

NAME : _____

CLASS : _____

SCHOOL : _____

TEACHER : _____

Behind & beyond the oil barrel



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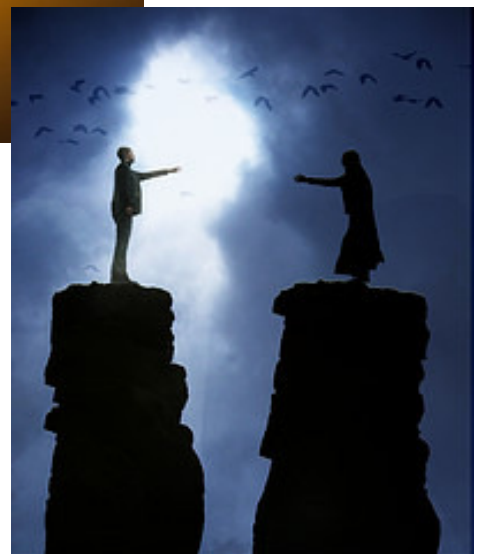


Part 1 :

Key ideas, principles and case studies



Photo credits : Creative Commons : FLICKR.com



Step 1 : Using the visual images provided to your group, label each as an example of either TENSION or CONFLICT. Each group member must be prepared to justify his/her decision. Your group must reach a CONSENSUS before labeling each image.



Questions for discussion : What cues are present, such as facial expressions and body language ? What do the actions reveal ?

Step 2 : Review each image again. Using cues you see, list characteristics of TENSION and of CONFLICT on the chart entitled “Characteristics of...”. Identify a minimum of three (3) characteristics for each.



Questions for discussion : What similarities do you see ? What differences ?

Step 3 : Using the information your group has discussed and recorded, you must decide upon a definition for “tension” and for “conflict”. Your group should reach a consensus before recording your definitions below. Be prepared to share your work and the reasons for your decisions.

TENSION is _____

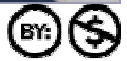
CONFLICT is _____



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<http://www.flickr.com/photos/lst1984/2486249710/>



PEACE by Wurz;
Creative Commons, FLICKR.com
<http://www.flickr.com/photos/wurz/190068051>



Colors of the Rainbow by Sarah Wampler
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<http://www.flickr.com/photos/sarahwampler/2390154459/>



YIN YANG OPPOSING DSCN9834.JPG by gevan;
Creative Commons, FLICKR.com
<http://www.flickr.com/photos/gevan/2334236635/>





Sri Lanka protest, 6/4/09 by Martin Deutsch
Creative Commons, FLICKR.com
<http://www.flickr.com/photos/teflon/3419686920/>



Wrestling redux by Available_Light
Creative Commons, FLICKR.com
<http://www.flickr.com/photos/available-light/1372534662/>



The battle of epping forest by Feuillu
Creative Commons, FLICKR.com
<http://www.flickr.com/photos/feuillu/274659572/>



Israeli Human Rights Violations? : Israeli Soldier Gives Water To Would Be Suicide Bomber by dAVIDb1
Creative Commons, FLICKR.com
<http://www.flickr.com/photos/giant-steps/466976857/>





G8 Protests, Melbourne, Australia by Rusty Stewart
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confrontation by impactmatt;
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Młodzi wilcy 2 by karpiau@;
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(untitled) by eva101;
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<http://www.flickr.com/photos/evapro/425230963/>



The Greatest Sports Rivalry Ever : Better than Yankees-Red Sox... by NateBeal;
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<http://www.flickr.com/photos/natebeal/2435891839/>



Don't Attack Iran by dAVIDb1;
Creative Commons, FLICKR.com
<http://www.flickr.com/photos/giant-steps/738572750/>



CHARACTERISTICS OF...


TENSION	CONFLICT

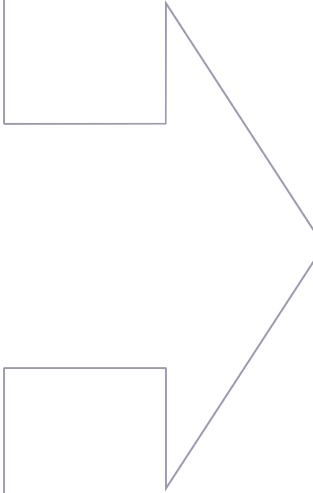
EXPLORING A NEW TOPIC : TENSION

Things I already know about this topic :

↑ ↑ ↑ ↑ ↑ ↑

Information I would like to add from class discussion, my peers or other sources :

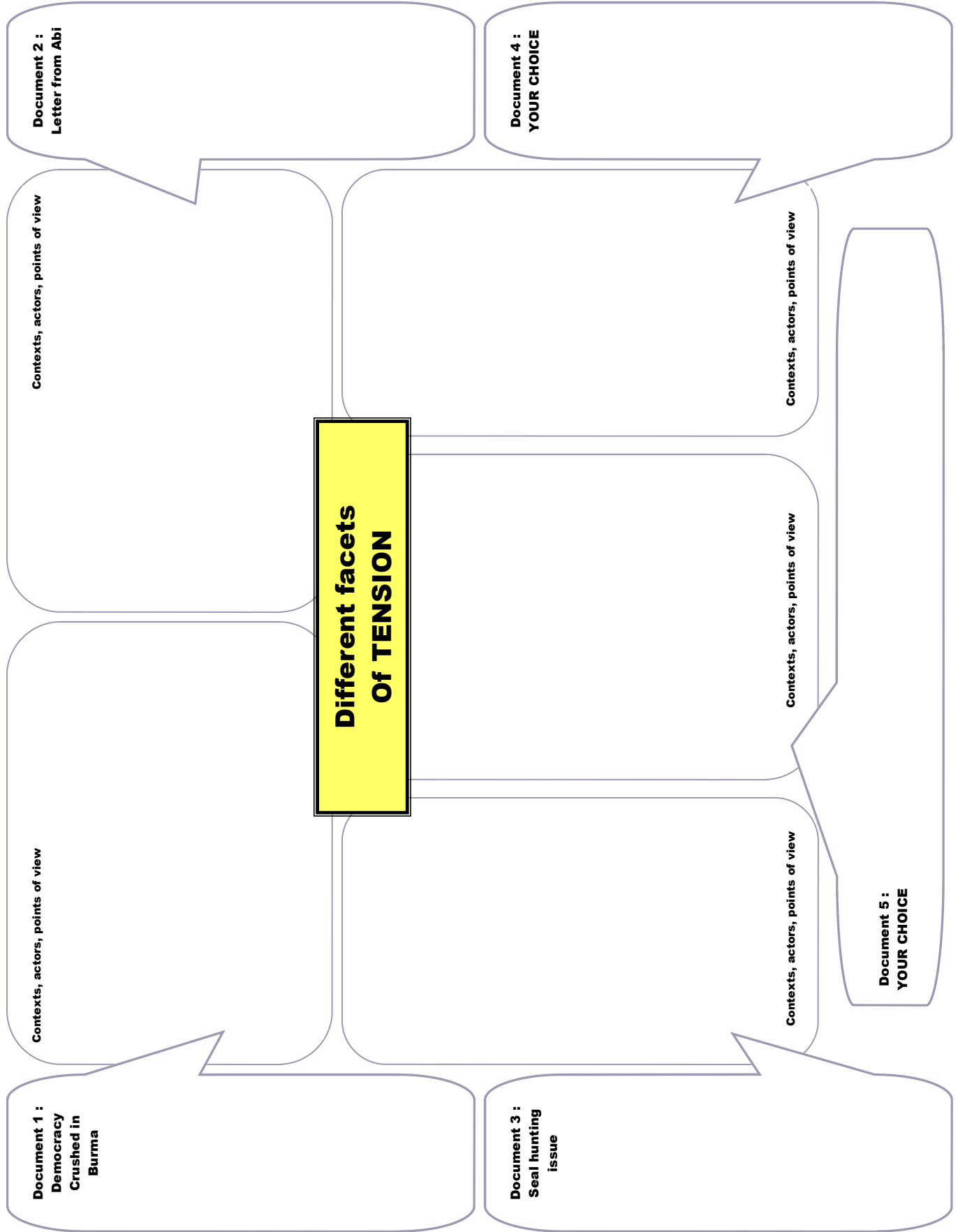




Questions I still have about this topic :

1.	
2.	
3.	

GATHER INFORMATION : record the contexts, the actors, the points of view and other factors for each document.



DOCUMENT 1

Democracy Crushed in Burma

All's quiet on the streets of Burma's largest city. But all is not well.

Just a month ago, Rangoon was filled with tens of thousands of peaceful protestors. Now, they are gone. What has happened to many of them remains a mystery.

Why the marches started Protests first broke out on August 19. The reason? Burma's military rulers had suddenly raised the price of fuel by up to 500 percent. That triggered increases in food costs as well.

Many Burmese were outraged by the price hikes. Most of the people in this Southeast Asian country are desperately poor. They have to struggle just to get by. They can't afford huge price increases.

Swelling protests

So, groups of people began to gather on the streets to express their anger. Others joined them. Day by day, the protests grew larger. Then they began spreading to other areas of the country.

By September 18, thousands of Buddhist **monks** had joined the protest. Monks are **revered** in Burma. Wearing their maroon-coloured robes, they led thousands of other demonstrators through the streets. They joined the protests to show they were against the high prices – and Burma's harsh military government.

The army moves in

Burma is not a **democratic** country. The country's military rulers do what they want. And they don't like to be criticized or questioned. So as the anti-government protests gained strength, the generals warned that they would "take action" if demonstrations didn't stop.

On September 24, the army kept its word. That day, hundreds of troops

moved in on the protesters. They used batons, guns, and tear gas to force the marchers to scatter. Some people were arrested. Others were killed.

Brutal crackdown

At the same time, the military imposed a dawn-to-dusk **curfew**. Troops began rounding up as many as 10,000 people for **interrogation**. Monks were taken from their **monasteries**. Ordinary people were seized in their homes, often after dark.

Some protesters were questioned and let go. Others have not been seen since. No one is certain where these **detainees** are – they could have been put in prison, tortured or killed. They may never be found.

International outcry

Around the world, countries were outraged. On October 11, the **United Nations Security Council** spoke out. It stated that it "strongly deplores the use of violence against peaceful demonstrators." It urged Burma's rulers to release all those being held. And it called for Burma to move towards an elected government.

The generals respond

However, change seems unlikely. The generals who rule Burma don't care much about what other countries think. In fact, the military rulers blamed outsiders for the protests. They said foreigners convinced the Burmese to demonstrate.

Full circle

By mid-October, it appeared that life had returned to 'normal' in Burma. The streets were quiet once again. And the country's 47 million people were still powerless – and scared.

"We are still afraid," said one street vendor. "We dare not talk about politics or protests or what happened in previous weeks."

*What in the World ? educational newsletter,
November 2007*

DOCUMENT 2 A Tamil child caught in the crossfire

Dear aunt

I miss you so much. When you visited us in Kilinochchi two years ago we were so happy. You told us all about life in Montreal. Of course too much snow is not what I would be looking for now. And then I told you about our fun here during the Pongal, the harvest festival. But dear aunt, now I would not mind even the snow that freezes your ears and feet and hands. Life is unbearable where we are now. Do you know that we run away from our beautiful house in Kilinochchi because we no longer knew who was on our side or the other side. Mom and dad discuss what is going on but I don't understand much except that there is very little food and water to go around, we sleep in fear, mom has always tears in her big brown eyes, dad says "we hope one day we will be happy my son". I don't believe it. Nothing around us makes sense. The schools are empty, the temples are abandoned and the markets have little to offer. The tension is too much. Can you help?

I am sending this letter through a friend of dad who lives in Colombo and came here to see how the villagers were coping. Send your letter to his home address.

Go to the temple for me and pray.

*Your nephew **Abi***

P.S. I cannot give you the address where I live and you know why.

Permission for publication granted

DOCUMENT 3 Seal hunting issue

On March 15, 2007, the Seals and Sealing Network staged two counter-demonstrations to the "international day of protest against the Canadian seal hunt". The Network aimed to alert journalists and the public to what really constitutes animal welfare, sound conservation principles and respect for wildlife, while countering the misinformation regularly propagated by animal rights extremists.



Ottawa Counter-Demonstration

In Ottawa, over 100 supporters from Newfoundland, Nunavut and Quebec came together in the first of its kind "Up the Anti" rally.

Fur Institute of Canada Executive Director Rob Cahill... stated, "People have traveled to Ottawa, from sea to sea to sea, to stand up for their values and principles. The passion, conviction and pride as Quebecois, Maritimers or Inuit are moving. They found common bonds with people they had never met before. A bond of a diverse group of people, who know they have not been treated fairly for over 30 years and who are finally, for the first time, finding solidarity among each other."

As far as demonstrations go, this one was peaceful and boisterous, enriching and solemn. For the first time, Newfoundlanders, Inuit, and Quebecois came together to celebrate the respect for seals which are the basis for their livelihoods and the foundation of their heritage and culture.

Permission for publication granted

For the complete article refer to www.sealsandsealing.net

Sharing ideas : feel free to record any additional ideas given by your peers that you find interesting.

The meaning of tension

MY REFLECTION



⇒ **MY INITIAL IDEA(S) ABOUT "TENSION" :**

⇒ **HOW MY ORIGINAL IDEA(S) CHANGED :**

⇒ **WHY MY ORIGINAL IDEA(S) CHANGED :**

⇒ **MY ADDITIONAL COMMENT(S) :**

EXPLORING TEXT

Docu ment #	Summary of document (Who, What, Where, When, Why)	Which of the 6 types of conflict are reflected ?
1		
2		
3		
4		
5		
6		

DOCUMENT 1

Students in the Gaza strip in the Occupied Palestine Territory are experiencing potentially serious failure in education. Though education is looked upon as the gateway to future success, the external conditions in Gaza have impacted the potential of the largest proportion of its population : its children.

Fear of violence has influenced the ability of students to pursue their studies, resulting in failure rates as high as 40% - 80% in certain subjects. Effects, such as absent-mindedness and inability to concentrate, has been reported by teachers.

In addition, students often face poverty and hunger in their day to day lives as families seek aid in the face of high unemployment.

Other conditions, such as shortages of supplies and space, have resulted in a shorter school day and difficulties providing adequate instruction.

Refer to:

Education suffers amidst political tension and conflict in Gaza, by Toni O'Loughlin, 2007

www.unicef.org/infobycountry/oPt_42178.html

DOCUMENT 2

Free elections, no matter where they are held, are fundamental for a country to enjoy an elected responsible government. However, when an election list consists of one or more candidates and none are credible, then the failure of democracy is inevitable. Such is the case of present day Zimbabwe where conflict permeates every aspect of society and where the governed fail to see the significance of their vote in the shaping of their lives.

Refer to <http://www.africasource.com> for an article on the above topic.

DOCUMENT 3

According to the journal *Foreign Affairs* (March/April 2001) America is poised for a trade conflict with Europe over the latter's import restrictions on American beef and bananas. America retaliated by rejecting any conciliatory attempts to solve the problem while Europe promises to respond by reacting against US export subsidies.

DOCUMENT 4

Families in the northern Vanni area of Sri Lanka continue to be caught in the crossfire as intensifying conflict continues between Sri Lankan government forces and the rebel forces known as the Liberation Tigers of Tamil Eelam. Despite its repeated pleas to both parties to protect the safety of Sri Lankan civilians, UNICEF reports death and injury among hundreds of children and their families.

In an effort to prevent further casualties, children and families are being evacuated away from the fighting, often to hospitals already overcrowded and lacking necessary supplies. UNICEF continues to appeal to the government and rebel forces to help move civilians away from direct conflict, estimating that tens of thousands still remain trapped, under duress, and without basic necessities.

Over 35,000 people, including women, small children, and their families, have been displaced multiple times, and are receiving much needed humanitarian assistance.

UN representatives will continue their visits to camps for “internally displaced persons” (IDP) to look at ways to improve living conditions, as well as to ensure freedom for those displaced to relocate or stay with relatives or host families elsewhere in the country.

It is estimated that this conflict has displaced 272,000 persons thus far.

Refer to the following original documents at

www.unicef.org/emailarticle/infobycountry/sri_lanka_48209.rhtml

“Children Trapped in Sri Lanka’s Conflict” by James Elder, 2009

“Sri Lanka: top UN official visits camps for uprooted civilians”, 2009

DOCUMENT 5

On August 2, 1990, Saddam invaded and annexed Kuwait, thus sparking an international crisis... Saddam and many Iraqi (*particularly the nationalists*) considered the boundary line between Iraq and Kuwait, cutting Iraq off from the sea, a historical wrong imposed by British imperial officials in 1922.

Refer to:

http://en.wikipedia.org/wiki/Sadam_Hussein

DOCUMENT 6

November 1997 - Despite having one of the most important river systems in the world, the Tigris-Euphrates delta, and enjoying a distinct geographical advantage in the Middle East, Iraq has experienced serious ecological disaster in connection with discriminatory actions taken against one of its religious groups.

In an effort to force the Ma'dan people, also known as 'Marsh Arabs', from their settlements in the southern wetlands, the Iraqi government drained the marshes under the pretext of supporting agricultural development, potentially creating permanent devastating economic and environmental damage to the region.

International organizations such as the U.N. Human Rights Commission and Middle East Watch reported that attempts at displacing the Ma'dan population of about 500,000 appears to have been driven by Iraq's majority Sunni government who wished to weaken the largely Shiite Muslim population of the area, believed by the Iraqi government to have ties to Iran's Shiite leadership.

Tensions reportedly peaked following the Gulf War, ending in 1991, when southern Shiites dared an unsuccessful uprising against Saddam Hussein's government, prompting retaliation by "systematic drying of the land".

Although damming for irrigation and hydro-electricity was not new to the region, construction of a large canal resumed shortly afterwards, which, by 1993, diverted the rivers, preventing two-thirds of the water from reaching the marshlands.

Environmental damage included massive drainage, resulting in widespread drought and salinization of the land, seriously impacting human and wildlife populations, particularly birds and fish, which relied upon this source of fresh water.

Economic repercussions fell largely upon local agriculture, with the damming affecting crops, livestock and the livelihood of thousands, as well as halting the primary means of transport, by river, in and out of the region.

Early attempts by the U.N. to intercede included resolution #688 which called upon the Iraqi government to permit free access to U.N. and humanitarian agencies to the region. This was followed by the European Parliament's resolution, passed in 1995, which referred to the Ma'dan population as a "persecuted minority" and the Iraqi government's treatment of them as "genocide".

The worst damage was found in the area populated for thousands of years, once known as Mesopotamia. Now, the rural economy that once depended upon the region's vital water system appears to have been largely "exterminated".

Refer to the original document at :

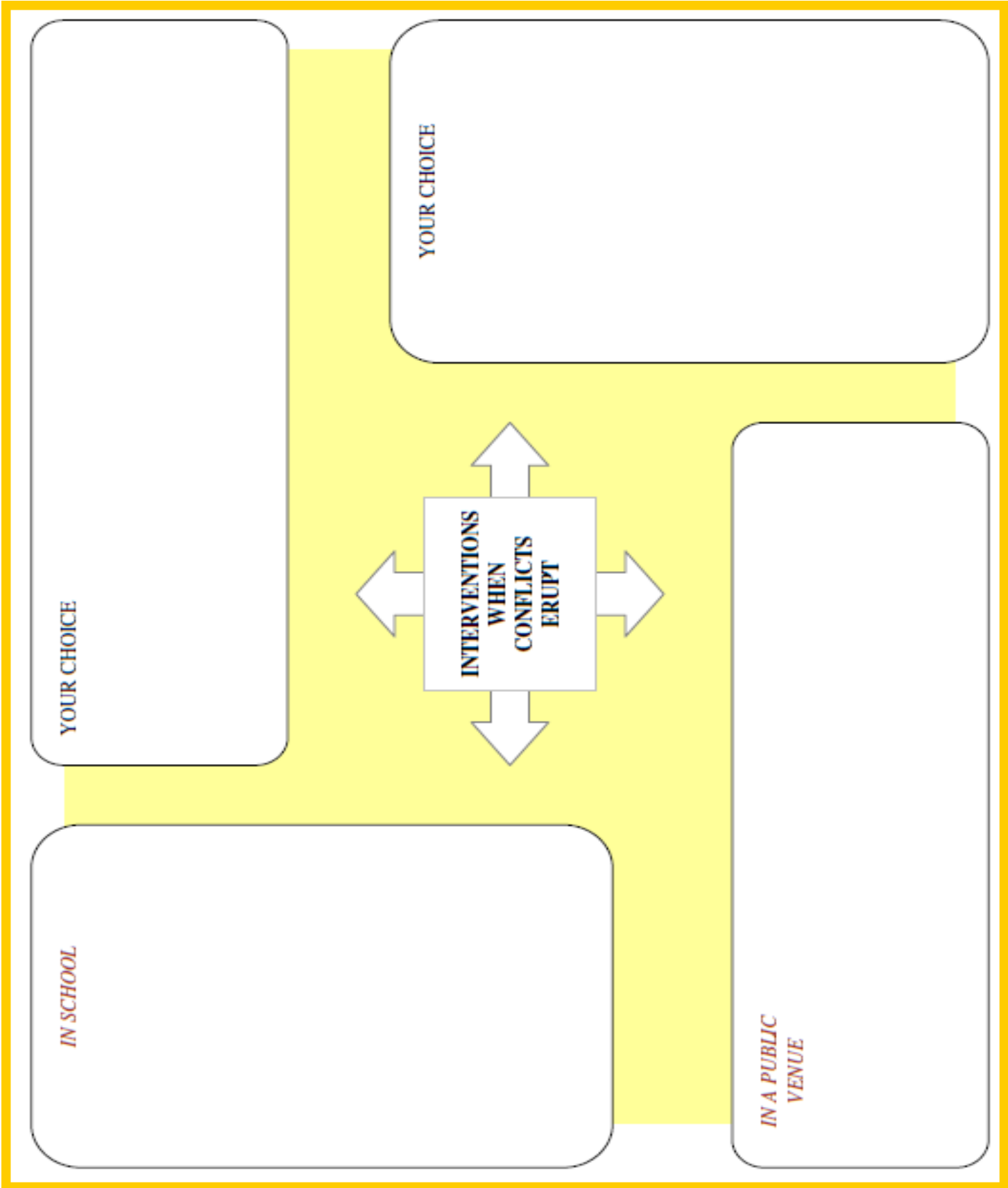
<http://www1.american.edu/TED/ice/MARSH.HTM>

COMPARE AND CONTRAST

CONFLICT

TENSION

BRAINSTORM





Step 1 : Research the four types of interventions identified by your teacher using examples that you are able to find from around the world. Record your findings on the Data Table provided.



Step 2 : As you complete your Data Table, use the world map provided to record the location of the countries receiving aid (**in red**) and the location of countries giving aid (**in green**).



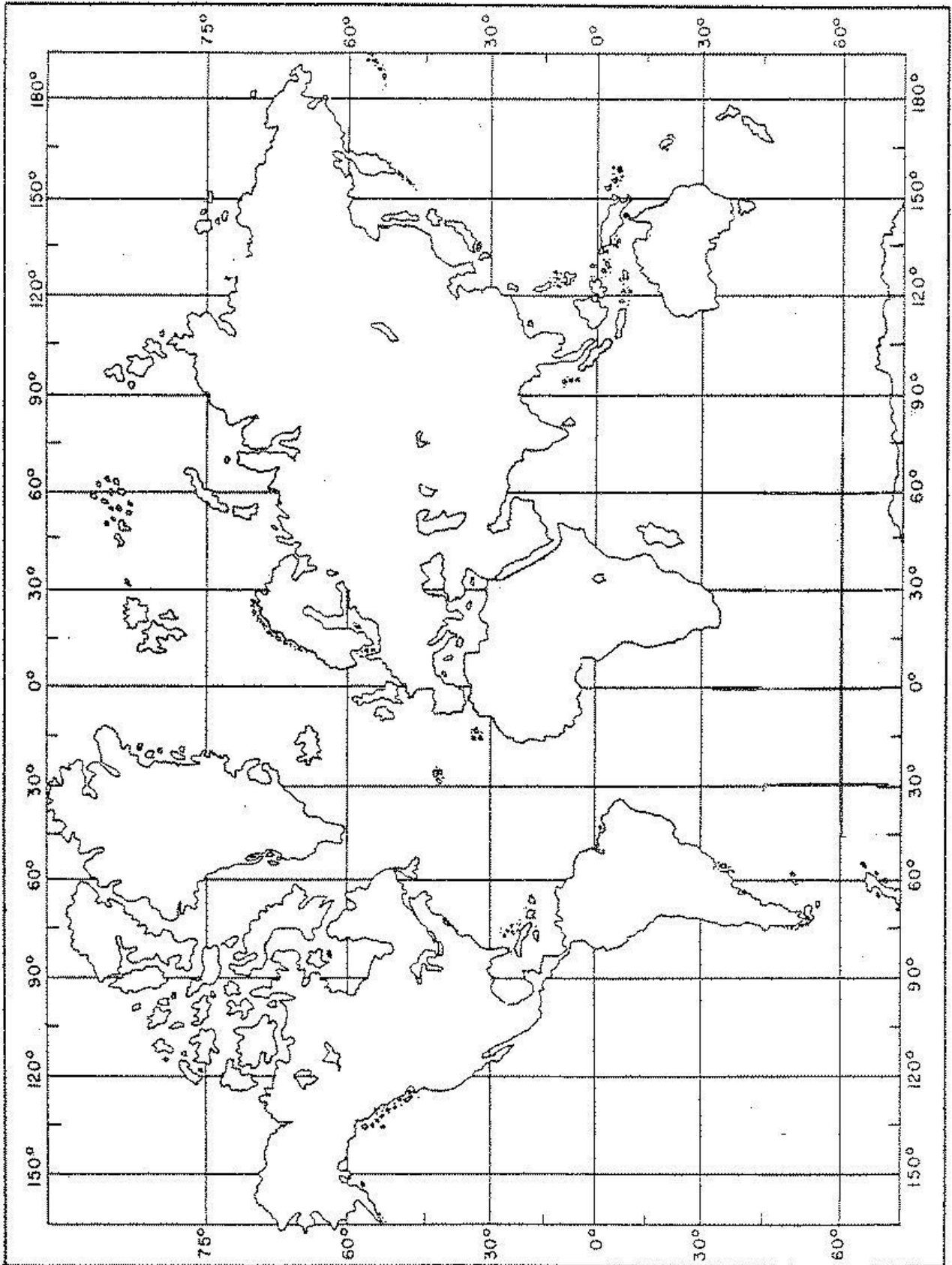
Step 3 : Answer the following five questions using the information and situations given on the Data Table provided. Record your answers using the Answer Sheet provided. Define the words and phrases underlined within each question using the same tool.

- A. What power relations were involved in each situation ?
- B. Could any of the identified cases develop into an international situation ?
- C. Could adequate diplomacy have avoided a conflict ?
- D. Was external aid viewed as external interference ? Reasons ?
- E. Does your short research demonstrate that external intervention, no matter how humanitarian in intention, may be construed as interference in a sovereign territory ?

DATA TABLE : INTERVENTIONS

REGION	COUNTRY	TYPE OF INTERVENTION	WAS AID DEMANDED?	TYPE OF AID OFFERED	SUCCESS OR FAILURE OF AID PROVIDED	POST-CONFLICT RECONSTRUCTION	HUMAN COST OR SUFFERING	COUNTRY OR ORGANIZATION THAT HELPED
		<i>peacekeeping forces</i>						
		<i>humanitarian operations</i>						
		<i>economic sanctions</i>						
		<i>military action</i>						

MAP OF INTERVENTIONS



MY REFLECTION



⇒ **MY INITIAL IDEAS ABOUT "INTERVENTION" :**

⇒ **HOW MY ORIGINAL IDEAS CHANGED :**

⇒ **WHY MY ORIGINAL IDEAS CHANGED :**

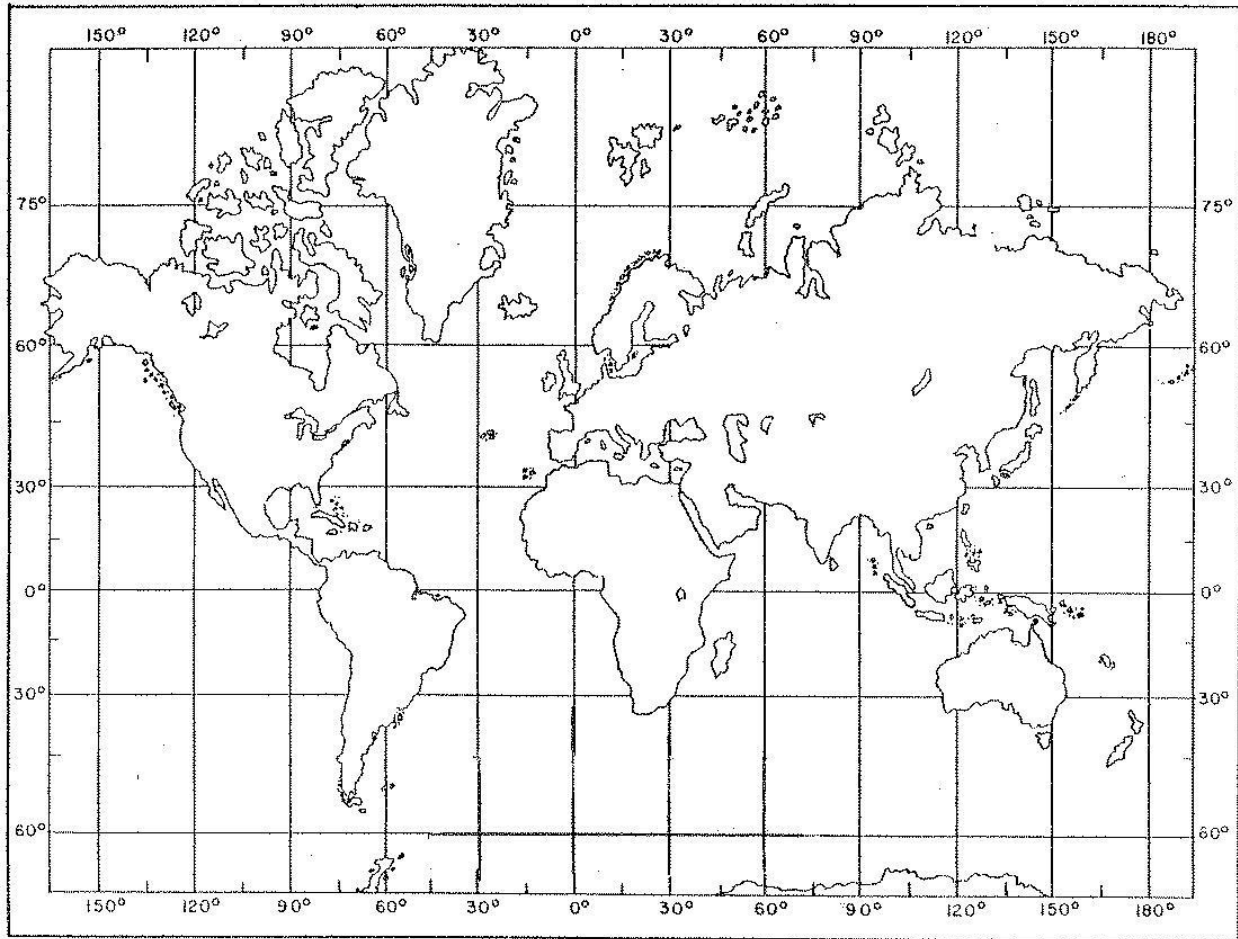
⇒ **MY ADDITIONAL COMMENTS , OBSERVATIONS and QUESTIONS :**

Part 2 : Learning about today's Middle East issues

A case study : Iraq



Photo credits : Creative Commons : FLICKR.com



Complete the following :

- A. Give the map an orientation using a compass rose.
- B. Indicate the following areas on Map 1, above :
 - Equator
 - Asia
 - Indian Ocean
 - the Middle East (shade in orange).
- C. The Middle East is located between (approximately) which lines of longitude and latitude ?

- D. What type of climate do you expect Middle East countries to have ? State your reasons.

- E. Give the map a title : _____



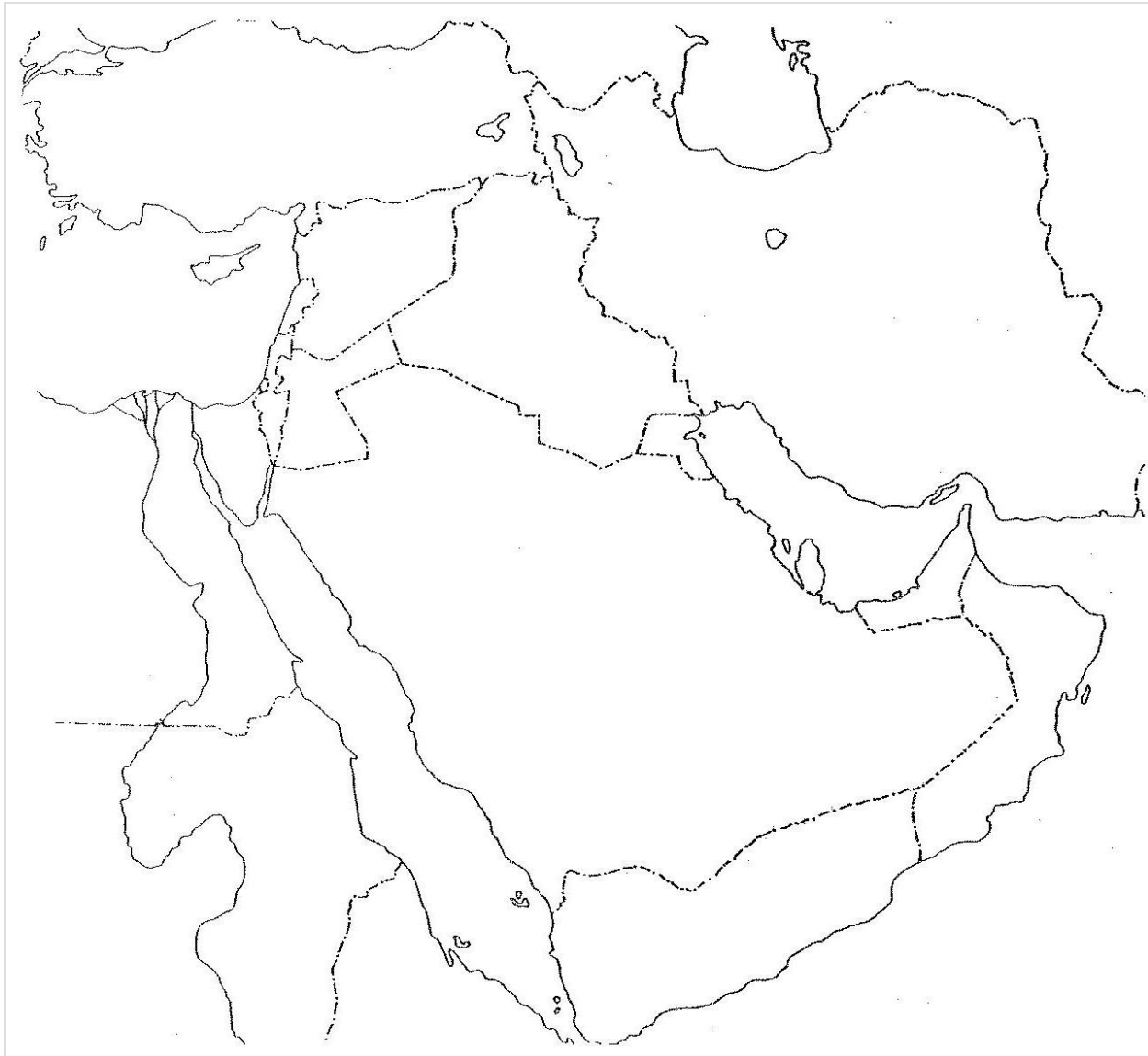
Complete the following :

- A. Give the map an orientation using a compass rose.
- B. Indicate the following bodies of water on Map 2, above :
 - Mediterranean Sea
 - Persian Gulf
 - Indian Ocean

C. Consult an atlas and draw Iraq's political boundaries.

D. List below Iraq's five neighbours :

E. Give the map a title : _____



Complete the following :

- A. Indicate the following areas on Map 3, above :
- all geographical areas identified on Map 2
 - Egypt
 - Red Sea
 - Nile River
 - Saudi Arabia
 - Israel
 - Lebanon
 - Palestine
- B. Consult an atlas and draw (in **blue**) the Euphrates and Tigris Rivers. Note : both rivers rise in Turkey and the Euphrates forms a boundary between Syria and Iraq.



LEARNING ACTIVITY 1 : MAP 3

C. In your first years of high school you studied Mesopotamia. Recall what you studied, find out more about the region and summarize your findings in about 8-10 lines below. Don't forget to include the meaning of the word "Mesopotamia".

- Add any images that you might find pertinent to Mesopotamia (below).

What is the link between Mesopotamia and modern day Iraq ?

Conclusions : Record your answers to the questions in the spaces given below using data from Maps 1, 2 and 3.

© LEARN 2008

Title of map(s) used : _____	
1. WHERE EXACTLY IS IRAQ SITUATED ?	_____ _____ _____ _____ _____ _____

Title of map(s) used : _____	
2. WHAT GEOGRAPHICAL ADVANTAGE DOES IRAQ HAVE THAT NO OTHER COUNTRY HAS IN THE MIDDLE EAST ?	_____ _____ _____ _____ _____ _____

Title of map(s) used : _____	
3. HOW IMPORTANT IS THAT GEOGRAPHICAL ADVANTAGE FOR ITS POPULATION AND ECONOMY IN GENERAL ? <small>(Consider the following : economic activities, transport, communications, etc.)</small>	_____ _____ _____ _____ _____ _____

DOCUMENT

Oil and gas

Iraq's natural resources are not numerous, but the few it has are abundant and essential to modern industrialized life. Iraq is one of the greatest world producers of oil providing 95% of Iraqi foreign exchange earnings. Although it holds the tenth largest gas reserves in the world, its production has decreased considerably in the last 15 years for it lacks proper infrastructures to supply domestic and export consumption.

Agriculture

Despite its abundant land and water resources, Iraq is an importer of food. Under the United Nations Oil-for-Food Program, Iraq imported wheat, meat, poultry and dairy products.

Source: pbs.org/wgbh/globalconnections/Mideast/questions/resources/index.html

TABLE 1

LARGEST OIL RESERVES IN THE WORLD IN 2007

<i>Rank</i>	<i>Country</i>	<i>Proved reserves 10⁹ billion barrels</i>
1	Saudi Arabia	262.3
2	Canada	179.2
3	Iran	136.2
4	Iraq	115
5	Kuwait	101.5
6	United Arab Emirates	97.8
7	Venezuela	80.01
8	Russia	60
9	Lybia	41.4
10	Nigeria	36.2
11	Kazakshtan	30
12	USA	21.7

Source: US Energy Information Administration
www.eia.doe.gov/emeu/eabs

TABLE 2
OIL PRODUCERS data as of 2008

<i>Rank</i>	<i>Country</i>	<i>Thousands of barrels per day</i>
1	Saudi Arabia	1620
2	Russia	1570
3	USA	1190
4	Iran	640
5	China	620
6	Mexico	560
7	United Arab Emirates	460
8	Venezuela	430
9	Kuwait	410
10	Nigeria	380
11	Brazil	370
12	Algeria	350
13	Iraq	330

 Source: http://en.wikipedia.org/wiki/oil_reserves
TABLE 3
WORLD TOP OIL CONSUMERS IN 2007

<i>Rank</i>	<i>Country</i>	<i>Thousands of barrels a day</i>
1	USA	20 680
2	China	7 565
3	Japan	5 007
4	Russia	2 820
5	India	2 800
6	Germany	2 456
7	Brazil	2 400
8	Canada	2 365
9	South Korea	2 214
10	Saudi Arabia	2 210
11	Mexico	2 119
12	France	1 950
13	United Kingdom	1 708

 Source: US Energy Information Administration
www.eia.doe.gov/emeu/eabs

Question : What natural resources does Iraq have ?

Now that you have learned about the potential resources of Iraq, answer the following questions. Always give reasons for your choices.

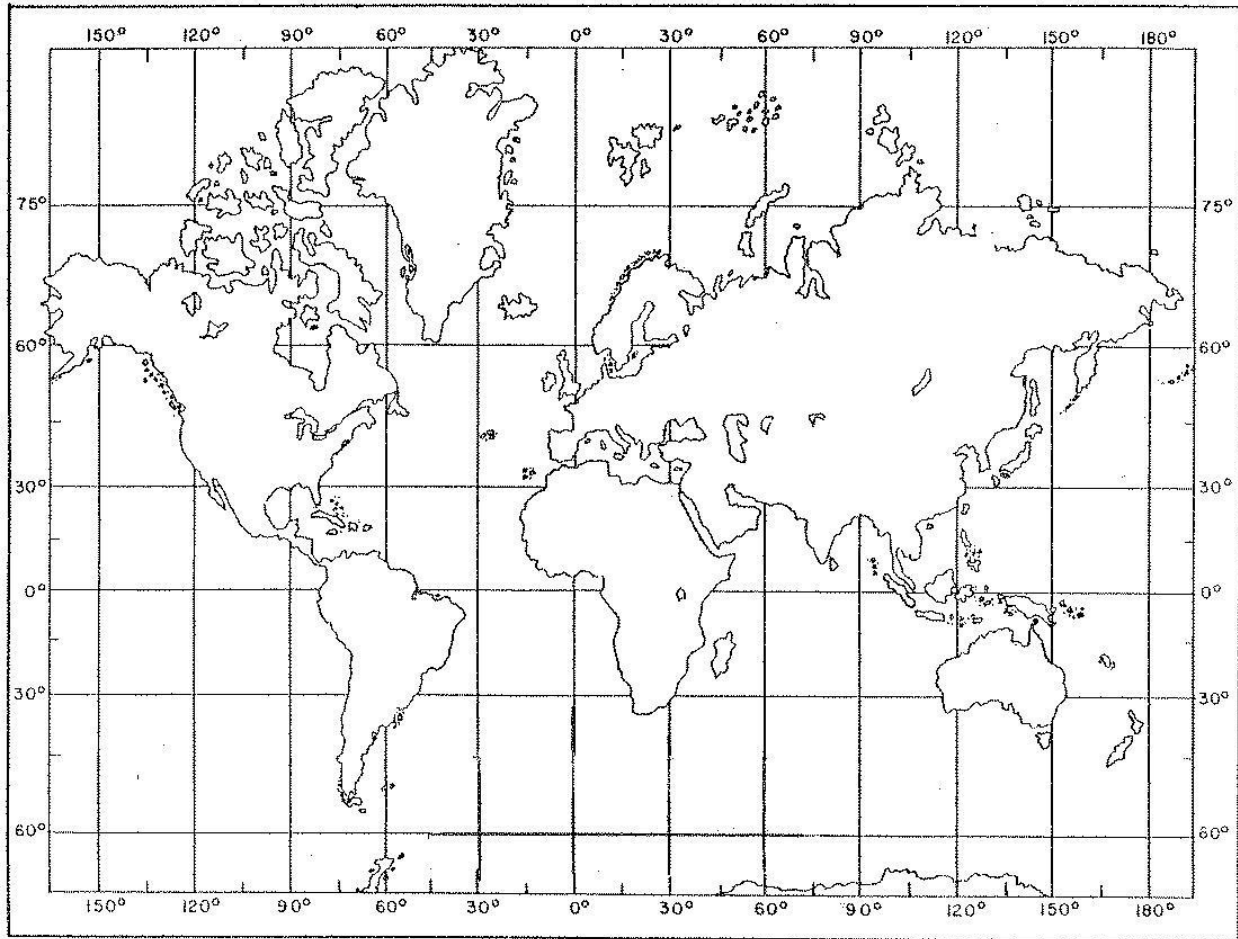
⇒ A. How important are Iraqi natural resources to its national economy ?

⇒ B. Which Iraqi industry do you think could benefit from its natural resources and its exports ?

⇒ C. Create a table to demonstrate which oil producing countries would the world's top five oil consumers rely upon to satisfy their domestic needs.

Title: _____

Oil consumers	Countries they rely upon	Reasons
1.		
2.		
3.		
4.		
5.		



⇒ D. On the world map above, shade in **red** the five top world consumers of oil, and shade in **green** the oil producing countries they rely upon.

⇒ E. What do you conclude ? Consider the following in your answer : industrialized countries, developing nations, diplomatic ties, etc.).

Part 3 :

External intervention in a sovereign territory in the Middle East



Photo credits : Creative Commons : FLICKR.com

EXPLORING THE ISSUE

Can there be a just war ?

What I think...



What my group thinks...



What others in my class think...



Questions I still have...



COMPARE AND CONTRAST

Q. Can there be a just war ?	<i>The Just War Doctrine</i>

Note to the student

The following thirteen documents offer a 'window' to the possible causes for the American armed intervention in Iraq. An attempt was made to offer different view points (Western, Arab, Asiatic, communist, socialist and conservative) on the issue. The documents present diverse, yet comparable, fundamental reasons why the invasion of Iraq took place in March 2003.

Study the documents carefully, consider the origin of each document, and critically analyze them so that the reason for their particular stance is understood.

Remember never to accept the written word as the final truth. Treat the excerpts of the articles and/or simple quotes as pointers for further investigation on your part before answering questions A - D.

Due to copyright laws some paraphrasing is used. Source information is provided to allow you to read the original documents in their entirety.

DOCUMENT 1

“According to the then President of the United States George W. Bush and the Prime Minister of the United Kingdom Tony Blair, the reasons for the invasion were ‘to disarm Iraq of weapons of mass destruction (WMD), to end Saddam Hussein’s support for terrorism, and to free the Iraqi people’.

According to Blair, the trigger was Iraq’s failure to take a ‘final opportunity’ to disarm itself of nuclear, chemical, and biological weapons that U.S. and coalition officials called an imminent and intolerable threat to world peace.”

For the original document refer to:

http://en.wikipedia.org/wiki/2003_invasion_of_Iraq



DOCUMENT 2

The Chinese president Hu Jintao (March 2003) called for peace in Iraq, as well as calling for all involved belligerent countries to turn to political rather than military means. Peace he reiterated is what everybody in the world wants.

For the original article refer to the Ministry of Foreign Affairs of the People’s Republic of China website: <http://www.fmprc.gov.cn/ce/ceum/eng/chinaanduncouncil>

DOCUMENT 3

The English historian Charles Tripp, in his book *A History of Iraq*, gives an account of the United Nations' (UN) ineffectiveness with the inspection of the alleged development of Iraqi weapons of mass destruction (WMD) programme.

He states that in December 1999, the UN Security Council passed Resolution 1284 whereby the UN would create a Commission that could monitor, verify and inspect more effectively Saddam's programme for the development of WMD. Three countries, China, France, and Russia, from the Security Council abstained under the pretext that it would turn Iraq into a UN protectorate.

Meanwhile, in 2000-2001 Iraq revenues amounted to \$12 billion annually under the United Nations 'oil for food' arrangement. Saddam Hussein used such revenues to turn the country into a hub of regional trade. Furthermore, he encouraged trade not only with neighbouring countries but also with the three members of the UN Security Council (referred to in the previous paragraph) : China, France and Russia. In November 2001, Saddam refused the return of UN inspectors.

For the American Republican party and US Congress the way to solve the problem was to overthrow Saddam. Then on September 11, 2001, the attacks on New York occurred, and soon President Bush declared 'war on terror'. Saddam was the only Arab leader who failed to condemn the attacks, and the Bush administration soon perceived the waning of the American position in the international order. More forceful and unilateral measures were conceived and soon the attack on Iraq became a reality.

Recommended reading:

Tripp, Charles. *A History of Iraq*. Cambridge University Press, 2007.

Refer in particular to pp. 262-272.

DOCUMENT 4

http://middleeast.about.com/od/usmideastpolicy/a/me070909b_3.htm

In this website one finds descriptions of American Middle East policies from Harry Truman to George W. Bush. Under the latter's administration (2001-2009) it states that Bush did not have as much backing as during the Afghanistan attack in 2001. His concern in Iraq was the undemocratic regime while he supported repressive undemocratic regimes in Egypt, Saudi Arabia and some countries in Africa.

DOCUMENT 5

The brief account that follows is based on an Iranian website document. It is entitled ‘The US invasion of Iraq: Oil the Mother of all Factors?’, written by K. Hooshiyar and S. Karimi.

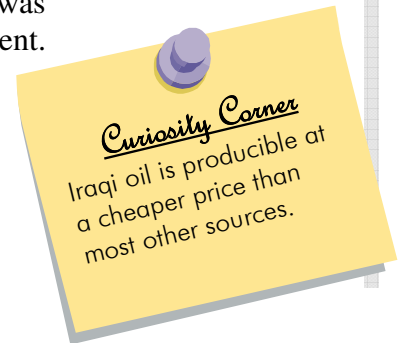
The article emphasizes the importance of oil in the conflict between USA and Iraq. The statistics presented are:

Middle East	% of world production	% of world known reserves
Persian Gulf Region	30	67

The authors then affirm that oil has to be a major factor, if not the major factor, in the American grand design of economic and political supremacy in the international order. Iraq is second in oil reserves only to Saudi Arabia, but its woes date back to the beginning of the twentieth century when French, British, Turkish and Russian imperialist rivalries dominated the history of the region. Following World War II, China and Japan joined the imperialistic ‘skirmishes’.

The authors assert that the US invaded Iraq under the pretext that Iraq was developing a WMD programme as well as being implicated in the 9/11 event. The American government hoped that the invasion would ease the building of American military installations in the area, offer easy access to Iraqi oil, exclude its rivals, and create lucrative jobs for Americans.

For the original article refer to :
<http://iranreview.com/Editorials/US%20invasion.htm>



DOCUMENT 6

This document is a small excerpt taken from an article entitled ‘Non Belligerency and Armed Neutrality Revisited : Scandinavia, Finns and Bush’s Crusade Against Terror’ authored by Margy Anderson. (Nordic Notes Volume 12, 2008 – review article). It discusses the official position taken by the Scandinavian countries. Consider the rationale of their position in relation to the military intervention in Iraq.

“A fight for democracy (*in Iraq*) ? That was the question... Addressing the General Assembly shortly after Bush had spoken, Halonen (*the Finnish President*) criticized the international community for ignoring common will and using force which was not compatible with international law. Norway remained unobtrusive, its increasing income from oil revenue in the market augmented by the disruption to Iraq supplies making its policy of the less said the better seem appropriate in Oslo.” (*According to this article, by 2005 the Scandinavian countries stood aloof except for Denmark.*)

For the original article refer to:
<http://diempertidi.info/nordicnotes/vol12articles/rusadeagainstterror/html>

DOCUMENT 7

Christopher King wrote for Al Jazeera (18.04.2008) the possible reasons for the US position for the Iraq invasion. The American administration's concerns were two-fold :

1. The depletion of oil reserves and the rise of oil prices were naturally a preoccupation for the most industrialized country in the world.
2. The precariousness of the status of the dollar as a world's reserve currency was a very serious problem.

King further explained the importance and meaning of 'a reserve currency' so that the reader fully grasps the American administration's preoccupation. For a country's currency to be accepted as a reserve currency, it has to be considered, by the international order, as a country of sound political and financial stability. This implies that most countries will hold their own foreign currency reserves, in this case, in dollars.

Present day America is running a large deficit in its trade and current account. That is, it pays more to other countries in trade and services than it receives from them. Hence, US stability and her currency begin to waver.

For the original article refer to :

http://aljazeera.com/news/articles/42Why_the_US_cant_leave_Iraq.html



DOCUMENT 8

One of the greatest fears of the American Federal Reserve is if OPEC members decide to switch their oil transactions from the dollar to the euro. This topic is extensively discussed in the article "The Real Reasons for the Upcoming War with Iraq" by William Clark, written in January 2003.

Saddam did just that. In November 2000, he began to trade oil in euros. This change from the dollar was meant to be a reprimand to the US for its hard line on sanctions while creating a rift between US and Europe. Unsurprisingly, this was followed by a depreciation of the dollar against the euro. In 2000 the euro was worth \$0.82(US), but by 2002 the dollar had depreciated 17% against the euro.

This issue of the dollar versus the euro was never a topic for the American media; however, it was discussed by Radio Free Europe in November 6, 2000. The American fear was based on the obvious outcome : it would undermine investors' and consumers' confidence.

For the original document refer to:

<http://www.ratical.org/ratville/CAH/RRIraqWar.html>

DOCUMENT 9

‘Why Denmark decided to Participate in the War Against Saddam Hussein’ by Frank Laybourn (September 24, 2003) is found at <http://www.intellectualconservative.com/article2691.html>

The author proposes four reasons for Denmark’s participation in the war:

1. Iraq was a threat to the stability of the region and of central Asia because of its pursuit to WMD capacity. Denmark’s position was in compliance with UN Resolution 1441; that is, Saddam was a threat to international community and refused to render unconditional cooperation.
2. Iraq could become a safe haven for terrorists and their organizations.
3. Saddam was a ruthless dictator. The Iraqi people needed support in their struggle against him.
4. Denmark showed solidarity with US’s policy against terrorism

DOCUMENT 10

According to Stephen Steinberg, in the *World Socialist Web Site* (August 7th, 2003), Poland entered the war because it wanted to ‘restore (*Polish*) influence in the region under the umbrella of ‘American imperialism’. In fact, Poland had already opened an office in Baghdad for the Polish Oil Company, Nafta Polska. About 70% of Polish population was opposed to the invasion of Iraq and yet the electorate had never been consulted.

Refer to this website for the original article :

<http://www.wsws.org/articles/2003/aug2003/pola-a07.shtml>

DOCUMENT 11

The Russian government demanded that any American attempt at invading Iraq was not only to be legitimized by UN but was also to be short and effective. Russia showed little interest in going against US plans because it had been enjoying a spell of good relations with the US and it wanted to maintain the *status quo*. These were some of the reasons prepared for the European Security Forum in Brussels in September 9, 2000, by Andrei Zagorski, of the Geneva Centre for Security Policy.

For further reading refer to:

<http://www.eusec.org/zagorski.htm>

DOCUMENT 12

Jacques Chirac, President of France (1995 to 2007), opposed the invasion of Iraq, making him the international champion of peace. (The Christian Science Monitor, April 23, 2003)

Al-Ahram, a Cairo newspaper (March 27-April 2, issue 631, Special), reported that after Chirac had attempted for months to negotiate with America the invasion of Iraq and failed, he entered into a phase of trying to influence the course of the invasion and its duration.

To further his intentions, Chirac threatened to veto the motion in the Security Council, but Blair reminded him that by doing so, it actually left no alternative but to go to war.

Refer to:

<http://weekly.ahram.org.eg/2003/631/sc10.htm>

DOCUMENT 13

Prior to the 2003 invasion, Iraq was being driven to the edge of conflict, at times referred to as a civil war between Sunni and Shia Muslims. Meanwhile, a considerable number of Iraqi had been silently and secretly waiting for any form of intervention that would oust dictator Saddam Hussein.

Refer to the following websites for further information :

http://www.mahalo.com?Iraq_War

<http://jarrarsupariver.blogspot.com/>

<http://www.indict.org.uk/>

A. For each of the thirteen documents, identify the following in relation to the invasion of Iraq in 2003 :



- i. the country with an identifiable position on the invasion;
- ii. the reason(s) given for invading Iraq.

DOCU- MENT	COUNTRY WITH A STATED POSITION ON THE INVASION	REASON(S) GIVEN FOR THE INVASION
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

B. What can you conclude from the information recorded in question A ?

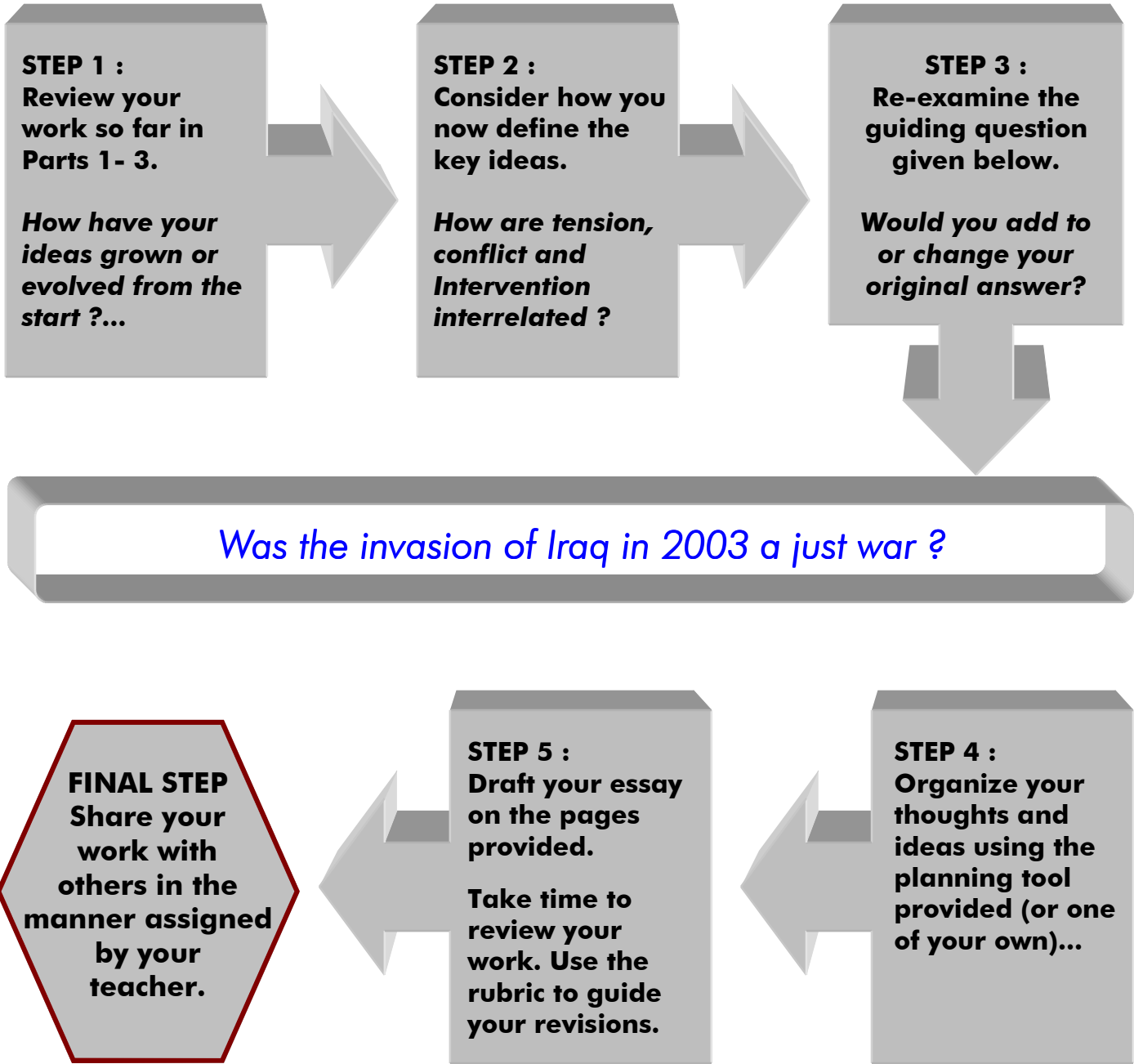
C. Do all authors agree to a common cause for the invasion of Iraq ? If so, state the common ground and attempt to establish the rationale. Should you find no common denominator, state the possible reasons for this.

D. So far you have attempted to answer many questions in the various parts of this LES. It is your turn now to formulate your own questions on the topic "external intervention in Iraq". Present them to your class colleagues for discussion. Enjoy deliberating with peers who have also studied the issue but who may not all perceive the problems associated with external intervention in the same way.

 QUESTION 1	
 QUESTION 2	
 QUESTION 3	

REACHING CONCLUSIONS

In order to demonstrate your understanding of *tension*, *conflict* and *intervention*, you are asked to produce a short essay to share with your peers.



Your work will be evaluated using the rubric provided. Take time to review the rubric with your teacher and any other additional instructions he/she may provide you with.

PLANNING TOOL

Record your main ideas and supporting details below before drafting your essay on the pages provided.

© LEARN 2008

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FINAL DRAFT



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Part 4 :

Lending a deaf ear

The case of the abandonment of Tibet

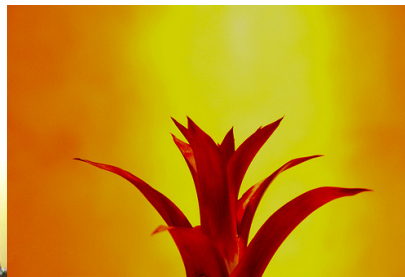


Photo credits : Creative Commons : FLICKR.com

Instructions for the student :



You are about to investigate “the case of the abandonment of Tibet”, a controversial issue in our contemporary world.

You will use objective inquiry and investigation in determining the issues surrounding Tibet’s status, including the actors involved, their respective points of view, and how their views are presented and justified. Be vigilant during this process; in other words, scrutinize the sources closely, examine the arguments presented carefully, and, most importantly, remain impartial throughout.

You will have a chance to share your findings at different intervals in Part 4, as well as present your position at the end of the investigation which will reflect your understanding of the complexities surrounding this case study.

While you conduct your investigation in Learning Activities 1, 2 and 3, keep in mind the following essential questions :

1. *Is Tibet a sovereign nation ? an occupied country ? a Chinese province ?*
2. *Is it possible to “free Tibet” given its current standing within the international community?*
3. *Is the issue of Tibet autonomy a political issue or a human rights issue in the world today ?*



Your inquiry begins by learning about some of the geography and history of the Tibetan people before embarking upon the issues surrounding Tibet’s status in the world today.

Start by

- ⇒ Reading Document 1 - Introduction
- ⇒ Completing Map 1– Geographical Perspective
- ⇒ Completing Data Table A using “Historical References to Research”
- ⇒ answering your first “key” question to unlock one element of this complex issue.

DOCUMENT 1 - INTRODUCTION

*How the Past and the Present Converge...*

The country known today as Tibet has a history of 3000 years, including a long-standing relationship with the Chinese people extending as far back as its history. This relationship has witnessed much turbulence over the millennia, with both the Chinese (under the Ming and Manchu dynasties) and Tibetan peoples establishing dominance over the other at various intervals. Both parties refer to various points in their history to support their current - but contradictory - claims that Tibet is, or is not, autonomous from China.

This turbulent relationship took a violent and irrevocable turn when Communist China invaded Tibet in 1949, followed by a bloody rebellion of the Tibetan people in 1959 which, among other consequences, left Tibet's spiritual leader, the Dalai Lama, in "perpetual" exile. This episode from fifty years ago continues to shape current relations between Tibet, her neighbours, and the international community.

In contemporary times, Tibet also established relationships with what is now considered modern day India, Britain and Russia, as well as Nepal and Myanmar.

MAP 1 - GEOGRAPHICAL PERSPECTIVE



Using an atlas, classroom maps and/or the Internet, draw the current boundaries of Tibet and China on the map above, as well as their bordering neighbours.

As you conduct your research activities, you may consider adding in the following information :

- 🌐 The specific territory currently disputed between Tibet and China
- 🌐 Historical boundaries of Tibet and China prior to 1949
- 🌐 Past and present allies of either Tibet or China

DOCUMENT 2 - HISTORICAL REFERENCES TO RESEARCH



Research the following historical references by using Resource List A and recording your information on Data Table A.

*Historical references in the claims for and against
Tibetan autonomy...*

- 821 AD treaty between China and Tibet : recorded on 3 stone pillars
- Meaning of CHO-YON ('priest patron') relationship with the Mongol dynasty in the 13th-14th century and with China in 1639.
- Unilateral declaration of independence by Tibet in 1913
- 1949-50 invasion of Tibet by China
- "Seventeen Point Agreement" negotiated by the Dalai Lama in 1951
- 1959 rebellion against China
- UN General Assembly Resolutions #1353 (1959), #1723 (1961) and #2079 (1965)*
- Tibet Autonomous Region (TAR) established by China in 1965
- Tibetan revolts against China in 1988 and Spring 2008
- Dalai Lama receives Nobel Peace Prize in 1989

DATA TABLE A - HISTORICAL REFERENCES TO RESEARCH



DESCRIPTION OF HISTORICAL EVENT OR REFERENCE	TIME PERIOD	ACTORS INVOLVED	OUTCOME AND SIGNIFICANCE

RESOURCE LIST A

**The Guardian newspaper :**

Q&A : *Tibet and China*

<http://www.guardian.co.uk/world/2008/mar/14/tibet.china2>

China Tibet Information Center :

Academy seminar held to commemorate democratic reform in Tibet

http://eng.tibet.cn/news/today/200903/t20090318_462699.htm

Curious about Tibet ? Look, listen, see for yourself

http://eng.tibet.cn/news/today/200903/t20090328_465585.htm

Veteran soldier recalls Tibet's peaceful liberation

http://eng.tibet.cn/news/today/200905/t20090526_478661.htm

"The Government of Tibet in Exile":

Resolutions on Tibet

www.tibet.com/resolution/index.html

Friends of Tibet (NZ) :

Brief History of Tibet

<http://www.friends-of-tibet.org.nz/tibet.html>

Tibet : An Occupied Country

<http://www.friends-of-tibet.org.nz/occu.html>

KEY QUESTION #1



Answer the following question :

What form of intervention in Tibet did China take in 1949-50, and what reason(s) did China give in doing so ?

REFLECTIONS



My comments on...

⇒ The issue (case study) : _____

⇒ The inquiry process (research) : _____

Further questions I have :

DATA TABLE B - TAKING A POSITION



Research the position taken on Tibet by the actors listed below. Use Resource List B to aid your research.

ACTORS INVOLVED	POSITION ON TIBET	RATIONALE	Supports Tibetan case for autonomy ?
<i>United Nations</i>			
<i>CHINA</i>			
<i>Friends of Tibet</i>			
<i>Dalai Lama</i>			
<i>Archbishop Desmond Tutu</i>			
<i>Canada</i>			
<i>Any one of the following nations : Australia, India, US or Germany</i>			

RESOURCE LIST B

Websites

Introduction to Tibet : <http://www.tibet-tour.com>

General information and contemporary history

The New York Times <http://topics.nytimes.com/top/news/international/countriesandterritories/china/tibet/index.html>

Encyclopedia Britannica

<http://www.britannica.com/EBchecked/topic/594898/Tibet>

“The Government of Tibet in Exile” : www.tibet.com

This site is maintained and updated by The Office of Tibet, the official agency of His Holiness the Dalai Lama in London.

The Guardian newspaper : www.guardian.co.uk

The Guardian newspaper, of which guardian.co.uk is its online presence, was founded in 1821 and has a long history of editorial and political independence.

Friends of Tibet (NZ) : www.friends-of-tibet.org.nz

Among its objectives, to gather and promote up-to-date information about the plight of Tibet and its people.

China Tibet Information Center : <http://eng.tibet.cn/>

Chinese news information service.

The Community.com : www.thecommunity.com

A site connecting people to Nobel Peace Prize winners. See the following article :

“Archbishop Desmond Tutu to the Dalai Lama: We stand with you.”

<http://www.thecommunity.com/publish/home/Archbishop-Desmond-Tutu-Statement.php>

Photographs

The Tibet album (British photography in Central Tibet 1920-1950 <http://tibet.prm.ox.ac.uk/>)

Video

What Remains of Us; Nomadik Films (available through the NFB)

KEY QUESTION #2



Answer the following question :

How would you characterize the international response to the 1949 invasion of Tibet by China ?

REFLECTIONS



My comments on...

⇒ The issue (case study) : _____

⇒ The inquiry process (research) : _____

Further questions I have :

SUMMARY of PRESENTATIONS to the UN GENERAL ASSEMBLY



Justified or not ? My comments...							
Rationale given							
Summary of position on Tibet							
Actor they represent							
Student group							

The case of the abandonment of Tibet



Answer the following questions on your own.

1. Is Tibet a sovereign nation ? an occupied country ? a Chinese province ?

2. Is it possible to “free Tibet” given its current standing within the international community?

3. Is the issue of Tibet autonomy a political issue or a human rights issue in the world today ?

Was Tibet abandoned by the international community ?



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Part 5 :

Exercising

Your Freedom of Speech



Photo credits : Creative Commons : FLICKR.com

*Were the interventions in Iraq (2003) and Tibet (1949)
just interventions ?*



A large rounded rectangular area with a blue vertical bar on the left side and horizontal blue lines for writing.

*Were the interventions in Iraq (2003) and Tibet (1949)
just interventions ?*



A large rounded rectangular area with a blue vertical bar on the left side and horizontal blue lines for writing.

RADIO "CRYSTAL TRUTH"

This activity allows you to do independent research by searching for pertinent documents and interpreting them in order to appropriately address the demands of this part of the LES.

Imagine that **Radio Crystal Truth** offered you a position as Director of the *News Interpreted* Program. On your first day, as you enter your office, you find on the table a magazine article clipped to a message. Read them both and consider the advice given.

This is the beginning of your career as a reporter. Your article must demonstrate critical thinking capability, capacity for independent thought and sound research.

Your interpretation must be as objective as possible and the length of your essay should be about 750 to 1000 words.

You will then present it to your peers in the context of the deliberative discourse method already discussed in class.

After such an exercise, you will review your own work and produce the final version of the essay.

N.B. Do not forget to give a catchy title to your article.



RADIO "CRYSTAL TRUTH"

PEACE POSTPONED

The Dalai Lama was banned from entering South Africa after being denied a visa to attend a peace conference there. The reason? The government is worried that the spiritual leader and his cause of the Tibetan independence will overshadow the 2010 World Cup Soccer tournament. Ironically, the conference was meant to highlight ways in which the game can promote peace, and was even supported by one of the country's professional soccer leagues. The ban prompted Nobel Peace Prize winners Desmond Tutu and F.W. de Klerk among others, to boycott the conference. Not surprisingly one organization did praise South Africa for its decision, China's foreign ministry. *Maclean's*, April 6, 2009, p.10.

(permission granted)

RADIO CRYSTAL TRUTH

Memo from Jack Noitall

Hi newcomer! Good morning,

Your first assignment is to write a three to five minute (750 to 1000 words) talk on the article stapled to this message. Remember that it should be ready for tomorrow's program at six in the evening. As it is your first try, I will give you some hints.

1. Identify the personalities involved and find out what they stand for in the world political arena.
2. Consider the organizations mentioned in the article and research on their objectives and how they might explain this incident.
3. Three countries are involved. Research into political objectives and ambitions, as well as trade relations among them.

Do not forget that your work must show a high degree of objectivity and research for it to be accepted in *The News Interpreted* program. Be also prepared for listeners' questions, which is what makes this program so popular at the moment. You alone are responsible for making it appealing.

Good luck!!!

Mr. Noitall

FINAL DRAFT



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FINAL DRAFT



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PICKING UP THE PIECES



The time has come for you to consider opportunities for social action. If each one of us, from our own little sphere, dedicates some time and thought to the world's woes much could be done for the betterment of humanity.

There are individuals and humanitarian organizations that offer outstanding services to the underprivileged in the hope of easing their plight. Only a few are mentioned here.

Read and discuss the validity and viability of the various organizations. Through research and the sharing process, reflect upon the following guiding question and answer it.

How do these humanitarian organizations attempt to answer basic human rights embodied in the Universal Declaration of Human rights (1948)?

For the full text of the *Universal Declaration of Human Rights* refer to <http://www.un.org/en/documents/udhr>

PICKING UP THE PIECES



Humanitarian Organizations

- **The Blue Helmets** www.thebluehelmets.ca
This organization helps control and resolve armed conflict using preventative measures such as keeping hostile parties apart, to proactive measures, such as helping them work peacefully together.
- **Doctors Without Borders** <http://doctorswithoutborders.org/>; <http://www.msf.ca/>
Doctors Without Borders/Médecins Sans Frontières (MSF) is an international medical humanitarian organization working in more than 60 countries to assist people whose survival is threatened by violence, neglect, or catastrophe. Doctors and nurses volunteer to provide urgent medical care in countries of victims of war or natural catastrophes regardless of race, religion or politics.
- **Engineers Without Borders** www.ewb.ca
Engineers Without Borders is responding to the need to improve the lives of those in poverty, and to ensure that the world's resources will be able to support the earth's growing population. They believe that technology, when appropriately incorporated into each community's social, cultural, economic and political context, can drive extraordinary change.
- **Grameen Bank** www.grameen-info.org; www.grameenfoundation.org
Muhammad Yunus of Bangladesh strongly believes that the world's poor can transform the conditions of their own lives if given the appropriate financial support, creating the Grameen Bank to prove his case. The bank reverses the conventional banking practice by removing the need for collateral and instead bases it on mutual trust, accountability, participation and creativity. Presently, the Grameen Bank provides credit to the poorest of the poor in more than forty countries and this year opened a branch in New York, again serving the poorest of the area.
- **Habitat for Humanity** www.habitat.ca
The organization addresses the issue of poverty housing. Houses are built at no profit or interest. Its mission statement is: "what the poor need is not charity but capital, not caseworkers but coworkers." It is a non-profit, faith-based organization working for a world where everyone will have a safe and decent place to live.

Last but not least, here is a simple example nearer 'home'. In 2008-09 a number of students from one of our school boards, the English Montreal School Board, decided to act and come up with a plan to help the needy. Read the following paragraph and consider what you could do too.

Students from 22 EMSB (English Montreal School Board) elementary and high schools presented cheques totalling \$17,392.16 to **Habitat for Humanity** Montreal president Stephen Rotman for the organization's Global Village Program and projects in Afghanistan, Pakistan, Egypt and Montreal. In regard to Pakistan, donations are being matched three to one by the Canadian International Development Agency (CIDA) which means the EMSB actually generated \$40,304.12.

DATA TABLE : Researching humanitarian organizations

Humanitarian organization	Date established	Founder	Mission	Areas of world involved or implicated

Planning for the future...



Your very last activity is to research the organization that most appealed to you.; that is, one to which you might enjoy offering your volunteering services.

Take action by contacting your preferred organization. Become cognizant of their goals and actions, then present in written form your own plan of action including ways of offering volunteer work. Consider in your proposal :

- ✗ the time factor,
- ✗ the feasibility of your plan,
- ✗ the commitments you might have to undertake,
- ✗ the expenses you might incur,
- ✗ services you are willing to offer,
- ✗ the degree of possible danger involved, etc.

but always prioritizing the needs of the underprivileged.

GLOSSARY

CIVIL SOCIETY

that which concerns only ordinary citizens as distinct from military or naval or religious members

CONFLICT

a state of hostilities

DEMOCRATIC

in such a government the power lies with the citizens by means of elected representatives

DETAINEES

persons held in custody

DIPLOMACY

management of communications and relationships between nations

(ECONOMIC) SANCTIONS

a measure (related to trade) taken by one or more nations to pressure another nation to conform to international law or opinion

EXTERNAL INTERFERENCE

outside obstruction of a process

EXTERNAL INTERVENTION

interference by one country in another's affairs

HUMANITARIAN (EFFORT, CAUSES, ORGANIZATION)

a person or organization that seeks to promote human welfare

INTERNATIONAL SITUATION

a particular situation among nations

MILITARY ACTION

an action led by armed forces

PEACEKEEPING (ER)

active maintenance of a truce between nations

POWER RELATIONS

a way in which a person, society or nation attempts to maintain or gain its ascendancy over another

RECIDIVISM

relapsing into an undesirable state or behaviour

SOVEREIGN TERRITORY

a territory that holds the rights and responsibilities of self-government

TENSION

a strained relationship

UNITED NATIONS SECURITY COUNCIL

a permanent body of the United Nations seeking to maintain peace and security