | University of California, Irvine.
Global Connect @ UCI is an original educational partnership developed by UC Irvine’s School of Social Sciences to enrich California’s secondary school curriculum in international studies. This is accomplished by translating current university-level concepts and knowledge into a curriculum that is age appropriate for high school students.

The global studies knowledge-gap in our public schools is a critical problem that needs a flexible and immediate response. Students need lessons they can relate to as global citizens that will affect how they see themselves in the world. They must be capable of thinking in terms of worldwide issues to succeed in their respective careers and lives so that they may contribute to the general welfare of society. This cannot be achieved through textbook curriculum that is outdated by the time it is received by students. Teachers cannot abandon their classroom responsibilities to acquire current knowledge of the quickly changing international environment. Global conflicts and issues need to be brought to the students as current events – not as history.

The study of worldwide issues through Global Connect @ UCI establishes an environment that creates responsible global citizens and leads to access for students to higher education. Global Connect builds a bridge to the world for our nation’s secondary students.

Global Connect @ UCI dedicates its educational program and publications to addressing California’s History Social Studies curriculum framework and the National Curriculum Standards for Social Studies. This is being accomplished through the creation of an original year long course, “Globalization and International Relations”; implementation of the syllabus at select schools in Orange County; sponsorship of countywide teacher seminars; and the development of new on-line curriculum options for secondary educators statewide and beyond. Classroom lessons are innovative in structure and not only teach students factual information but serve as an ideal platform for analytical–reflective thinking about global issues.

For additional information about Global Connect curriculum and UCI’s team of faculty and student scholars, please visit our website at:

http://www.socsci.uci.edu/globalconnect/
COMMON CORE STANDARDS IN THE SOCIAL SCIENCES & LITERACY

The pursuit of Common Core Standards is redefining America’s educational priorities. One of the most central and elusive problems in addressing these Standards is developing academically challenging and classroom effective curriculum that addresses the needs of our students in different subject areas. Global Connect @ UCI, a unique educational initiative based in the School of Social Sciences at the University of California Irvine, has developed original curriculum and teaching strategies to introduce secondary students to 21st century global issues and events through an interdisciplinary lens. The lens integrates the various disciplines within social science: anthropology, economics, geography, international studies, political science and sociology.

This integration occurs through concepts, readings and “problem sets” found in contemporary university classrooms. Our academically centered course of study has been adapted into age appropriate thematic presentations, dynamic interactive and literacy building workshops that realize the Common Core objectives.

Global Connect specifically targets and meets the Common Core Standards by:

- Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and readings
- Emphasizing Evidence Based Writing Skills through the introduction of formal-academic forms of in-class writing, take-home assignments, and unit capstone projects
- Building a discipline-based vocabulary (a set of new terms are defined to complement each week’s academic theme)
- Expanding the students’ abilities to: Use Quality Academic Sources / Organize Data / Analyze / Cite & Discuss
- Integrating contemporary use of technology for online research and general inquiry

The Global Connect course on “Globalization and International Relations” is already serving as a Common Core option for secondary educators and students in California’s Saddleback Valley Unified School District. The partnership between UCI and SVUSD is currently exploring new strategies for sharing and advancing this dynamic new course so that other districts can adopt this as a vehicle for acquiring college ready critical thinking abilities and organizational skills. These strategies include the creation of effective teacher training modules for each unit; an expanded online topic specific video library of presentations by UCI faculty and graduate students; and the continued development of GlobalScope Curriculum Guides.
This year, as with prior years, the content has been revised and edited to address the most recent global occurrences/issues and to introduce new resources. For an in-depth overview of our Program, please visit our website at: www.socsci.uci.edu/globalconnect!

Ellen Schlosser
Global Connect @ UCI
Founding Director & Curriculum Development Advisor

Note:

In 2011, the University of California recognized Global Connect’s course, “Globalization and International Relations,” as an approved A-G academic elective course for California’s secondary students.

The California Council for the Social Sciences recognized the program as being a Common Core ready curriculum and featured the program in their journal, Sunburst: A Publication of the California Council for the Social Studies.
THE MIDDLE EAST: ARAB SPRING 2010-2014

The Middle East: Post Arab Spring 2010-2014 is a regional study centered on the events and issues raised by the revolutionary movements of the Arab Spring and the on-going repercussions in the region. We focus our examination of the Post Arab Spring events on three nation-states; Egypt, Syria, and Tunisia. These nation-states have experienced great changes and challenges during the past four years. The responses and the realities in each of these nations have taken three different paths since the revolutionary movements began in 2010.

In addition to the academic introduction to the region, students will be asked to act as country-specific analysts. Each student will follow the evolution of the Post Arab Spring events and changes in one of three nations and complete eight assignments that address event timelines, economic factors, political group identities, transitions in leadership, and the protestor positions-actions.

The final capstone project will require students to create an Op-Ed essay/editorial analysis on the realities and challenges their nation-state is facing in Spring 2014. Their individual essays will ask students to define their own predictions on the major political, social and economic challenges their nation will confront over the next decade. Individually, he or she will have to analyze the data and information from class lectures, readings and independent research. Though the editorial will take a persuasive tone, the opinion expressed must be supported through evidence-based facts. The students will have several prompt options and will be provided an editorial essay format for their written submissions.

During the final week of the unit, students from each of the assigned nations will be asked to serve on “Roundtable Panels.” As Roundtable Panelists, the students will be asked to share their country analyses with the other members of the class and to collaboratively discuss the long-term impacts of the recent events in the region. The host teacher, site supervisors, and interns will prepare and pose relevant questions to the Roundtable Panels.

We have organized the unit around the following topics:

I. Introduction to the Middle East
   Shared Attributes
   Regional Myths
   Geopolitical Insights

II. The Arab Spring
   Protester Demands
   Economic Roots of the Revolution
Youth & Technology

III. Civil Liberties
Democratic Aspiration vs. Democratic Values

IV. Post Arab Spring

V. Case Studies
Case Study: Egypt
Case Study: Syria
Case Study: Tunisia

VI. Round-Table Presentations & Predictions
Capstone Project: Op-Ed Writing Challenge

Some of the major questions that will be included in the curriculum are the following:

• Geographically, what nations are identified as being part of the Middle East?
• What basic traits or characteristics are shared across the states of this region?
• How did the events of the 20th century create autocratic governments?
• Who were the regional leaders in 2010?
• With the events of the Arab Spring in 2011, how have these leaders been removed from power? Or have they reacted to (or controlled) the revolutionaries? What did they represent and who will replace them?
• What changes have the revolutionaries in the streets of Egypt, Tunisia, and Syria been seeking?
• Why are youth at the center of the revolutions?
• How did technology ignite the revolutions?
• What significant Post Arab Spring events and issues have transpired since 2012?
• What specific events and government responses-transitions have taken place in Egypt/Syria/Tunisia?
• Will these countries be able to extend greater human rights to their populations?
• Will these countries return to traditional paths or move in new directions?

The 2014 edition of the Post Arab Spring GlobalScope Curriculum Guide required the concentrated thought and editing by a team of top undergraduates and recent alumni: Benson Lao, Henry (Long) Kan, Grant Speckert, Christy Markos, Nadine Sidhom, Hye-Mi Lee, Aliza Asad, Negar and Negin Fatahi, and Sunny Thai.

Author and Professor of Political Science Bojan Petrovic generously served as the faculty-lead.
Doctoral Candidate Vahid Niayesh added valuable academic expertise on the topic of civil liberties in the Post Arab Spring region.

We consider the coverage of the Arab Spring an essential part of the year-long “Globalization and International Relations Course” being taught in Saddleback Unified School District High Schools (Laguna Hills, El Toro and Mission Viejo High Schools).

In January of 2011, the University of California approved this course as a secondary school academic elective course. This year’s GlobalScope Publications will be posted on our website (http://www.socsci.uci.edu/globalconnect/) and are free and accessible to the public.

On behalf of the Global Connect team and the editorial staff of GlobalScope, I hope that you find this publication a valuable educational resource. We would sincerely appreciate your insights regarding future themes and effective techniques that we can incorporate in your workshop materials. Please forward your suggestions to edschos@uci.edu.

Ellen Schlosser  
Global Connect @ UCI  
Founding Director & Curriculum Development Advisor
GUIDELINE TO GLOBALSCOPE

**GlobalScope** is an expanding library of in-print and on-line guides that mirror UCI School of Social Sciences’ contemporary research and teachings related to 21st Century issues and conditions of globalization. The primary motivation behind this publication is to provide secondary teachers with an accessible social science resource that will help create “global” windows in the classroom. Our guiding principle is that high school students need to understand the contemporary changes that are influencing their educational and personal opportunities, and ultimately, their lives and careers.

**Explanation of GlobalScope format:**

**Unit Presentations** vary in format. Each presentation is centered on a specific topic and reflects the style of the individual faculty, graduate or undergraduate student presenter. Several of the authors have created PowerPoint presentations that can be used by the classroom teacher. An annotated version with additional information has been included in the Teachers’ Edition. Some presenters have also provided lesson outlines.

**Workshop Scripts** seek to recreate the lecture/discussion format used in college courses. We alternate the formal introduction of topics with special interactive workshops. These age-appropriate workshops have been designed and successfully presented in the classrooms (grades 8 – 10) by Global Connect undergraduate interns. These workshops have been designed in a script-like manner with sections assigned to the university undergraduate interns. The workshop material can easily be adapted for “single voice” use by the classroom teacher.

**Literacy Building Readings and Assignments** provide students with exercises that will require them to read non-fiction, original-source documents. After reading and analyzing the materials, the students will be given written assignments to strengthen their expository writing abilities. Some current topical articles and charts have been reprinted and cited.

**International Relations & Globalization Course Workbook** is a two part workbook to be used in conjunction with the thematic module presentations throughout the semester.
Part I: “A Sense of Place: Identifying Nations by Name and Location”
includes weekly political map identification exercises that provide students with the ability to recognize the location of the globe’s 205 nations. These weekly exercises will allow students to locate and name the nations of each continent and significant regions.

Part II: “People of Purpose: 21st Century Global Citizens (‘Real Heroes’)” will introduce students to real heroes whose actions have impacted the distinct geographic areas being studied. These introductions will be made through video interviews / feature stories and assigned readings. Students will be asked to analyze the problems, strategies and solutions associated with each of the featured social entrepreneurs through writing exercises. Over the semester the assignments will transition students from completing simple fill-in review sheets to composing five paragraph expository essays. The writing assignments, depending on length, can be used as in-class worksheets or as take home assignments. Grading of these assignments is recommended.

Identification of Curriculum Standards:

Each workshop and presentation addresses an objective identified in the National Council for the Social Studies Curriculum Thematic Strands and / or the objectives set-forth by the California State History/Social Science Standards & Framework. For your personal reference, we have included a copy of the National Council’s Thematic Strands in the Appendix.

Complimentary Disk: All of the primary GlobalScope materials presented in this curriculum guide are provided on a disk so that classroom teachers can independently present the PowerPoint presentations and reproduce the worksheet assignments.

All the original materials are for individual classroom use only and not to be reprinted without express permission from the School of Social Sciences, University of California, Irvine.

Website: All materials contained in GlobalScope will be posted on the Global Connect @ UCI website: http://www.socsci.uci.edu/globalconnect
GLOBAL CONNECT VISIONARIES

UNIVERSITY OF CALIFORNIA, IRVINE

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Vice Principal Dan Sullivan
Host Teachers: Jack Opkins & Chris Ashbach
**EDITORS-IN-CHIEF**

Jessica Chan  
*Director, Global Connect @ UCI*

Ellen Schlosser  
*Curriculum Development Advisor, GlobalScope Curriculum Guides*

**UNDERGRADUATE EDITOR**

Benson Lao  
*Business Economics & Management*

**FACULTY & GRADUATE STUDENT CONTRIBUTORS**

Professor Bojan Petrovic, *Professor of International Studies*

Vahid Niayesh, *Doctoral Candidate in Political Science*

**UNDERGRADUATE & ALUMNI STUDENT CONTRIBUTORS**

Henry Kan, *Political Science & Business Economics*

Christy Markos, *Sociology & Political Science*

Nadine Sidhom, *Psychology and Social Behavior*

Grant Speckert, *International Studies*

Hye-Mi Lee, *Political Science & International Studies*

Aliza Asad, *International Studies*

Negar Fatahi, *Psychology and Social Behavior*

Negin Fatahi, *Political Science*

Sunny Thai, *Sociology & Education*
# GlobalScope

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**Workshop: Post-Arab Spring Capstone Project**

Student Editorial Writing Contest- First Place: High School, Sarah Nogard
http://www.theledger.com/article/20131206/COLUMNISTS0304/131209579/1143/columnists0304?Title=First-Place-High-School-Sarah-Norgard

**Lecture: The Arab Spring**

Anti-Government Protest over Unemployment in Tunisia
https://www.youtube.com/watch?v=_znW9FrXUwQ

Tunisian President Flees Following Protests
https://www.youtube.com/watch?v=-M_Q4rSDkpg

Millions Rally to oust Mubarak
https://www.youtube.com/watch?v=dDBJV8COxDo

Pre-dawn Raid Destroys Bahrain Protest Camp
https://www.youtube.com/watch?v=T7PgbBP2rFc

Mubarak Resigns, Egypt Celebrates
https://www.youtube.com/watch?v=2Hm0siVJJDQ

**Unit II**

Protests in Libya
https://www.youtube.com/watch?v=lyUsr1VeCxM

Libyan rebels wage radio war, Al Jazeera Sue Turton reports from the frontline near Misurata
https://www.youtube.com/watch?v=MNK8XI7KWU

Foreign troops suppress demonstrations in Bahrain
https://www.youtube.com/watch?v=xgg8c_ZhPH8

Moammar Gadhafi 2011-Tripoli Captured by Opposition Forces, Secret World of Former Leader Exposed
https://www.youtube.com/watch?v=9fO-IPs_7ZI

The Fight for Aleppo-A look Inside the Current State of Aleppo, Syria
https://www.youtube.com/watch?v=YN1EDgLSC_w
Workshop: Middle East Revolutions: Youth and Technology

Fareed Zakaria on Egypt’s Youth Movement
http://www.youtube.com/watch?v=kjPXJKb5_hw

Wael Ghonim and Egypt’s New Age Revolution
http://www.youtube.com/watch?v=LxJK6SxGCAw

El General, The Voice of Tunisia, English Subtitles
http://www.youtube.com/watch?v=leGlJ7OouR0

Lecture: Syria: A Case Study

#WithSyria
https://www.youtube.com/watch?v=2VVoCxdm7T8

Workshop: Understanding Syrian Actors

Unit V
BBC: Syria Conflict: Who’s in control and what is life like?

Workshop: Tunisia

“France’s President Hollande Praises Tunisia’s New Democratic Constitution”
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Country Profiles

Part A: Fill in the country facts below. Refer to your BBC Country Profiles located in Appendix.

Full name:
Population:
Capital:
Area:
Major language:
Major religion:
Life expectancy:
Monetary unit:
Main exports:
GNI per capita:

Part B: Geopolitical Biography – Online Inquiry

Using at least two of the recommended on-line sources, describe some of the geopolitical factors that have impacted your country since World War I (early 20th century). Please answer each of the questions below with approximately 3-4 sentences on a separate sheet of paper.
1. What colonial power(s) controlled or greatly influenced your nation post World War I? When did your country become an independent state?

2. Is your nation “rich” in natural resources? Be specific. If not, what drives your nation’s economy? (Trade/Manufacturing/Service/Foreign Aid)

3. Is there a history of conflict or competition for power and resources within your nation’s population? *Consider internal strife between tribes, religions, or sects of a single religion, or economic classes.

4. Who was the country’s leader in 2010? How did he come to power?

This assignment is due _________________.

Be sure to bring a print-out of your assignment to class on the due date.
Arab Spring Timeline

Read through the timeline of important events in your country’s BBC profile (2010-2012) located in the appendix. Select four primary events that you believe had the greatest impact on your population during the first two years of the Arab Spring.

After surveying the BBC timeline, you will be responsible for creating an annotated timeline that provides details on four events. In seeking out the details, you will be asked to locate at least three articles that define the revolutionary wave of demonstrations, protests, political change, and wars.

Use the Arab Spring Timeline 2010-2012 Form to enter the required information. Attach printouts of your chosen articles to the form. Remember to select these articles from one of the recommended sources.

This assignment is due ____________________.

Be sure to bring a print-out of your assignment to class on the due date.
Arab Spring Recommended Sources List

Online News Resources

- BBC News
- CNN
- The Washington Post
- The Guardian
- The Economist
- New York Times
- Al Jazeera (English)
- GPS: Fareed Zakaria
- ABC News
- Foreign Policy Magazine
- TIME Magazine
- PBS News
- Frontline PBS
- NPR
- Los Angeles Times
- Reuters

Think Tanks

- RAND News and Events
- Bill and Melinda Gates Foundation
- Council on Foreign Relations
- Brookings Institute
- Center for New American Security
- Center for Strategic and International Studies
- Carnegie Endowment for International Peace
- Institute for International Economics
Enter the four important Arab Spring events that transpired in your country between December 2010-2012.
<table>
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<th>Event</th>
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<th>Where?</th>
<th>What happened?</th>
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**Timeline**

**Event:**

**Date:**

**Where?:**

**What happened?:**

**Who was involved?:**

**What was the significance of the event?:**

---

**Name:**

**Period:**
Who Were the Protestors?

Write a 2 page-long description on the positions and demands of the protesters within your assigned country.

I. Base your paper on the following sources:

a) Information presented in the *Roots of the Revolution Power Point, Youth and Technology Workshop* and your *Nation’s Profile Readings* located in the appendix.

b) In addition, locate and identify at least 2 online video interviews or articles to help you describe the protesters. Consider turning to NPR, Al Jazeera, the New York Times, or the BBC. Add a list of the sources you use below your two page analysis.

II. Consider addressing some of the following questions in your description:

- What specific economic or social conditions were impacting the citizens of your country that brought the voices of the protestors together in public squares?

- Can you identify some of your nation’s “lead” protesters?

- Did the community of protesters share any common traits? Consider their age, level of education, economic status, and their relationship with the government and the military.
What role did social media play in your country’s revolutions?

Why did they demand new leadership? What qualities of leadership were they seeking that differed from the nation’s historic pattern of leadership?

What civil liberties were they requesting? (Specifically identify the freedoms they are seeking: freedom of speech, assembly, gender equality, press, etc.)

This assignment is due ____________________.

Be sure to bring a print-out of your assignment to class on the due date.
Arab Spring Timeline

Read through the timeline of important events in your country’s BBC profile (2013-2014) located in the appendix. Select four primary events that you believe had the greatest impact on your population over the past two years (2013-2014).

After surveying the BBC timeline, you will be responsible for creating an annotated timeline that provides details on four events. In seeking out the details, you will be asked to locate at least three articles that define the most recent and significant changes in leadership/government, protester demonstrations, civil liberties and economic conditions within your assigned nation.

Use the Arab Spring Timeline 2013-2014 form to enter the required information. Attach printouts of your chosen articles to the form. Remember to select these articles from one of the recommended sources.

This assignment is due _____________________.

Be sure to bring a print-out of your assignment to class on the due date.
Arab Spring Timeline 2013 – 2014

Enter the four important Arab Spring events that transpired in your country between 2013 and 2014. Include the date of each event. Use the next page to address the specific occurrences and actors in each event.
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<th>Timeline Event: Date:</th>
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<tr>
<td>Article Title:</td>
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<td>What was the significance of the event?</td>
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</table>
Identifying the Primary Actors

Can you identify and describe at least 4 primary “actors” that are impacting the Post Arab Spring in your country?

Create a list of the most important religious, ethnic, political, and international groups impacting your country’s Post Arab Spring revolution.

Consider the following “actor” categories:

- Political Leaders & Affiliated Political Party
- Military
- Religious Groups
- Youth Protestors
- Ethnic Groups
- Opposition Political Parties
- International Influences: United Nations/ NGOs/ Other Nation-States/Terrorists

Each of your identifications should include the following:

- Full Name of Group
- Type of Group: Political / Religious/ Social/ Ethnic/ Political / International/ Terrorist
- A two-sentence or more description of the group’s goals
- Specific events or issues that are linked directly to the specific group
- Specific sources that you used to identify each group
Use the following source options to support your descriptions.

a) *GlobalScope* PowerPoint Presentations, workshop materials and assigned readings.
b) Articles from sources included on the Recommended List.

This assignment is due _________________.

Be sure to *bring a print-out of your assignment to class on the due date.*
Analyzing 21st Century Events through Editorials

Editorials are featured in most national and international newspapers. They are often separated from front-page news articles and clearly identified as “opinion”. Political editorials often focus on national/international issues, events or societal needs.

1. Read the following editorials:

**“The Autocrat-and-and-Mouse Censorship Game”** by Andy Kessler

In our discussion of the Post Arab Spring we have referred to the on-going desire of the protesters to secure civil liberties within their respective nations. The fight for liberties occurs in many different nations and different continents. Writers from different nations use editorials to address the pursuit of freedom. Mr. Kessler’s editorial addresses the question of freedom of the press as reflected in autocratic attempts to control the Internet.

**“Saving the Arab Spring: Opinion”** by Alan Moss

Today many political thinkers are exploring alternative ways through which autocratically run institutions and practices can become platforms for new democracies. Mr. Moss uses his editorial as a vehicle to suggest an alternative pathway to the future.

2. After reading the editorials, complete the related Editorial Analysis Sheet on one of the two editorials. Submit a printed copy of your Analysis Sheet.
**Concepts to Keep in Mind:**

*What are civil liberties?*
Civil liberties are the rights guaranteed to citizens or residents of a country or territory as a matter of fundamental law.

*In America:*

a) The citizens in the United States have their civil rights guaranteed through the Constitution's Bill of Rights. The civil rights legally guaranteed through the Bill of Rights include freedom of religion, freedom of speech, a free press, and free assembly.

__This assignment is due_____________________.__

*Be sure to *bring a print-out of your assignment to class on the due date.*__
Assignment #6
Editorial Analysis Sheet

Title of Editorial:

Introductory Paragraph(s)
Summarize in your own words the writer’s thesis.

Body Paragraphs:
What evidence-based examples does the author use to support his thesis?

Does the writer center his support on more than one major example?
Yes or No – Explain.

If no, is his single example thoroughly explained?

If yes, did the author use separate paragraphs to address separate evidence based examples?

Counter Arguments:
Does the writer of the editorial address counterarguments to his thesis?

Does he defend his position through the use of facts? Explain.
**Conclusion:**

Is the writer’s position clearly restated in the closing paragraph(s)?

Does he reconnect the body arguments to the main thesis?

Does he add any new information (evidence based) in his closing remarks?

**Personal Assessment:**

Do you think the editorial was written with a strong voice?

Were you persuaded to support his thesis? Explain.

Do you think he demonstrated an evidence based knowledge of the subject or should he have added more factual details?
What has become of the Arab Spring and its promise of democracy and economic equality? 

Egypt has reverted to military rule; Libya is unable to unify rival militias; and Tunisia has been subjected to assassinations and widening political divisions. Thousands of Iraqis have been killed in recent months as insurgents seek to re-ignite sectarian conflict. The anti-Assad rebellion has resulted in more than 100,000 dead Syrians, more than 1,000 from chemical weapons.

How might this record of failure be turned around to realize Arab Spring objectives?

Insufficient knowledge, experience and leadership in democratization and economic development undermined Middle East freedom fighters. To succeed, those who continue the quest must be provided with tools to overcome these barriers. Democratic institutions and human rights guarantees must be established to overpower historical prejudices and competitions. Resources must be made available to reduce widespread poverty, improve education and access to employment and encourage industrial diversification.

Looking to organizations that transformed other regions of the world, it is instructive to focus on the European Union. After World War II, the EU began converting ultra-nationalist states into a cooperating union. Although Europe and the Middle East are very different, post-World War II Europe and today’s Middle East share problems of military conflict, unprotected minorities and economic inequality. Just as economic integration gave European nations incentive for peace and advancement in human and economic rights, perhaps a Middle East Union could serve the same purpose.

The MEU could be organized into eight administrative units: 1) an Agency for Democratic Transition to transform governments into democracies; 2) an Economic Development Agency to diversify and develop economies; 3) a Union Education Institute to increase labor force participation and reduce unemployment; 4) a Rights Council to promote human and civil rights; 5) an Office of Economic Opportunity to reduce poverty and income inequality; 6) a Legislature to provide a forum for deliberations; 7) an Office of Management and Budget to assess annual dues, execute continuous audits, and seek international funding and expertise; and 8) a Security Center, staffed by United Nations forces, to maintain member borders and enforce agreements reached.

Unlike other Middle East organizations, the MEU could focus on national transformation to democratic institutions, strong economic performance, and the full engagement of Israel in a multi-nation effort to obtain region-wide objectives. It would require no compromise of sovereignty, just a shared commitment to mutual freedoms and development. Prerequisites would require a nonaggression pact, open access to all religious sites, and formation of a Palestinian state and Jerusalem settlement (currently being negotiated).

There are those who will view the MEU proposal as a pipe dream. They will contend that Middle East nations will never be free to put the old grudges and oppressive ways aside. On the other hand, students of history may look to the European Union and recall how its earliest rendering moved member states away from extreme nationalism and toward democracy and economic recovery, eventually emerging from the rubble of World War II.
Certainly, Arab youth sacrificing their lives to finally turn the page is a powerful symbol that times are changing. These young people are willing to pay the ultimate price to transform their nations into democracies that value the individual and promote prosperity.

Constructing a Middle East Union could provide the dedicated expertise, experience, and resources needed for ultimate Arab Spring success. If the MEU proposal captures the imagination of even a limited number of Middle East nations, the benefits their people would reap should propel other states to follow. Once this process begins, it will overtake the drag of nonproductive thought and spread democracy, peace, and prosperity throughout the region.

For more information, visit:
http://blog.nj.com/njv_guest_blog//print.html?entry=/2013/10/saving_the_arab_spring_opinion.html
Recep Tayyip Erdogan's political party was victorious in Turkey's closely watched municipal elections Sunday, but the prime minister's effort to squelch online criticism in the run-up to the vote probably wasn't much help. His government blocked Twitter and YouTube after embarrassing documents and recordings surfaced suggesting, among other things, corruption in Mr. Erdogan's inner circle. He has denied the allegations and said the tapes were fake. Then again, he has also threatened to shut down Facebook. "We will wipe out all of these," he said on the eve of the social-media crackdown.

Yeah, good luck with that. Within hours of the Twitter block on March 20, workarounds surfaced. The cat and mouse game began. Turkish Web users could use Google's Public DNS, or Domain Name Service, rather than Turkey's DNS to get back to tweeting. Protesters spread the word by spray-painting the workaround on buildings. Twitter also helped out blocked users in Turkey, releasing a workaround using SMS text messaging on cellphones.

In response, Turkey started blocking Google's DNS, the first country ever to do so. No problem. Savvy users set up virtual private networks, or VPNs, that masked their online activity. A popular service is Spice VPN, which touts a "Double VPN for Paranoid Anonymity."

Others downloaded the program Tor, which can run from a flash drive and enables what is known as "onion routing." It sends users' requests to several places on the Internet before returning the results censor-free, "so no observer at any single point can tell where the data came from or where it's going," as the Tor website explains. These "proxy servers" mask your true Internet address and location, allowing you to surf the Web unafraid of detection. The mice, as the Erdogan government discovered, are smarter than the cat.

But the game continues elsewhere. On March 3, Russian commandos cut power and communications lines of the Ukrainian Navy and stationed ships equipped with jamming technology off the coast of Crimea to sabotage wireless networks. Ukraine was ready. According to the computer-intelligence company Renesys, at least eight Internet exchanges (a point of connection to other Internet networks) and tens of thousands of miles of fiber-optic cables fortify Ukraine's Internet. Snipping a few lines or jamming a few wireless links won't take it down.

The message to autocrats is clear: You can't block communications, or at least not for long. Technology moves too fast. Iranian censorship, for instance, remains strong, but some two-thirds of households in Tehran have illegal satellite dishes despite a 1994 ban, as Iran's own Culture and Guidance Minister Ali Jannati told state news agency Irna in November.

If you search from a browser in China for Tiananmen Square, the results will be censored by the ministry of public security's Golden Shield Project (also known as the Great Firewall of China). The search usually returns tourist information, along with a limp disclaimer: "According to local laws, regulations and policies, some search results are not shown." Twitter and Facebook are also blocked.

But the Great Firewall has many holes, including vulnerability to VPNs, onion routing and special-built software such as Freegate or Psiphon, programs that send users' requests to the cloud of servers outside China and return uncensored
results. Anyone in China with an iPhone can set up a simple VPN to reach the outside world—useful even if you're just visiting Shanghai and want to post on Facebook.

Yet while censorship grows, the U.S. is becoming less serious about ensuring a free Internet. The Commerce Department announced on March 14 that the U.S. may soon relinquish control over Icann, the Internet Corporation for Assigned Names and Numbers, through which the U.S. has long protected open access to the Web. The U.S. supervision would be replaced by "a global multi-stakeholder community."

Yikes. The United Nations of Internet sounds like a really dumb idea. Autocrats will find it easier to limit access to politically undesirable content and make it harder, though not impossible, for citizens to bypass the censorship. Why would the U.S. want to start another cat-and-mouse game?

Even as the urge to control the Internet seems to grow, so are the ways of fighting back. Private, parallel networks that are immune to censorship are being created out of a mesh of cheap Wi-Fi technology. These nodes, with about $100 of equipment, can be set up on rooftops around a city using solar power. One in Vienna is known as "FunkFeuer." The nodes communicate with one another using line-of-sight antennas—which can be made out of Pringles cans, in a pinch—and can send, receive and forward messages, emails and content among themselves.

If Russia decides to invade another country, one without Ukraine's ability to handle digital disruption, the State Department could airlift or smuggle in 10,000 of these nodes for a mere $1 million. One node at the border or one satellite link to connect to the unrestricted Internet and, voilà, censorship is defeated.

Call it Wi-Fi without Borders. Or Packets of America. Whatever. Maybe practice on North Korea, and then Cuba. Show autocrats that the network is mightier than the sword.

For more information, visit:  
http://abcnews.go.com/Politics/chinas-education-prepares-students-tests/story?id=12348599#.T7qUq6VrN0S
Post Arab Spring Op-Ed Topic Selection and Essay Outline

Using the knowledge you have gained about your assigned nation through the unit’s PowerPoint presentations, assigned readings and independent research, you are now ready to write your own Post Arab Spring “Opposite the Editorial” (Op-Ed). Remember your Op-Ed should be focused on your assigned nation.

1) Select the topic of your essay from the options listed below:

a) By 2030, (name of nation) will be able to (or will not be able to) extend the basic civil liberties of freedom of speech, freedom of assembly, and freedom of the press to its citizens.

b) The priorities of the religious majority will (or will not) continue to have a significant influence on the future leadership, formal elections and social mandates of (name of nation).

c) (Name of nation) will actively pursue open-democratic oriented elections in the future that will break with the autocratic history of its past.

d) Can you suggest an alternative topic to address? If so, please present your original thesis to your teacher and/or site supervisor. If approved, you can address your own area of interest.

2) Outline your Op-Ed Essay by addressing the following questions:

a) Write your topic of choice and your own basic position.

b) List at least 3 reasons that support your position.
c) Explain by the use of facts (evidence) each supporting reason for your position. *(Use details from class lectures, readings or your own on-line searches. Be sure to state the source(s) for each fact.)*

d) Describe counter arguments that may be raised to challenge your position. Address the way these counter arguments may not be valid.
*(What issues could someone with an opposite opinion present to challenge your position? How would you address their questions?)*

e) Write a strongly worded ending to your Op-Ed that restates your thesis and that should convince others to support your position.

This assignment is due ______________________________.

Be sure to *bring a print-out* of your assignment to class on the due date.
Capstone Writing Assignment: Post Arab Spring Op-Ed

Alas! You have reached Global Connect’s final writing challenge of the academic year. Convert your outline notes for the Op-Ed into a cohesive and energetic essay.

➢ Remember that your Op-Ed is a persuasive statement.
➢ Use a variety of energetic and impactful adjectives.
➢ Carefully support your position with essential facts.

**Checklist of Requirements for Final Essay**

- Formal title that captures the readers’ interest.
- Length at least 6 paragraphs in the recommended format.
- Typed in 12-point font.
- Label with your name, teacher’s name and class period.
- Turn in completed Op-Ed Essay to your teacher.

**Recommended Activity: Roundtable Discussion Panel**

Although your Op-Ed is your last formal writing assignment, you are still required to participate in a nation-specific Post Arab Spring Roundtable Discussion. As a participant, you will need to orally summarize your own Op-Ed essay as well as actively address questions regarding your assigned nation.
In order to understand the basic format of a formal discussion on political issues, watch one of the weekend news programs that examine serious national and global issues. These shows can help expand your awareness of important current events and introduce you to the different perspectives on many current issues.

**Suggested Weekend News Programs**

**Meet the Press** – Hosted by David Gregory on NBC – Sundays @ 7 or 8am  
www.nbcnews.com/meet-the-press

**This Week with George Stephanopoulos** – ABC – Sundays @ 8am  
http://abcnews.go.com/ThisWeek/

**Face the Nation** – Hosted by Bob Shieffer – CBS – Sundays @ 8am  
www.cbsnews.com/face-the-nation/

**GPS (Global Public Square)** Hosted by Fareed Zakaria – CNN – Sundays @ 7am & 10am  

**FOX News Sunday with Chris Wallace** – FOX – 11am & 3pm  
http://www.foxnews.com/on-air/fox-news-sunday-chris-wallace/email#

**PBS Nightly News Hour – PBS SoCal (KOCE)** – Monday – Friday – 6pm  
www.pbs.org/newshour/

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*This assignment is due __________________________.*

*Be sure to bring a print-out of your assignment to class on the due date.*
THE MIDDLE EAST: ARAB SPRING 2010-2014

Unit I: Introduction to the Middle East
What is a region?
• An area considered as a unit for geographical, functional, social, or cultural reasons
• Things to consider about the Middle East:
  o Which nations comprise the region?
  o Who named the region?
  o What are some social and cultural factors that define the Middle East as a region?
  o Who is interested in this region? Why?

**Shared Attributes of the Middle East**

**In the MIDDLE of what?**
• The region was given its name during the 1850s from the British India office – during the Great Game between Russia and Britain
• Alfred Thayer Mahan, an American naval strategist described it as the area between Arabia and India

**Contemporary Perceptions: The East/West Divide**
• Western perceptions about the Middle East:
  o “Arab and Muslim refer to the same people”
  o “Islam is different from Christianity and Judaism”
  o “The Middle East is one big sandy desert with lots of camels, populated by... men in turbans and long white robes... women in black with their faces covered... men waving long curved swords... harems with scantily clad women serving one man... husbands with four wives... rich oil sheiks and terrorists”

**News Articles about the Region**
• “Israel: Military Fires into Lebanon after Border Blast” – New York Times
• “Iran, World Powers Resume Talks” – Wall Street Journal
• “Egypt in Crisis” – BBC World News
• “Syrian Government Troops take Opposition Stronghold” – Al Jazeera

**Studying the region**
• An analysis of the region requires you to dig deeper, look beyond common stereotypes, and ask questions like
  o Why are certain events taking place in the Middle East?
  o How did the region evolve to this stage in history?
  o What is the significance of the region?

When you take a deeper look at the Middle East, you’ll realize that it is
A Region of Contrasts

A region of wealth

- According to Merrill Lynch’s World Wealth Report in 2011, the number of dollar millionaires in the region increased by 10.4 percent in 2010.
- This number reflects about 400,000 people who occupy geographical space worth about 1.7 trillion USD.
- Among the 71 countries analyzed, Kuwait and Bahrain were ranked 6th and 7th respectively.

Case Study: Dubai, United Arab Emirates (U.A.E.)

Case Study: Kuwait City, Kuwait

A region of poverty

- 1 in every 5 persons live below the poverty line across the region.
- There are 100 million people between the ages of 15-29 in the Middle East.
- According to the International Labor Organization, unemployment ranges from 6 to 40 percent across the region.
- About 1/3rd to 3/4ths of youth comprise the unemployed population in the Middle East.
The Kaleidoscope of Pluralism

• Beyond the contrasts and the stereotypes we can see that the region is diverse.
• Many scholars have described the Middle East as a culturally pluralistic region.
• What is pluralism?
  o Dictionary: A form of society in which minority groups maintain their independent cultures.
  o In Depth: According to Harvard University’s Pluralism Project, pluralism implies:
    • Diversity
    • Tolerance

The region is like a mosaic or a kaleidoscope of different cultures that come together to form one big picture!

What defines the region?
• Language
• Geography & Climate
• Religion
• Social Structures
• Shared History

Language
• Languages spoken in the region
  o Arabic, Farsi, Urdu, Turkish, Hebrew
• Where in which countries are these languages spoken?
  o Farsi: Predominantly in Iran, Azerbaijan, some Central Asian countries (parts of Afghanistan)
  o Urdu: Pakistan, Afghanistan, Bangladesh
  o Turkish: Turkey, Cyprus, Azerbaijan, mostly countries bordering Egypt
  o Hebrew: Israel
• Arabic is otherwise the dominant language of the Middle East spoken across the rest of the region.
• However, these languages do bear similarities in the way words are written and spoken
Which language is this?

Urdu

Farsi

Arabic

Language

- Arabic is a Semitic language
- Before the rise of Islam, Arabic was mostly used by nomadic tribes
- It has been historically noted that the Qu’ran (the holy book of Islam) was revealed to Prophet Mohammed in Arabic.
- After the Prophet’s death in 632 C.E., Arabic became the dominant language and spread from Arabia into Central Asia and the Iberian Peninsula in Europe
- Its spread and influence is mostly associated with the spread of Islam

Geography & Climate

- The Middle East is a region that physically and culturally overlaps three continents:
  - Asia: Afghanistan, Pakistan, Turkmenistan
  - Africa: Egypt, Libya, Tunisia, Algeria, Morocco, Sudan
  - Europe: Turkey, Cyprus, Armenia
  - Influences: Spain/Bosnia & Herzegovina
- It is commonly referred to as the Middle East and North Africa (MENA)
- The region extends from Mauritania to Pakistan, and even into Central Asia, and extends its influence into parts of Europe
Physical Geography

- Looking at a physical map of the region, you can see its diverse structure and composition.
- Some areas are mountainous, while others that are closer to water have green wetlands.
- Even though the region is primarily a desert, water is an essential resource to the region.

Natural Resources

- Where you live is important!
- The physical characteristics of a region’s environment can define how the people living there will live and how civilizations can evolve over time.
- Contrary to common belief the geography of the region is diverse and not entirely covered by desert.
- The resources a region has access to can define its sources of wealth (oil) and its importance in the world (geopolitics!)

Religion

- Ancient religions:
  - Zoroastrianism: mostly in the Persian Empire and parts of India
- The three major monotheistic faiths, also known as the Abrahamic Religions:
  - Judaism, Christianity, Islam
- Middle East: Population Breakdown
  - Islam: 315 million Muslims in the region, 95%
    - This is only 20% of the world’s Muslim population
    - Indonesia has the world’s largest Muslim population
  - Judaism: Mostly in Israel with over 5 million Jews
    - Iran ranks second with about 10,000 Jews
  - Christianity: 10-12 million Christians in the region

Religions: Islam 101

- Followers: Muslims
- World Population: 1.3 billion
- Rank: 2nd largest
- Major Concentration: Middle East, Southeast Asia
- Holy Book: Qur’an
- Religious Law: Sharia
- Clergy: imams, mullahs, ayatollahs
- Place of Worship: Mosque
- Main day of worship: Friday
- Date Founded: 622 CE
- Place Founded: Saudi Arabia
- Founder: Muhammad
- Original Language: Arabic
- Major Splits: Sunni/Shia c. 650
Questions of Authority: The Sunni/Shia Divide

- The split occurred after Prophet Muhammad's death in 632 AD. The Prophet Muhammad declared himself to be the final prophet and messenger of God.
- The dispute over the question of succession as to who would lead the Muslim community became the main dividing line between Sunnis and Shias.
- Most believed the Muslim community should choose the leader from the elites who were closest to the prophet (Sunnis).
- Others believed that leadership should stay within the family of the prophet (Shias).
- The Sunnis appointed Abu Bakr (companion and father-in-law to the Prophet) to lead the community as the first caliph.
- The Shias chose to follow Ali (cousin and son-in-law to the Prophet) as the first Imam or leader of the community.
- Ali later became the fourth caliph of the Sunni tradition.

Sunni/Shia Divide Cont.

- Apart from the Sunni/Shia divide, there are more internal and intricate divisions within each of these branches.
- Islam is not a monolithic religion.
- There are various interpretations of Islam and different traditions that have taken shape and evolved throughout history.
- Unfortunately, the Sunni/Shia divide and internal splits within these branches still persist today and can become a source of conflict that influence the political sphere of the Middle East.

Branches and Divisions in Islam

- Sources:
  - http://www.globalissues.org/issue/103/middle-east
  - http://historyworld.org/pages/Islam

Sources:

Key Terms

1. **Region**: An area considered a unit for geographical, functional, social, or cultural reasons.

2. **Middle East**: Generally considered the area between Morocco and Afghanistan, the crossroads of Europe, Asia, and Africa.

3. **Arabic**: Majority language spoken by 150 million people throughout the Middle East region.

4. **Pluralism**: A condition in which numerous, distinct ethnic, religious, or cultural groups are present and tolerated within a society; implies diversity and tolerance.

5. **Semitic**: Comes from the Afro-Asiatic family and refers to languages commonly spoken in the Middle East; some examples include Arabic, Hebrew, Aramaic, and Mehri.

6. **Monotheistic**: Doctrine or belief that there is only one God.

7. **Abrahamic Religions**: Judaism, Christianity, Islam- the founding of all three religions can date back to the Prophet Abraham; followers of these three religions are also called People of the Book.

8. **Islam**: One of the world's major religions; founded by the Prophet Mohammed in the Arabian Peninsula.

9. **Sunni**: A major branch of Islam, in which the initial followers believed that the community should choose the leader from the elites who were closest to the Prophet Mohammed.

10. **Shi'a (Shiite)**: The second major branch of Islam, in which the initial followers believed that the leadership of the community should stay within the family of the Prophet Mohammed.

11. **Sunni/Shia Divide**: The two major sects of Islam divided over leadership after the Prophet Mohammed.

12. **Monolithic**: A uniform composition; assuming that two or more things are the same.

13. **Social Structures**: How society is constructed based on cultural/ethnic/religious/class based factors.

14. **Patrimonialism**: Form of governance in which all power flows directly from the leader.

15. **Demarcation**: Fixing boundaries, limits, or borders.
Separating Facts from Myths

Perspectives on The Middle East

By: Christine Nguyen

Through this photographic slideshow we will be able to see life in "the Modern Arab World", comparing aspects of family life, regional contrasts, and the media.

Consider these questions and observe:

- How do the people dress?
- Are contemporary technologies present?
- Have all the nations reached the same stage of economic development?
- Are women seen in the workforce?

Video: http://www.youtube.com/watch?v=_HDIiEAFG9M

Featured: Egypt, Jordan, Kuwait, Lebanon, Syria, United Arab Emirates (U.A.E.)

TRUE!

In the Middle East

- Western powers influenced the development of nation-states we now consider the "Modern Middle East" TRUE!

After World War I, the Ottoman Empire was destroyed and the Allies redrew the boundaries in the Middle East. They established the modern borders of Iraq, Syria, and Lebanon. Iraq was awarded to the British (British Mandate of Mesopotamia). Syria and Lebanon were awarded to France. Palestine was also awarded to the British, which included Jordan.

FALSE!

All nations in the region have wealth based on oil resources

The Middle East has one of the longest standing histories in the world. The earliest civilizations in history were established in the region around 3500 BC by the Sumerians, in Mesopotamia (Iraq).

Soon after the Sumerian civilization began, the Nile River valley of ancient Egypt was unified under the Pharaohs in the 4th millennium BC, and civilization quickly spread through the Fertile Crescent to the west coast of the Mediterranean Sea and throughout the Levant.
90% of the population is Arab

**TRUE!**

Being Arab means coming from the “Arab world”, referring to Arabic-speaking states, territories and populations in North Africa, Western Asia and elsewhere.

*Note: Being Arab and being Muslim are two different entities. Arabs are part of an ethnic group, not a religion. There also exists Arab Christians and Arab Jews.

Most people identify as being Arab if they 1) are of Arab descent (blood) or 2) speak the main Arab language (Arabic).

What countries in the region are non-Arab? Turkey, Iran, and Israel

Water supply is a resource issue

**TRUE!**

"Hydropolitics" stands as a big issue because water sources are declining as the population continues to grow.

The Middle East and North Africa is the most water-scarce region of the world. Home to 6.3 percent of the world’s population, the region contains only 1.4 percent of the world’s renewable fresh water.

Much of the region’s usable water supply branches from three principal sources: the Nile, the Tigris-Euphrates, and the Jordan River systems. Deteriorating water accessibility has meant that crisis zones have begun to emerge along these main channels.

Most of the population resides in urban areas

**FALSE!**

Much of the Middle East is arid, and the region’s topography features extensive desert areas, rugged mountains, and dry plains. Because of the varying landscape, people in the Middle East live a variety of lifestyles — nomadic and semi-nomadic, farming and fishing, and, increasingly, urban.

Most states in the region with large nomadic or semi-nomadic populations have pursued a settlement policy in order to better track and control the historically independent tribes.

The Bedouin are a part of a predominantly desert-dwelling Arabian genetic group traditionally divided into tribes or clans. Clan and family relationships are still a vital part of their social structure.

But the popular urban areas that do exist include cities like Cairo, Istanbul, and Tehran which each have more than 10 million residents and continue to grow.

The Democracy Index

**FALSE!**

As observed from previous slides, the countries in the region have completely different levels of GDP, resources, policy, and thus are on different ranges of development.

Counties that have become wealthy through their oil reserves have more money to invest back into their infrastructure.

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP (in $)</th>
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<tbody>
<tr>
<td>UAE</td>
<td>3.81</td>
</tr>
<tr>
<td>Israel</td>
<td>3.6</td>
</tr>
<tr>
<td>Bahrain</td>
<td>3.36</td>
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<tr>
<td>Kuwait</td>
<td>3.33</td>
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<tr>
<td>Saudi Arabia</td>
<td>3.27</td>
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<tr>
<td>Yemen</td>
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<tr>
<td>Egypt</td>
<td>2.22</td>
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<tr>
<td>Libya</td>
<td>2.18</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>1.87</td>
</tr>
<tr>
<td>Iraq</td>
<td>1.73</td>
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</tbody>
</table>

The majority of the population is Muslim

**TRUE!**

Followers of the Islamic faith make up 91.2% of the population with 321.9 million people in the region.

Many nations are democracies

**FALSE!**

Remember, most nations have such a variety of characteristics with the government and economy. According to the Democracy Index, (Economist Intelligence Unit), Israel is the most democratic with a score of 7.52—having a Parliamentary democracy, whereas Saudi Arabia is the least with a score of 1.77—ruled by an Authoritarian regime.
Many of the nations abide by Sharia Law (law based on religion)

- Sharia, or Islamic law, influences the legal code in most Muslim countries.
- What is Sharia? Also meaning “path” in Arabic, sharia guides all aspects of Muslim life including daily routines, familial and religious obligations, and financial dealings. It is derived primarily from the Quran and the Sunna—the sayings, practices, and teachings of the Prophet Mohammed.

All Middle Eastern women must wear hijabs (headscarves)

The word “hijab” is used to describe the head covering traditionally worn by Muslim women. The practice of hijab among Muslim women is one based on religious doctrine, although the Qur’an does not mandate it. It does, however, tell Muslims—men and women—to dress modestly.

The Arab Spring has toppled the autocratic leaders in Saudi Arabia, Iran and Lebanon

The Arab Spring refers to the revolutionary wave of demonstrations and protests in which leaders from Libya, Tunisia, Egypt, and Yemen have been removed from power thus far. Protests are still occurring in Bahrain and Syria.

Women are prohibited from entering the workforce

In Saudi Arabia, for example, women vote, work, and have excellent access to education, but they must wear a restrictive veil and are prohibited from driving cars.

MNCs are not welcome in any of the nations of the region

Enterprises in the region have expanded their activities since many Arab nations started implementing economic reform programs in the 1990s. The more “open” the country’s economic policies are, the more businesses with thrive and be prevalent there. Research shows direct correlation between company success and knowledge/respect/sensitivity to specific cultural values.

A KPMG report just claimed Bahrain to be the most “financially forward-thinking” countries.

Social media sites have a limited role in redefining the region in the 21st century

Social media sites such as Facebook and Twitter have contributed a great deal to the success of the Arab Spring. The regime change was made easier to organize and execute by being able to promote democracy and civic engagement on different platforms.

I want to meet Mark Zuckerberg one day and thank him [...] I’m talking on behalf of Egypt [...] This revolution started online. This revolution started on Facebook. This revolution started [...] in June 2010 when hundreds of thousands of Egyptians started collaborating content. We would post a video on Facebook that would be shared by 60,000 people on their walls within a few hours. I’ve always said that if you want to liberate a society just give them the Internet.”

—Wael Ghonim, internet activist and leading protest organizer in Egypt
The Middle East: Myth versus Fact

Do you believe that the following statements regarding the Middle East are true or false? Please circle your response.

1. The religions of Christianity, Judaism, and Islam were born.       True or False
2. Western powers influenced the development of nation-state we now consider the “Modern Middle East”.       True or False
3. All nations in the region have wealth based on oil resources.       True or False
4. The history of the region began over 5,000 years ago.       True or False
5. Ninety percent of the Middle East’s population is Arab.       True or False
6. Water is a resource issue.       True or False
7. Most of the population resides in urban areas.       True or False
8. All of the nations in the region are underdeveloped and have weak infrastructure.       True or False
9. The majority of the population is Muslim.       True or False
10. Many nations are democracies.       True or False
11. Many nations abide by Sharia Law.       True or False
12. All Middle Eastern women must wear hijabs (headscarves).       True or False
13. The Arab Spring has toppled the autocratic leaders in Saudi Arabia, Iran and Lebanon.       True or False
14. Women are prohibited from entering the workforce.       True or False
15. MNCs are not welcome in any of the nations of the region.       True or False
16. Social media sites have a limited role in redefining the region in the 21st century.       True or False
OVERVIEW

I. Geopolitics
II. Fall of the Ottoman Empire
III. European Imperialism - Mandates and Protectorates
   - Territory (The Suez Canal and The Great Game)
   - Resources (Oil)
IV. Independence
V. The Role of Oil

WHAT IS “GEO POLITICS”? 

- In this presentation, we will explore how geopolitical factors have influenced political, social, and economic development in the Middle East
- Geopolitics: a method of foreign policy analysis that focuses on how territory influences political behavior
- Geopolitical factors include:
  - natural resources
  - borders
  - climate
  - demographics

“THE CROSSROADS OF THE WORLD”

- Geographically, the Middle East has long been an important bridge linking Europe, Africa, and Asia
- Throughout history, culture, trade, and ideas have flowed through the Middle East “crossroads”
- The region was also the domain of many great empires throughout the centuries

THE OTTOMAN EMPIRE

- The Ottoman Empire was one of the most powerful empires in history, lasting over 600 years
- The Empire was geographically centered in the Middle East and North Africa (MENA)
FALL OF THE OTTOMAN EMPIRE

- In the 19th and early 20th centuries, the empire began to decline.
- The "sick man of Europe"
- European powers begin to consider how to split up the Empire's remaining territory

What ethnicity is not represented in the political cartoon on the left?

EUROPEAN IMPERIALISM

Sykes-Picot Agreement (1916)
- French and British carved up the Middle East after World War I
- Promise Arabs independence in exchange for rising up against Turks (Ottomans) in WWI

Creation of a system of mandates and protectorates
- British and French were allowed to govern these regions until they were considered "ready for independence"

EUROPEAN IMPERIALISM IN NORTH AFRICA

North Africa
- Tunisia – French Rule
- Libya – Italian Rule
- Egypt – British Rule

MOTIVATIONS OF COLONIAL POWERS

Territory
- Natural Resources

TERRITORY – THE SUEZ CANAL

- Traditionally, travelling from Europe to Asia required sailing around the entire continent of Africa
- The Suez Canal, located in Egypt, directly connected the Mediterranean Sea to the Red Sea
- Thus, the canal allowed Britain to access India, the "Jewel in the Crown" of its vast Empire
- The Canal was also a critically important trade route

TERRITORY – THE GREAT GAME

- Remember that the Middle East is an important connector between Europe and Asia
- The British Empire used the region as a path to its imperial holdings in the East
- In the early 20th century, Russia and Britain vied for control over the region due to its strategic value

What do you notice about the political cartoon? Has this changed?
NATURAL RESOURCES

- In 1901, crude oil was discovered in Iran by the Anglo-Persian Oil Company, a British petroleum company that would later become BP.
- Discovery in the Middle East brought the region further into the spotlight.
- Oil would later be discovered in several Gulf states a few decades later.

INDEPENDENCE

- Recall the system of French and British mandates and protectorates.
- Nation-state borders were drawn out of imperial considerations.
  - Example: Britain did not realize that Saudi Arabia was oil-rich until the 1938.
- Ethnic and religious groups were sometimes split up or grouped into borders with historical foes.
  - Example: Alawites in Syria.
  - Example: Iraq.

CREATION OF MODERN NATION-STATES

- Independence of many Arab nation-states was originally looked upon with hope.
- Political development was hampered due to:
  - Too much power in the 'executive branch' of the government.
  - Authoritarian leadership set up or supported by colonial powers.
  - Ethnic and religious rivalries.
  - Made worse by colonial "divide and rule".
  - The male-dominated cultures of certain tribes and nations.
  - Absence of strong civil society to keep political power in check.

CASE STUDY: STATES AND NATIONS

DEVELOPMENT OF NATION-STATES

SHIA/SUNNI SPLIT
RISE OF AUTOCRATIC GOVERNANCE

Autocracy: a form of government in which a person or group has total power over a country

Autocratic leaders
- Maintain power for many years
- Outlaw opposing political parties
- Have absolute control over the military

EGYPT, TUNISIA, SYRIA

- Hosni Mubarak
  Entered office: 1981
- Zine El Abidine Ben Ali
  Entered office: 1987
- Bashar Al-Assad
  Entered office: 2000

SUMMARY

- The Middle East is and has been a vital crossroads for trade and ideas
- European colonialism has left long-lasting impressions on the political, economic, and cultural shape of the region
- Autocratic leaders rose to power in many countries due to several political and social factors
1. **Geopolitics:** A method of foreign policy analysis that focuses on how territory influences political behavior.

2. **The Ottoman Empire:** A powerful Turkish empire that lasted from 1299 to 1923. The Empire was geographically centered in the Middle East and included parts of Central Asia and North Africa. By the end of the 19th century and the beginning of the 20th century, the Ottoman Empire was in decline.

3. **Imperialism:** When a state uses military force to extend direct political and economic influence over a territory.

4. **Sykes-Picot Agreement:** A secret agreement in 1916 between the United Kingdom and France that divided up the remaining Arab provinces of the Ottoman Empire into spheres of influence. This agreement would lead to the creation of British and French mandates and protectorates.

5. **Mandate:** A system created after WWI to deal with the Ottoman Empire’s former territories in the Middle East, which allowed the European Powers to govern the territories with the end goal of preparing the indigenous populations for self-rule.

6. **Protectorate:** An independent state that has the protection of a foreign power in issues of international relations. However, protectorates in the Middle East were often governed like colonies and given little autonomy.

7. **The Suez Canal:** A man-made waterway in Egypt that connects the Mediterranean Sea to the Red Sea. The Suez Canal allowed water-borne vessels to travel from Europe to Asia and vice versa without having to sail around the Horn of Africa.

8. **The Great Game:** A geopolitical rivalry between Russia and the United Kingdom in the 19th and early 20th century over control of the Middle East/Central Asia.

9. **Nation-States:** An area (territory) defined by specific borders and inhabited by people who mostly share a common culture. It is a combination of a nation (ethnic community) and a state (political entity).
10. **Civil Society**: “Third sector” separate from government and business. It includes nongovernmental organizations, community groups, professional associations, that give voice to various sectors of society and encourage public participation in democracies.

11. **Autocratic Government**: An authoritarian government that is ruled by one individual. The term autocrat means single power or one power.
Workshop:
Capstone Project: How to Write an Op-Ed
Related PowerPoint: Post-Arab Spring Capstone Project

✦ Objective(s):
- To introduce students to the various components of the Arab Spring Capstone Project
- To introduce the concept and components of an Op-Ed

✦ Outline:
I. Capstone Project Overview
II. Op-Ed Introduction
III. Op-Ed Essay Format

✦ Materials:
- PowerPoint: Post Arab Spring Capstone Project
- Op-Ed: “First Place High School Sarah Norgard”
  http://www.theledger.com/article/20131206/COLUMNISTS0304/131209579/1143/columnists0304?Title=First-Place-High-School-Sarah-Norgard
- Op-Ed Worksheet

✦ Key to Script:
- Italicized words indicate role/action.
- Bolded sentences are questions to be posed to class.
- Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: Capstone Project Overview

Site Supervisor:
- [Slide 2 & 3] Your capstone project for the Middle East Arab Spring unit requires you to be an international correspondent to cover Egypt, Syria, or Tunisia. There are three parts to the assignment: Research, worth 25% of your final grade, an Op-Ed essay, worth 50%, and the Round Table discussion, worth 25%.

- Assign students one of three countries: Egypt, Syria, Tunisia

Intern A:
- [Slide 4] The research assignments are your homework assignments, to be completed throughout the unit. Some of the homework will cover the Arab Spring, while others will cover the specific nation to which you are assigned. All of the research assignments will be collected to form 25% of your grade.

- Assignments, in-class presentations, and workshops will provide the foundations for your Op-Ed essay.

- Remind students that the list of research assignments can be found in the front of the book as well as the PowerPoint.

- The Op-Ed Essay will be your individual assessment of your nation’s ability to respond to the protesters’ demands. There are several different prompts under the general heading from which you can choose, located in Research Assignment #7.

Part II: Op-Ed Introduction

Intern B:
- [Slide 6 & 7] What is an Op-Ed? Op-Ed is short for “opposite the editorial,” though many people think it is short for “opinion editorial.” The Op-Ed is a persuasive essay that expresses the opinion of the writer. Though it is a persuasive essay, it must still be supported by evidence and research.

- In your China Research Paper, you developed the skills to research and use facts to prove your thesis. The Op-Ed essay builds upon those skills, using research and facts to support your opinion or projection of what the Middle East may look like in the future.

- [Slide 8] The following video is an editorial written by a 10th grade student. Her editorial is focused on aquatic die-off in Florida waterways, but the basic structure will remain
the same. Listen to determine how she uses specific evidence to support her opinion.

- Show students video: “First Place High School Sarah Norgard”

- [Slide 9] Review content and structure of essay. Ask the following questions:
  - What was her position on the subject?
  - Can you name one of the specific evidence-based facts she included in her presentation?
  - How did she organize her essay?

- [Slide 10] The general prompt of your essay is to write a country-specific Op-Ed essay on the trajectory your country will take in the next five years.
  - Will conflict have ceased?
  - Will its citizens achieve their objectives (and what were their objectives)?
  - Which civil liberties do you think they will achieve?
  - Will the country stagnate, regress, or make progress?

**Part III: Essay Format**

- Intern C:

  - There is a basic, six paragraph format for an Op-Ed essay. What were the components of a research paper?

- [Slide 11] An Op-Ed essay’s structure is exactly the same as that of a research paper, except that there is one more paragraph. After your introduction and body paragraphs to support your opinion, there is a counter-argument paragraph. We’ll go more into detail as we continue.

- [Slide 12] The Introduction is composed of a thesis and supporting statements, just like a research paper. For an Op-Ed, your thesis expresses your opinion or position on the situation. Your thesis is an educated guess on what might happen in the future. You should have at least three pieces of evidence to support your position.

- [Slide 13] Body paragraphs support your thesis statement. A good guideline is to have one supporting statement as a topic per paragraph. Most of your research will go into creating body paragraphs, since they must strongly support your position. Remember that after presenting information, a good essay always explains why the facts are relevant. Don’t assume that your reader can make the connection!

- Intern D:

  - [Slide 14] The Counter-Argument is an important part of the Op-Ed Essay. Because the Op-Ed is an opinion piece, it is imperative that we acknowledge there are many different opinions on each situation.
• A good Op-Ed acknowledges the opinions as valid, but explains why the stance the author takes is the best one. It does so in a respectful manner, using research and evidence to prove why the other opinions are weaker or false. If there are multiple points of view on the subject, address only one or two of the main arguments so that you don’t confuse your reader.

• [Slide 15] The Closing is a time to re-state your position strongly. Make sure that you connect all the body paragraphs back to the thesis, and that no loose strings are left untied! Most importantly, don’t introduce any new information in the concluding paragraph.

• [Slide 16] The Round-Table Discussion will be a panel during the last week of the unit. As a panelist, you’ll be asked to explain the situation in your country and summarize your Op-Ed assessment. In addition, you will be fielding questions from your teacher, your interns, and your peers about your research on your country.

Site Supervisor:
• The Op-Ed Worksheet can be used to organize your thoughts on the essay. If you have something for each portion of the outline, then your essay is already starting off strong. Make sure that you continue filling it out as you accumulate more research through the following weeks.
Post Arab Spring Capstone Project

(1) Country Specific Research Assignments
(2) Op-Ed Essay
(3) Roundtable Discussion

Capstone Project
- Your capstone project for this unit is to serve as an international correspondent assigned to cover a specific nation.
- Which nation will you be focusing on?
  - Egypt?
  - Syria?
  - Tunisia?

*Assign Countries

Three Capstone Activities
(1) Research Assignments (25%)
(2) Op-Ed Essay (50%)
(3) Round Table Discussion (25%)

(1) Research Assignments
- The research assignments will help you collect evidence-based information on your respective countries
- The research assignments will be assigned throughout the unit
- The assignments, in-class presentations, and workshops will serve as a foundation for your Op-Ed essay

Research Assignments

<table>
<thead>
<tr>
<th>Week Assigned</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Assignment 1: Country Profiles</td>
</tr>
<tr>
<td></td>
<td>Assignment 2: Arab Spring Timeline 2010-2012</td>
</tr>
<tr>
<td>Week 2</td>
<td>Assignment 3: Who Were the Protesters?</td>
</tr>
<tr>
<td></td>
<td>Assignment 4: Arab Spring Timeline 2013-2014</td>
</tr>
<tr>
<td>Week 3</td>
<td>Assignment 5: Identifying The Primary Actors</td>
</tr>
<tr>
<td></td>
<td>Assignment 6: Analyzing 21st Century Events through Editorials</td>
</tr>
<tr>
<td>Week 4</td>
<td>Assignment 7: Prompt Selection &amp; Op-Ed Outline</td>
</tr>
<tr>
<td>Week 5</td>
<td>Assignment 8: Capstone Project: Final Op-Ed Essay</td>
</tr>
<tr>
<td></td>
<td>* Recommended Assignment: Viewing of National Newscasts</td>
</tr>
</tbody>
</table>

(2) Your Op-Ed Essay
The Op-Ed essay will be your individual assessment of your nation’s ability to respond to the protester demands.
Specific prompt options will be offered to you in Research Assignment #7.
What is an Op-Ed?

- An Op-Ed essay is a persuasive essay that expresses the opinions of its writer.
- Although the essay is an **opinion piece**, it still **must be supported by evidence and research**.
- Remember that a formal research paper presents only facts, without any personal input from the writer.

Op-Ed Example

The following video illustrates an effective editorial written by a 10th grader. The subject of her editorial is focused on the topic of “aquatic die-off” in Florida waterways.

**Student Editorial Example**

Listen closely to determine how she uses specific evidence to support her opinion. Let’s briefly review the content and structure of her essay.

Video Op Ed Review

- What was her position on the subject?
- Can you name one of the specific evidence-based facts she included in her presentation?
- How did she organize her essay?

Post Arab Spring Op-Ed Prompt

Write a country-specific Op-Ed essay on the trajectory your country will take in the next five years.

- Will conflict have ceased?
- Will its citizens achieve their objectives?
- What civil liberties will become realities
- Will the country stagnate, regress or make real progress?

Post Arab Spring Op-Ed

Six Paragraph Writing Format

- Introduction (paragraph 1)
  - Body (paragraphs 2-4)
  - Counter Argument (paragraph 5)
  - Conclusion (paragraph 6)

Format: Introduction

- The introduction is composed of a thesis and supporting statements
- An Op-Ed thesis expresses your opinion or position on the situation
- The supporting statements are the evidence which support your opinion (at least three statements)
**Format: Body**
- Body paragraphs support the thesis statement
- A good guideline is to have one supporting statement as your topic per paragraph
- Most research goes into creating body paragraphs
- After presenting information, a good essay always explains why the facts are relevant to the argument it is making

**Format: Counter Argument**
- There are multiple opinions on any given topic
- A good Op-Ed acknowledges different arguments and explains why it believes those arguments are false
- If there are many points of view, address one or two of the main opposing arguments
- Counter arguments must also be based on facts

**Format: Conclusion**
- Strongly re-state your position
- Connect all the body paragraphs back to the thesis, making sure the reader understands how the information supports the thesis
- Do not introduce any new information in the concluding paragraph!

**(3) Round Table Discussions**
During the last week of the unit, you will participate in a nation-specific panel discussion.
- As a panelist, you will be asked to:
  - Explain the situation in the country
  - Summarize your Op-Ed assessment
  - Respond to questions from the teacher, interns and your peers.
Op-Ed Framework Worksheet

Directions: Use this framework to organize your Op-Ed and ensure that you have all the components necessary to begin writing.

Introduction

1. Thesis:

2. Supporting Statement 1:

3. Supporting Statement 2:

4. Supporting Statement 3:

Body Paragraph 1

1. Topic Sentence:

2. Detail 1:
Body Paragraph 2

1. Topic Sentence: 

2. Detail 1: 

3. Detail 2: 

4. Detail 3: 

Body Paragraph 3

1. Topic Sentence: 

2. Detail 1: 

3. Detail 2: _______________________________________________________________________________________________
   _______________________________________________________________________________________________

4. Detail 3: _______________________________________________________________________________________________
   _______________________________________________________________________________________________

Counter Argument (one or two)

1. Argument: _____________________________________________________________________________________________
   _____________________________________________________________________________________________

2. Refutation: ___________________________________________________________________________________________
   ___________________________________________________________________________________________

3. Argument: _____________________________________________________________________________________________
   _____________________________________________________________________________________________

4. Refutation: ___________________________________________________________________________________________
   ___________________________________________________________________________________________

Conclusion

1. Restate Thesis (creatively): _______________________________________________________________________________
   ___________________________________________________________________________________________________
Documentary: *Inside Islam*

It is the second largest of the world's great religions, and the fastest growing. Its name comes from the word for peace, yet to many Westerners it is synonymous with terror.

*Inside Islam* lifts the veil of mystery surrounding a misunderstood faith. Trace its roots back to the Hebrew Bible and discover how the Five Pillars, the religion's central tenets, helped spread Islam to the far corners of the world. Find out what the Qu'ran says about war, violence and suicide, and how these words have been co-opted by extremists. And hear from experts like Khaled Abou el Fadl (author of Speaking in God's Name), who explore the challenges facing Islam today, including a crisis of authority and deep divisions among many sects.

Illuminating, important and objective, *Inside Islam* exposes the heart of a faith mired in controversy.

For more information, visit:  
Inside Islam Video Worksheet

1. What does the word "Islam" mean?

2. What is the largest Islamic country? Where is it located?

3. Name the two main sects of Islam. Which one is larger?

4. Who are "people of the book"? How do Muslims view Jesus?

5. Why are there no images of the Prophet Mohammad?

6. What are the Five Pillars of Islam?

7. What journey marks the year 0 on the Islam calendar? Why did Mohammad leave Mecca?

8. Who were the Umayyads?

9. Who do the Shia believe should lead the Muslims?

10. Who are the Abbasids? What did they do for Islam? List some of the advancements that began under their reign.
11. What were the Crusades? How did they start?

12. What is the hajj? What role does the Kaaba play?

13. Who took Constantinople? What was it renamed?

14. What did Europeans think happened in the Harem? What really happened?

15. What does the Quran say about head coverings for women?

16. In what ways did the Europeans imperialize the Middle East? What happened to the Ottoman Empire after World War I?

17. What is Wahabbism? Where did it start?

18. What are the two definitions of jihad?

19. How did Islam first reach America? What was the Nation of Islam?

20. What happened to the US Embassy in Iran in 1979? What happened to the Shah?
Unit II: The Arab Spring
**December 17th**

Mohamed Bouazizi, a Tunisian street vendor, sets himself on fire in front of a government building after being harassed and humiliated by police.

His self-immolation triggers protests and riots in Tunisia against political repression and corruption.

President Zine El Abidine Ben Ali originally states that “the law will be applied in all firmness” against a “minority of extremists and mercenaries who resort to violence and disorder.”

---

**January 14th**

Tunisian security forces clash on protestors, leading to several deaths.

Meanwhile, protestors riot over food prices and unemployment in nearby Algeria.

On January 14th, Tunisian President Ben Ali steps down and flees with his family to Saudi Arabia.
January 23rd - 28th

Large-scale protests erupt in Egypt. Protestors calling for the end of Egyptian President Hosni Mubarak’s regime gather in “Tahrir Square”.

Mass protests in Syria begin on January 26th.

Thousands in Algeria, Lebanon, Jordan, Palestine, Iran, and Yemen also take to the streets.

February 3rd - 4th

Hundreds of thousands of Egyptian protestors take part in a “day of departure” protest.

Pro-Mubarak and Anti-Mubarak protestors face off for several weeks, leading to many injuries and deaths.

Bahraini activists organize a “day of rage” protest against the Bahraini ruling family.

February 11th

After nearly three weeks of mass protests and fighting, Egyptian President Hosni Mubarak resigns.
February 16th
Mass protests erupted in Benghazi, Libya
Tunisia and Egypt’s revolutions help to build confidence and momentum within movements across the Middle East and North Africa

February 25th
Tens of thousands of protesters join “day of rage” protests across the Middle East and North Africa
Violent armed clashes between Libyan security forces and protesters turn into an all-out civil war
Benghazi becomes the rebel base of operations
The UN eventually looks at a NATO ‘No Fly Zone’ in support of Libyan rebels
Intense fighting in Libya continues through October

March 14th
Gulf Cooperation Council forces from Saudi Arabia, Kuwait, and the UAE enter Bahrain to help the ruling government quash protests
In Syria, government forces are called to fire on protestors. Deadly clashes and massacres carried out by both sides eventually lead to a civil war
Some see these as turning points in the Arab Spring

August and October 2011
Libyan rebels capture Tripoli, Libya’s capital and Gaddafi’s last stronghold
Gaddafi manages to flee, but is killed on October 20th, 2011
Most of the autocratic rulers who were deposed had been in power for decades. Many analysts believed that the regimes were stable and grounded.

This sudden change leaves us with many questions:

*Who* were the protesters?

*What* triggered this spontaneous wave of revolutions?

*How* were protestors and rebels able to gather so much support so quickly?

Will there be *long-term political and social change*?

*What* was and still is holding some of these countries back from reform?
Understanding the Economic Roots of the Arab Spring

Do you think the events of the Arab Spring should be considered a “regional” revolution?

How can we predict political instability such as revolutions in a country?
- Perceptions of an unfair playing field.
- A bad economy, so people are both angry and feel like they have less to lose.
- A lot of young people, especially unemployed young people and educated ones.

What parts of the population are most likely to start a revolution?
- The young – Youth Bulge
- The unemployed – Economic Factor
- The educated – Literacy Rates

Youth Bulge
- When a large percentage of the population is young, commonly defined as ages 15-24.
- Results from high birth rates and population growth.

Youth in Egypt
Effects of a Youth Bulge

- A youth bulge puts strains on the social and economic systems of the country.
- Large demand for educational and job opportunities.
- Often correlates to high unemployment (youth need jobs but can't find them) and social unrest, as youth have more energy.

Youth Bulges and Revolution

- “Few of the elderly in any society enjoy manning barricades or throwing Molotov cocktails at police.”
  - Ian Bremmer, The Fat Tail: The Power of Political Knowledge for Strategic Investing

A Weak Economy

- Revolutions are more likely to occur during an economic downturn.

  **Indicators**
  - Unemployment
  - Poverty/Underdevelopment
  - Price volatility/Inflation
  - Unequal Distribution of Wealth

Issues of Unemployment

- Low economic opportunities.
- Tend to be less supportive of their leaders
- Have time to protest.
- Unemployment often coincides with political instability, such as the rise to power of Hitler in the 1930s.
Unemployment is much higher among the young

Youth Unemployment in Tunisia

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19 years</td>
<td>29.3</td>
<td>33.6</td>
</tr>
<tr>
<td>20-24</td>
<td>27.3</td>
<td>29.9</td>
</tr>
<tr>
<td>25-29</td>
<td>21.8</td>
<td>25.7</td>
</tr>
</tbody>
</table>

Source: Carnegie Endowment for International Peace

Unemployment by education level

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
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<tbody>
<tr>
<td>None</td>
<td>6.3</td>
<td>4.4</td>
<td>6.1</td>
</tr>
<tr>
<td>Primary</td>
<td>14.3</td>
<td>11.5</td>
<td>10.4</td>
</tr>
<tr>
<td>Secondary</td>
<td>13.3</td>
<td>13.5</td>
<td>14.0</td>
</tr>
<tr>
<td>Higher</td>
<td>14.0</td>
<td>18.2</td>
<td>21.9</td>
</tr>
<tr>
<td>Total</td>
<td>13.0</td>
<td>12.4</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Source: Monghi Boughzala

In Tunisia, the level of unemployment was actually higher for university graduates.

Why might this be a problem?

Educated people would be more

- More likely to be exposed to outside political ideas, such as democracy.
- Often serve as leaders of sophisticated protest movements (not as bloody)
- The educated will know from history how governments are overthrown.

Poverty and Underdevelopment

- In all three countries, poverty was a problem.
- All three countries are underdeveloped, with lack of economic opportunity.
- Some are at different levels of development than others.
- Many different causes of underdevelopment.

HDI / GDP pc (per capita)

Comparison of the 3 countries

- Bahrain
- Syria
- Egypt
- Tunisia
- Libya

Abuse of Power – Inequality & Corruption
Inequality

- Disparity in the distribution of wealth and income.
- The gap between the rich and poor was sharp in the Arab Spring states.
Gaddafi also had a private zoo—complete with pet lions

Saif Gaddafi’s House in London
Saif Gaddafi bought this house in London for £10 million in 2009.

Corruption
Corruption was a major problem in all three countries.

What is corruption?
- The illegitimate use of power for private gain.

What are some forms of corruption?
1. Bribery
2. Embezzlement
3. Cronyism/Nepotism
4. Extortion
5. Kickbacks

How do we measure corruption?
Transparency International publishes the Corruption Perceptions Index every year, surveying businessmen and scoring each country on a 1-10 scale. 10 is best, 1 is worst.

2011 Rankings
- Tunisia 73 of 182
- Egypt 112
- Syria 129
- Bahrain 53 of 182 - least corrupt
- Libya 168 - most corrupt
Corruption in the Arab World

Why does corruption matter?

Political impact of corruption
- No level playing field.
- Weakens the rule of law and development of capable political institutions.
- Inefficient and unfair provision of public services.
- Encourages crime and may discourage officials from fighting crime if the criminals can bribe them first.

Economic impact of corruption
- Corruption slows economic development
- Hampers business and economic activity
- Scares away foreign investors
- Distorts the economy by rewarding people and businesses with the best connections rather than with the best talent and ideas.
- Leads to capital flight as those profiting from corruption move their money overseas into Swiss bank accounts rather than investing in their domestic economy.

Corruption in Egypt
- Mubarak's Egypt was rife with corruption.
- All five forms of corruption were present.
- The privatization process was manipulated and extremely corrupt.
- Friends of Mubarak controlled large monopolies!
- Corrupt land deals were commonplace as well.

Egypt's Family Tree of Corruption
- Hosni Mubarak
  President of Egypt
- Suzanne Mubarak
- Gamal Mubarak
1. **Youth Bulge**: When a large percentage of a country’s population is young, commonly defined as ages 15-24. Youth bulges are a result of high birth rates and population growth.

2. **GDP (Gross Domestic Product)**: The market value of all final goods and services produced within a country’s geographical boundaries in a given period of time.

3. **GDPpc (Gross Domestic Product Per Capita)**: The gross domestic product of a country divided by the average population of the country during the given time period.

4. **Corruption**: The illegitimate use of power for personal gain.

5. **Embezzlement**: When an individual misuses assets legally entrusted to him or her.

6. **Cronyism**: Appointing friends to political positions without regard for merit or qualifications.

7. **Nepotism**: Appointing relatives to political positions without regard for merit or qualifications.

8. **Extortion**: Unlawfully obtaining money through coercion. Blackmail is a form of extortion.

9. **Kickbacks**: A form of negotiated bribery. Kickbacks are a common form of political corruption, as government officials may be promised a commission for supporting a project.
Workshop:
Middle East Revolutions: Youth and Technology

Related PowerPoints: The Arab Spring & Understanding the Economic Roots of the Arab Spring

 '"Objective(s):"

- To introduce the term demography, the concept of the “youth bulge” and the socio-economic consequences in the Middle East.
- To demonstrate the direct link between the "virtual" world activities of youth and the "real" demonstrations in the streets using biographical sketches (in-print and on-line) of some of the figures tied to the revolutions in Egypt and Tunisia.

 '"Outline:"

I. Review key terms: demography and youth bulge (10 minutes)
II. Fareed Zakaria on Egypt’s Youth Movement (10 minutes)
III. Introduce Influential Youth in the Egyptian Revolution (25 minutes)
IV. [Day 2] Introduce Hamada Ben Amor (20 minutes)
V. Compare Arab Spring Autocrats (15 minutes)

 '"Materials:"

- Article, “Rage, Rap and Revolution” by Bobby Ghosh
- Video: Fareed Zakaria on Egypt’s Youth Movement: http://www.youtube.com/watch?v=kJPXJKb5_hw (3:14)
- “Who is...” Articles
- Video: Wael Ghonim and Egypt’s New Age Revolution: http://www.youtube.com/watch?v=LxJK6xGCAw (11:25)
- Video: El General, The Voice of Tunisia, English Subtitles: http://www.youtube.com/watch?v=leGlJ7OouR0 (4:17)
- Arab Spring Autocrats and Profiles

 '"Key to Script:"

- Italicized words indicate role/action.
- Bolded sentences are questions to be posed to class.
- Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: Review Key Terms: Demography and Youth Bulge

Intern A:
- Write the following terms and questions on the board. Have students explain.
  - Demography
  - What percentage of America’s population is under thirty years of age?
  - What percentage of the population of N. Africa and Middle East is under thirty?
- As a class, read “Rage, Rap, and Revolution: Inside the Arab Youth Quake” article

Part II: Fareed Zakaria on Egypt’s Youth Movement

Intern B:
- Play YouTube Video: “Fareed Zakaria on Egypt’s Youth Movement”
  - How does he address the issue of the Middle East youth bulge?
  - What did he mean by the people wanting to be “citizens,” not “subjects”?

Part III: Introduce Influential Youth in the Egyptian Revolution

Intern C:
- As a class, read “Who is Khaled Said?”
  - What is the meaning of the term “martyr?” How did Khaled become a martyr?
- Read “Who is Wael Ghonim?”
- Play YouTube video: Wael Ghonim and Egypt’s New Age Revolution

Part IV: Introduce Hamada Ben Amor [Day 2]

Intern A:
- Read article: “Who is Hamada ‘El General’ Ben Amor?”
- Play YouTube video: “El General, The Voice of Tunisia, English Subtitles”

Part V: Compare Arab Spring Autocrats

Intern B:
- Review Worksheet: Arab Spring Autocrats
- Have students answer the following questions:
  - Who are the individuals pictured below?
  - What countries do they represent?
  - How long did they rule over their respective countries?
- Read the Arab Spring Autocrat Profiles
At 6:30 p.m. on Feb. 15, as thousands of people gathered to protest against their ruler at a busy intersection in Manama, the capital of the small island nation of Bahrain, you could just about hear over the general hubbub the anthem of the young people who have shaken regimes from North Africa to the Arabian Gulf. It wasn’t a verse from the Koran. It wasn’t a traditional tune from the region. It was rap. A reedy female voice shouted out, several times, the first line of "Rais Lebled," a song written by the Tunisian rapper known as El Général. "Mr. President, your people are dying," the woman sang. Then others joined in. "Mr. President, your people are dying/ People are eating rubbish/ Look at what is happening/ Miseries everywhere, Mr. President/ I talk with no fear/ Although I know I will get only trouble/ I see injustice everywhere."

Bahrain, as it happens, doesn't have a President; it's ruled by a King, Hamad bin Isa al-Khalifa. No matter. The protesters in Bahrain knew that "Rais Lebled" was the battle hymn of the Jasmine Revolution that brought down Tunisia's dictator, Zine el Abidine Ben Ali, and that it was then adopted by the demonstrators in Cairo's Tahrir Square who toppled Hosni Mubarak. Now it had come to Bahrain, as rage against poverty and oppression swept the Arab world from west to east. It isn't just songs that are being copied: in a nod to the Egyptians, organizers in several countries have dubbed their demonstrations Days of Rage, and the popular Tunisian chant, "The people want the regime to fall," has been taken up by protesters from Algeria to Yemen.

But the most important things 2011’s protests have in common don't come from copying — they come naturally. All of the revolts are led by young men and women, many of whom are novices at political activism. All use modern tools, like social-networking sites on the Internet and texting over mobile phones, to organize and amplify their protests. And all have the same demands: a right to choose and change their leaders, an end to rampant corruption, the opportunity for employment and improvement. "Whether you're in Tunis or in Cairo or in Manama," says Ala'a Shehabi, 30, a Bahraini economics lecturer and political activist, "young Arabs are all on the same wavelength."

In less than two months, this generation has already wrought political change on a scale not seen since the end of the Cold War. The class of 2011 has felled two despots and forced other famously inflexible rulers to make concessions, some dramatic (Yemen's longtime President Ali Abdullah Saleh has promised not to run for re-election) and some desperate (King Hamad has offered every Bahraini household the equivalent of $2,700). And all this was achieved by largely peaceful demonstrations and despite the absence of clear leaders.

There may be more to come. Growing protests in Bahrain and Yemen could lead to greater concessions from their rulers. And the Arab uprising has already given a boost to the flagging Green Revolution in Iran. (That, in turn, has provoked a fierce crackdown by government forces.) There have also been demonstrations in Libya against the regime of "Brother Leader" Muammar Gaddafi. So who are the Middle East's new revolutionaries? Where do they come from, and what do they want?

**Getting the Young People Wrong**

Even those who have watched this generation come of age in the Middle East struggle to explain its sudden empowerment. "These young people
have done more in a few weeks than their parents did in 30 years," says Hassan Nafaa, a political-science professor at Cairo University. "They are the Internet Generation ... or the Facebook Generation ... or just call them the Miracle Generation."

Yet not so long ago, these were the men and women who were being called the lost generation. For years, Middle East experts had described Arab youths as frustrated but feckless: they disliked and distrusted their authoritarian rulers, they keenly felt their limited economic prospects, but they were too politically emasculated to press for change. They were thoroughly intimidated by the Mubaraks and Salehs, together with their ubiquitous, Orwellian spies and secret police; they were disillusioned by the failed attempts at rebellion by their parents' generation. Western observers were not alone in misreading this generation's potential. "If you had said some years ago that my students would be responsible for democratic change in Egypt, I would have laughed," admits Nafaa.

According to the old narrative, the only outlet for youthful dissent lay in Islamic extremism and violence. A much cited 2003 Brookings Institution report on Arab youths warned that they were being raised in an environment of religious radicalism and anti-Americanism. "These values," the report argued, "thus become the formative elements of a new and dispossessed generation, auguring badly for the future."

The auguries were wrong. In reality, Arab youths were a big part of the silent, moderate majority. In virtually every Arab country, more than half the population is less than 30 years old. And like young people everywhere, most of them prefer the freedom that comes with democracy to the straitjacket of political autocracy or rule by religious conservatives. A survey of youths in nine Arab states released in 2010 by the p.r. firm Asda'a Burson-Marsteller showed that they ranked democracy as a greater priority than good civic infrastructure, access to the best education or even fair wages.

Granted, these young people may not all have a clear vision of what kind of democracy they want, only that it is accompanied by free and fair elections. But that counts for a generation that has only ever known one ruler, the opportunity to kick one out every four or five years may be democracy's greatest appeal. "I don't care who ends up running this country," says Egyptian student Khaled Kamel, "as long as I have the ability to change them if I don't like them."

A Thousand Sparks

If most foreigners couldn't put the sheer numbers of Arab youths together with their political aspirations to measure their clout, neither did the young Arabs themselves. Jared Cohen, director of the corporate think tank Google Ideas, who until recently worked on online outreach at the U.S. State Department, says young people were the "de facto opposition in many of these countries, but they didn't see their own power."

As always, it needed a thousand little sparks to light the fire of revolt — to reveal to those who thought they were weak how much power they really had. Kamel, a university student from the Nile Delta village of Zawiyat Ghazal, recalls when he fell from a train at a station and a policeman came up to him. "Instead of helping me, he hit me because I was lying there on the platform, which you're not supposed to do," says Kamel. That sort of humiliation at the hands of authority was commonplace in Mubarak's Egypt, but Kamel, 20, had an outlet for his frustrations: an ancient Hewlett-Packard PC and an Internet connection. He created a blog and chronicled his anger in sarcastic prose.

Then last summer, another instance of police brutality became the talk of the Egyptian online community: in Alexandria, a young businessman named Khaled Said was beaten to death by cops. A Facebook page entitled "We Are All Khaled Said" was created by an anonymous administrator. Kamel joined the Facebook group and became one of its lead organizers. He got to know the group's administrator online, and the two began an e-mail conversation. It wasn't until Feb. 7 that Kamel finally learned the identity of his correspondent: Wael Ghonim, the Google executive who has become the face of the Egyptian revolution.
Kamel's first sense that his activism could help change the entire system came when he worked with Ghonim and others to plan a day of protests on Jan. 25. While Cairo and Tahrir Square got the most international attention during the uprising, Kamel concentrated on rallying protesters across the country, marching with them in Alexandria and in the nearby town of Damanhur, where fleeing officials set fire to the state security headquarters.

Now Kamel walks through the burned and ransacked building, pointing to cells where security officers brutalized prisoners with dogs and electric prods. He exudes a sense of wonder that his generation put an end to these abuses. "We have forces now," he says. "And we're starting from right now to build Egypt the way we wanted to."

If Said's murder at the hands of the police spurred young Egyptians into action, in Tunisia it was the self-immolation of vegetable vendor Mohammed Bouazizi after he was slapped by a policewoman. In Yemen, activist Tawakul Karman was moved by the plight of 30 families expelled in early 2007 from their village when the land was given to a tribal leader close to President Saleh. The families are known collectively as Ja'ashin, after the name of their village, and Karman, 32, a mother of three, has made them her cause: every Tuesday since 2007, she and scores of others have protested in front of Sana'a University.

Her tenacity has yielded nothing: the government has refused to intervene on the Ja'ashin's behalf. Karman now believes that only Saleh's resignation — he's been in power three years longer than Mubarak was — will allow Yemen to start addressing its problems. Like activists elsewhere, she finds her spirits raised by what's happened in Tunisia and Egypt. The ranks of protesters at Sana'a University have swelled to the thousands. Several protests have been broken up by police or armed supporters of the regime, but Karman is undaunted. "Now there's a race between Yemen and Algeria to see who will be next," she says.

Not all the activist Arab youths are looking for regime change. In Ramallah, the capital of the Palestinian territories, Fadi Quran has set his sights on what are arguably more difficult goals: unification of the warring Palestinian factions of Fatah and Hamas, followed by an end to the Israeli occupation. Quran, 22, a Stanford University grad who runs an alternative-energy start-up, set up a Facebook account calling for a sit-in in front of the Egyptian embassy while Mubarak was clinging to power in Cairo. But he was forced to take it down by the Palestinian Authority's security services and was then questioned for hours. "It truly was obvious they had never had to deal with this type of activism before," he says.

Quran and several other Palestinian activists are now planning a wave of demonstrations to demand that Fatah and Hamas reconcile, the better to "fight the occupation in a much more efficient and productive manner." Quran is counting on young Palestinians to brush aside the failed policies of their elders. "They can't find any answers because they're stuck in the box," he says. "But when the youth comes in, they're going to see a new vision, and we're going to achieve the goals of our struggle."

Doing It for Themselves

The revolution of the young generation in the Middle East is theirs and theirs alone — spokespeople have been specific in dismissing the idea that they have needed outside assistance or have looked much to the outside for inspiration.

Even so, their actions have been such that policymakers far from the Middle East now have to react to a new reality, recalibrate policies long based on convenient relationships with despots and build connections with this new source of political strength. That's especially true for the U.S., which many Arab activists regard as the great power that enabled their oppressors. "The U.S. government was aware of the injustices in Egypt but continued supporting Mubarak because of self-interest," says a Bahraini activist who asked that his or her name be withheld. "No one can argue that Saudi Arabia is the home of human rights or democracy, yet America continues to support the regime."

Still, for the Obama Administration, there's good news too. So far, there have been few instances of President Obama being burned in effigy or of the
U.S. flag being torched by angry mobs. The State Department insists that it has long been paying attention to the needs and aspirations of young Arabs. "This has been a key demographic for us for quite some time," says a State Department official. Funding for youth outreach has increased significantly in recent years. The U.S. now spends more to support democracy and governance in the Arab world every year than the $250 million it spent in total from 1991 to 2001.

Many programs are deliberately low-key, in part because an open association with the U.S. can be politically damaging. "It's really been very hard for most people in the Arab world to work directly with the U.S. government," says Ethan Zuckerman, one of the founders of Global Voices, an international network of bloggers and citizen journalists that has hosted regional conferences for Arab bloggers.

As the old order crumbles, the U.S. will want these new relationships to strengthen into lasting bonds. But Arab youths are unlikely to feel the need for U.S. support as acutely as the leaders who came before them. After all, they didn't need U.S. help to get rid of those dictators. "People said it couldn't happen, because the U.S. supported Mubarak, but still he fell," says the Bahraini activist. "Now we know we don't need the U.S. on our side to get what we want. Now we know we can do it for ourselves." Faced with such self-confidence, the Obama Administration must manage the delicate task of maintaining support for regimes in the region while telling Arab leaders, in public and private, to address the turmoil with more urgent reforms — all while trying to increase direct contact with the youths leading the uprisings.

That will not be easy. Foreign policy considerations couldn't be further from the minds of most members of the class of 2011. For young Arabs in Yemen, Libya and Algeria, there are regimes still to topple. The revolution hasn't yet gotten off the ground in Syria and is still in its early days in Bahrain. And in Tunisia and Egypt, the gains from the past two months need to be protected: there are political parties to form, elections to contest. The military council that took over from Mubarak has promised constitutional reforms and elections in six months.

Many of the young men and women who helped make the revolutions happen are keen to hold on to the sense of blissful dawn they have experienced for the first time in their young lives. Ahmed Khalil, scion of a wealthy Egyptian business family and a veteran of Tahrir Square, hasn't returned to work even though his plastics factory reopened several days ago: there are more important things now than making money, he says. Khalil, 29, is part of the "Revolution Friends" Facebook group that is exploring ways to channel the revolution's momentum into a civic-awareness campaign. He has printed leaflets, now being distributed throughout Cairo, calling on his fellow Egyptians to work "for a better Egypt and to protect the victory that you and I achieved with our own hands." (Sample suggestions: "Don't litter, don't blow your car horn for no reason, don't pay bribes, don't allow a police officer to humiliate someone in front of you, don't harass girls on the street, know your rights, stay positive, respect other opinions.")

And what of the revolution's rapper? El Général — his given name is Hamada Ben Amor — is disappointed he missed some of the action: he was jailed for three days during the Jasmine Revolution, and when Egyptian protesters invited him to perform in Tahrir Square, he couldn't go because he has no passport. Instead, he's written a new rap called "Vive Tunisie!" that honors Tunisian protesters and those killed during the uprising. There are shout-outs, too, to other youth movements. "I also speak about the program of freedom in Egypt, Algeria, Libya and Morocco," he says. The youth of the Arab world are not done yet.

For more information, visit:
http://www.time.com/time/magazine/article/0,9171,205002-1,00.html
Who is Khaled Said?

Khaled Said was a 28 year-old Alexandrian that did not see his 29th birthday. He was a victim of Hosni Mubarak’s security police who seized the young man while he was at an Internet cafe this past June, and beat him severely before crashing his skull against the sidewalk. His crime: he was computer savvy and was exposing police corruption online. His death occurred in broad daylight.

Who is Wael Ghonim?

On Sunday, in an interview with CBS' "60 Minutes," Ghonim spoke further on the peaceful protests in Egypt that lead to the overthrow of President Hosni Mubarak, who led Egypt for three decades.

"I call this Revolution 2.0," Ghonim said in the interview. "Revolution 2.0 is, is — I say that our revolution is like Wikipedia, OK? Everyone is contributing content. You don't know the names of the people contributing the content ... This is exactly what happened. Revolution 2.0 in Egypt was exactly the same."

"Everyone was contributing small pieces, bits and pieces. We drew this whole picture. We drew this whole picture of a revolution. And that picture — no one is the hero in that picture."

The 18-day period of protests in Egypt were the 18-day period of protests in Egypt were organized by Ghonim and many others using social media sites and other tools.

Ghonim, Google's head of marketing in the Middle East and North Africa, was one of the moderators of a Facebook page called "We Are All Khaled Said" dedicated to memory of an Egyptian man who witnesses say was beaten to death in Alexandria by police officers who have not been held to account.

"The moment we announced on the page, the locations, they shut down Facebook," Ghonim said.
"But I had a backup plan. I used Google Groups to send a mass mail campaign to all these people in order to tell them here are the locations and please spread it among your friends. And everyone knew eventually."

"So, definitely technology played a great role here. You know, it helped keeping people informed, it helped making all of us collaborate."

During the protests, Ghonim was detained by the Egyptian government for 12 days — and kept blindfolded the entire time, he said.

Once Mubarak stepped down on Friday, and the government was dissolved, the Egyptian military took over. Egypt's army said it will govern for the next six months or until an election is held for a new parliament and presidency.

Ghonim and the tens of thousands who took part in the historic uprising, hope that new system of government will be a democratic one and work is already being done to figure out how to get the ball rolling.

"We just created a page using Google moderator asking people what are you dreaming about — that was a couple hours ago," Ghonim said Sunday. "So far, before the interview when I checked we had 4,000 suggestions and we had over 100,000 votes. Everyone is now dreaming. Everyone wants to do something. A lot of these ideas are amazing."

For more information, visit:
latimesblogs.latimes.com/technology/2011/02/wael-ghonim-google-exec-says-egypts-revolution-is-like-wikipedia.html
Who is Hamada “El General” Ben Amor?

Bard of the North African revolutionary wave that is washing over the Arab world is just 21 years old. El Général is well built with a buzz cut but with a young, fresh face, a sweet smile and a peach-fuzz beard and moustache. He cultivates a tough facade but has an almost innocent manner about him, and speaks softly. The photo on his Facebook fan page shows him in a maroon bomber jacket with a big Tunisian flag on the sleeve, wielding a pistol, with his finger on the trigger. In reality, he's the good kid who you'd want to have for your son. Born Hamada Ben Amor, he is the youngest of four children — three boys and one girl. He and one brother still live with their mom and dad in Sfax, a three-hour drive from the capital Tunis. His mother runs a bookshop in town; his father is a medic in a hospital. In Tunisian terms, they are middle class.

He began rapping at 18, in 2008. "The first song I wrote was called 'Malesh?' or 'Why?' It was a big question about why we were in a situation of corruption, thieves and violence," he says. "I was against the regime, because the corruption was really visible to everyone." He says he was heavily influenced by Tupac Shakur, even though he'd died when El Général was just six years old. "The kind of rap Tupac used was revolutionary. So when I became a rapper I wasn't looking for love. I was looking to rap for the good of the people." Also when he was 18 he wrote his first song about Ben Ali, called "Sidi Rais" or "Mr. President," which El Général says was "a call to the president to fight corruption. I still thought he could change the situation, but eventually I realized that the president was implicated in the situation."

He says that song was the prelude to the song which became the anthem of the Jasmine Revolution and the Tahrir Square protesters in Cairo, called "Rais Lebled" (a rap twist on Rais el-Bled, meaning President of the Republic). Corruption, he says, remained a big theme for his songs. "The corruption was so pervasive. You went into the street and saw police disrespecting citizens. You went to court and could be discharged from a case, because you could pay a judge, but poor people got put in jail. If you're a small trader, you were exploited by big sharks with connections to the president. My parents both have good jobs, and we aren't poor, but I saw injustice for so many of my friends."
El Général was banned from holding any concerts, making any CDs, or from being played on any radio station in Tunisia — although he did gain quite a following among people in Europe, through rock stations like France's NovaFM. "Whenever someone applied to hold a concert," he recalls of the censorship during the Ben Ali regime, "and the government saw my name on the program, they would forbid it. They would say 'this guy is singing about politics, and has a bad reputation. So there is no permission.' Because I was censored and prohibited I wasn't allowed to make concerts or CDs." He turned to social media. "I just used my personal Facebook page to become known. I had two friends, one filmed my songs on a small video camera, and the other edited the videos and put them up on YouTube."

In December 2010, El Général recorded "Rais Lebled" and posted it on YouTube. For the protests, which were just beginning, the song became an instant sensation, with thousands of downloads. More importantly, the words were sung by demonstrators. The lyrics include: "Mr. President, your people are dying / People are eating rubbish / Look at what is happening / Miseries everywhere Mr. President / I talk with no fear / Although I know I will only get troubles / I see injustice everywhere." The song put El Général on the map — and in danger. "After that my mobile phone was tapped and my Facebook account was blocked." Then a young fruit-and-vegetable vendor set himself on fire on Dec. 17. That was a turning point. El General wrote a new song called "Tunisia Our Country" on Dec. 22, about the accelerating protest movement.

For the police the song "Tunisia Our Country" was the final straw. On Dec. 24 at 5 a.m. the secret police burst into his parents' home in Sfax and hauled El Général to the National Security Bureau. Shortly after that a team of interrogators from Tunis arrived, and transported him to the capital, where he was put in a solitary cell in the Presidential Security Service, and questioned for hours about his political connections. "For 24 hours they insulted me. It was moral torture," El Général says. "They asked, 'Who's behind you? Which party are you from?'"

But then, an enormous public reaction began as demonstrators began chanting for his release. Ben Ali himself called the police to inquire about El Général's detention. So too did the hated Interior Minister. The police realized El Général was a celebrity. "They understood I was a known artist, and they changed their attitude to me. They asked me, 'please stop singing about the president and his family, and then we'll release you.'" For three days he remained handcuffed in a cell. The pressure mounted outside for his release. "That's when I realized that my act was really huge, and really
dangerous, because the police got so many calls about my incarceration. Once I stopped being scared, I had this huge pride. I felt like a VIP." He was.

After three days he was driven home to Sfax, and set free on the doorstep of his parents' home. By then, the police were treating him like a celebrity, high-fiving him on his release. "The first thing I wanted to do was to see my mom, and make sure she was okay," he says.

Only when El Général was released did he realize "Rais Lebled" had become the anthem on the streets. Then after Jan. 25, the song was picked up in Cairo and sung in Tahrir Square. "I had so many messages from Egyptian youth asking me to come to Tahrir Square to sing 'Rais Lebled,' but I had no passport and no visa." But he wrote a new song, called "Vive Tunisie!" honoring those killed during the Jasmine Revolution and "about the program of freedom in Egypt, Algeria, Libya and Morocco. And at the end of the song I send a message for the new president who'll be elected in the next elections, saying 'Take care of Tunisia.'"

With the two autocrats overthrown so far, El Général has emerged from the underground to a professional rap career. Basking in his mom and dad's pride, El Général is booked for his first concert, in Lyon, France, on March 16 and 17, and another in Marseilles later that month. His parents' attitude about his rap music has transformed. "Before the revolution my parents wanted me to forget about the music," he recalls. "They said it was dangerous, that they were really scared for me. But now they are proud of me. They are encouraging me to continue and to be at the service of the country."

For more information, visit:
http://content.time.com/time/world/article/0,8599,2049456,00.html

What is “Rayes Le Bled”?

Here are six things to know about the song:

1. It’s Sung In Arabic: Naturally, since that’s the national language of Tunisia. But that language is also spoken in Algeria, Egypt, Yemen and Jordan—nearby areas that have seen similar surges in political instability. It’s not out of the question for the song to continue having a long life outside of its native home.
2. It Got Personal: Supporters of the uprising were enraged when Ben Amor was arrested and called in for questions. Ben-Amor’s brother Hamdi said, “Some 30 plainclothes policemen came to our house to arrest Hamada and took him away without ever telling us where to. When we asked why they were arresting him, they said, ‘He knows why.’” The irony of a musician decrying an oppressive police state and then being called in by the secret police was not lost. Because of this collision between protest and power, the song became integral to the protests.

3. It Comes From a Long Line of Political Rap: Ben Amor’s rabble-rousing spirit is clearly descended from the lineage of American rap artists like Public Enemy and Boogie Down Productions (and especially the finger-pointing wage disparity breakdowns of The Coup’s Boots Riley). But the noir beats, minor-key melodies and Omen-ous feel seems like he’s up on the more direct-action rhymes of Harlem’s Immortal Technique and the austere grooves of Philly’s quasi-political Jedi Mind Tricks.

4. This Isn’t the First Political Revolution Supposedly Powered by Hip-Hop: The civil unrest in Paris in 2005 was foretold by the music of Muslim rappers in France, who have been openly speaking about racism and xenophobia in the country for more than a decade. After the flames died down on the buildings and cars, the French parliament sought legal action against the country’s rappers—claiming their incendiary lyrics about injustice caused violence instead of injustice itself.

5. You Can Totally Hear the Song on the Radio Now: After Ben-Ali’s exit, Tunisians were quick to embrace a world without censorship. Months ago, radio disc jockeys couldn’t venture too far from what the government-approved playlists. But NPR talked to a Radio Mosaique DJ who is eager to play “President” on the radio. “If I played that before, I’d be in jail,” he says. “That’s it.”

6. An Album May Be on the Way: Now free to make his music public without the government looking over his shoulder, Ben Amor has emerged a star. Last week, he put out a new song that he called an “ode to Arab revolution” that calls, lyrically, for uprisings across the region: “Egypt, Algeria, Libya, Morocco, all must be liberated/Long live free Tunisia,” the lyrics proclaim.

For more information, visit:
Arab Spring Autocrats

Who are the individuals pictured below?
What countries do they represent?
How long did they rule over their respective countries?

Zine El Abidine Ben Ali  
Muammar Gaddafi  
Hosni Mubarak
Arab Spring Autocrat Profiles

Muhammad Hosni Sayyid Mubarak served as the fourth President of Egypt, from 1981 to 2011. Mubarak was appointed Vice President of Egypt in 1975, and assumed the presidency on 14 October 1981, following the assassination of President Anwar El Sadat. The length of his presidency made him Egypt's longest-serving ruler since Muhammad Ali Pasha. Before he entered politics, Mubarak was a career officer in the Egyptian Air Force, serving as its commander from 1972 to 1975 and rising to the rank of air chief marshal.

Muammar Abu Minyar al-Gaddafi was the de facto leader of Libya ever since a coup in 1969. Towards the end of his reign, he was desperately clinging to power in wake of the 2011 Libyan protests, having reportedly ordered the army to bomb and kill anti-government protestors.

From 1972, when Gaddafi relinquished the title of prime minister, he was accorded the honorifics "Guide of the First of September Great Revolution of the Socialist People's Libyan Arab Jamahiriya" or "Brotherly Leader and Guide of the Revolution" in government statements and the official press. With the death of Omar Bongo of Gabon on 8 June 2009, he became the longest serving of all current non-royal national leaders and he is one of the longest serving rulers in history. He is also the longest-serving ruler of Libya since Libya, then Tripoli, became an Ottoman province in 1551.

Zine El Abidine Ben Ali was the second President of the Tunisian Republic. He held the office from 7 November 1987, until he was forced to step down and flee the country on 14 January 2011. Ben Ali was appointed Prime Minister in October 1987, and assumed the Presidency in November 1987 in a bloodless coup d'état from then President Habib Bourguiba, who was declared incompetent. Ben Ali was subsequently re-elected with enormous majorities at every election, the final time being 25 October 2009.

Following the 2010–2011 Tunisian uprising, he fled the country. Interpol issued a warrant for his arrest. After initially being refused permission to land in France he went on to Saudi Arabia, where he was residing at the time.
We hope you enjoyed this preview of

*The Middle East: Arab Spring 2010-2014.*

For a complete edition, please contact:

**Jessica Chan**

Director, Global Connect @ UCI

Phone: (949) 824-9407

Email: jjchan@uci.edu