

The Freedom Collection Presents:

FREEDOM MATTERS!

FREEDOM IN THE
TWENTY-FIRST
CENTURY

Unit 4, Lesson 1



THE BUSH INSTITUTE

AT THE

GEORGE W. BUSH PRESIDENTIAL CENTER

UNIT 4, LESSON 1

FREEDOM IN THE TWENTY-FIRST CENTURY

INTRODUCTION

This lesson offers students a snapshot of the status of freedom and democracy in the world today. Using a comparative research methodology developed by the nonprofit organization Freedom House, students will analyze and discuss trends in freedom since the year 2000. Students will also connect these trends to current events and stories they find in the news. These exercises will help prepare students for subsequent lessons in Unit 4 in which they will explore case studies featuring contemporary struggles for freedom in Burma (also known as Myanmar), China, Cuba, and Tunisia.

GUIDING QUESTIONS

- What is the overall status of freedom and democracy in the world today?
- Which regions and countries are experiencing positive trends for freedom and democracy? Why?
- Which regions and countries are experiencing negative trends for freedom and democracy? Why?

OBJECTIVES

STUDENTS WILL:

- Research and analyze trends for freedom and democracy in the twenty-first century.
- Examine news stories about contemporary movements for freedom.

LENGTH OF LESSON

- 60 minutes

CURRICULUM STANDARDS

TEKS

- WH.15.A "Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and historical development of a region or nation."
- WH.21.A "Describe how people have participated in supporting or changing their governments."
- WH.21.B "Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history."
- WH.29B "Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time."
- WH.30 "The student communicates in written, oral, and visual forms."
- WG.18.B "Assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism."

AP WORLD HISTORY

- AP.6.3.III.A "The notion of human rights gained traction throughout the world."

BACKGROUND

This unit looks at the state of world freedom in the twenty-first century. To a substantial extent, the material in the unit is drawn from *Freedom in the World*, an annual report on global political rights and civil liberties issued by the nonprofit, nonpartisan organization Freedom House.

First published in 1972, *Freedom in the World* provides students with a tool to assess the degree of freedom and democracy that covers every country in the world. The report derives its inspiration from the Universal Declaration of Human Rights and bases its findings on a country's scores on a series of questions and criteria that are fundamental to human freedom. These include free and fair elections, freedom of the press and expression, rule of law, open government, gender equality, and minority rights. It ranks countries in three broad categories: Free, Partly Free, and Not Free. In addition, countries are given numerical scores.

A visit to the Freedom House website will give students a picture of the condition of freedom for individual countries, for world regions, and from a global perspective. Students can also learn which institutions of democracy—such as press freedom, rule of law, religious freedom—are under duress and which are performing well on a global or regional basis.

During the final decades of the twentieth century, the scores for *Freedom in the World* reflected the impressive growth of democracy throughout the world. In the early 1970s, the world was dominated by autocracies and dictatorships, and democracy was restricted to Western Europe, North America, and a few scattered locales. In 1972, the year Freedom House introduced its survey, there were 150 sovereign states in the world. Of these, 43 countries were ranked as Free (29 percent), 38 countries

Partly Free (25 percent), and 69 countries Not Free (46 percent). By 2000, some 45 percent of the world's sovereign states were ranked as Free, and the number of outright dictatorships had declined substantially. The only region left untouched by the wave of freedom was the Middle East.

Since 2000, however, freedom and democracy have faced growing pressures from a variety of sources. Notable declines have taken place in Eurasia (Russia and neighboring countries), Africa, and the Middle East. China, which many hoped would move toward free institutions, retained an authoritarian political system and committed widespread violations of human rights. In the Middle East, gains that resulted from the Arab Spring in 2011 have been seriously eroded throughout the region. While Africa has shown some democratic improvements, it has experienced a series of coups and outbreaks of terrorism. On a more positive note, most of the former Communist countries of Central Europe continue to rank as strong democracies, and democracy prevails in most of Latin America.

In some countries the declines in freedom have occurred in a limited fashion. Some countries, for example, are plagued by corruption even as other democratic institutions are strong. But in a growing number of states, major retreats from democracy are taking place. Press freedom is under extreme pressure, even as Internet usage becomes near-universal. Leaders with dictatorial ambitions create sophisticated methods to rig elections. Important judicial decisions are determined by political factors, and not based on the law.

Although most countries that moved from dictatorship to democracy during the latter part of the twentieth century remain free societies, some have moved in an authoritarian direction. Among the challenges of the twenty-first century is to determine the sources of democracy's troubles around the world and come up with ideas to restore freedom's momentum.

RESOURCES

- Butcher paper
- Markers
- Access to the Internet and www.freedomhouse.org

NOTES TO THE TEACHER

- Students will need access to computers and the Internet.
- This lesson requires students to draw a one-minute mental map of the world. If you are unfamiliar with the process, please watch this video prior to the lesson: <http://vimeo.com/48076231>.

PROCEDURE

(times below are suggested)

1. (5 minutes) Warm-Up: To begin the activity, divide the class into groups of six and provide each group with a piece of butcher paper and markers. Instruct each group to draw a one-minute mental map of the world, leaving room around the side for the addition of notes. Then, within each group, assign a student to one of the following regions of the world and have them identify the region on their group's mental map:

- The Americas
- Eurasia
- The Middle East and North Africa
- Asia-Pacific
- Europe
- Sub-Saharan Africa

2. (30 minutes) Explain to students that they are going to access Freedom House's website to complete research on their assigned region. Inform students that they will need to find the following information on their region and then record the answers next to their region on the butcher paper map:

- The number of countries in their region that are considered free, partly free, or not free
- The total population of their region that is considered free, partly free, or not free
- The country with the best freedom rating in the region (lowest number on a scale of 1 to 7; the lower the rating, the freer the country)
- The country with the worst freedom rating in the region (highest number on a scale of 1 to 7; the higher the rating, the less free the country)

Also instruct students to find a recent news story about human rights violations or another contemporary movement for freedom in their region. Have them read the article and be prepared to present a verbal summary highlighting how the event relates to the struggle for freedom.

NOTES:

- For the three regional questions, direct students to Freedom House's "Freedom in the World 2014" release booklet and have them scroll through the report to find answers: <http://tinyurl.com/qhdkywp>.
- For the two country questions, direct students to Freedom House's regional page: <http://tinyurl.com/pzrjj8z>. From this page, students can click on their region. The

"Countries and Topics" tab for their region includes an interactive map showing each country's overall Freedom Rating.

3. (20 minutes) As each group completes its research, have individual students present the findings on their region to their group. Then ask them to discuss the following with their group:
 - Which region of the world is the freest? Why do you think this is the case? What trends and evidence does Freedom House provide in its report?
 - Which region of the world is the least free? Why do you think this is the case? What trends and evidence does Freedom House provide in its report?
 - What news stories did you find about the least free countries in each region? What patterns or similarities, if any, do you see among these events?
 - Which country would you like to learn more about with regard to freedom? Why?
4. (5 minutes) To conclude the activity, ask students to complete an exit ticket by answering the questions below. (NOTE: If time is short, teachers may assign this activity for homework.)
 - What surprised you most in completing this regional analysis of freedom in the world? Why?
 - Based on the analysis you completed, what do you think about the prospects for the advancement of freedom in the next 10–20 years?

ENRICHMENT/EXTENSION ACTIVITIES

- If your class places emphasis on current events, have students find additional current news stories and continue their comparison of trends across the regions.

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CASE STUDIES OF
FREEDOM IN THE
TWENTY-FIRST CENTURY

Unit 4, Lesson 2



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UNIT 4, LESSON 2

CASE STUDIES OF FREEDOM IN THE TWENTY-FIRST CENTURY

INTRODUCTION

This multi-day lesson invites students to analyze contemporary efforts to achieve freedom and democracy in Burma (also known as Myanmar), China, Cuba, and Tunisia. Students will be divided into groups and research one of the four countries using case studies provided with the lesson, oral histories found in the Freedom Collection, and analysis from the nonprofit organization Freedom House. Each group will use its research to prepare a mock newscast and present it to the class.

GUIDING QUESTIONS

- How can we understand the importance of freedom by studying contemporary struggles for democratic government and individual rights?
- How successful have movements for democratic government and individual rights been in the case studies provided in this lesson?
- How have external factors contributed to progress or setbacks in the case studies provided in this lesson?

OBJECTIVES

STUDENTS WILL:

- Research and analyze contemporary movements for freedom in Burma, China, Cuba, and Tunisia.
- Explore the role of individuals in advocating for democratic government and individual rights in each example.
- Consider the role of external factors in movements for democratic government and individual rights.
- Work cooperatively in a group to teach fellow classmates about one of the four case studies using a mock newscast.

LENGTH OF LESSON

- Day 1–55 minutes
- Day 2–55 minutes
- Day 3–55 minutes

CURRICULUM STANDARDS

TEKS

- WH.21.A "Describe how people have participated in supporting or changing their governments."
- WH.21.B "Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history."
- WH.22.F "Assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world."
- WH.29A "Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view."
- WH.29B "Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time."
- WH.30 "The student communicates in written, oral, and visual forms."
- WG.18.B "Assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism."

AP WORLD HISTORY

- AP.6.3.III.A "The notion of human rights gained traction throughout the world."

BACKGROUND

Freedom and democracy have faced a growing number of challenges during the twenty-first century. Where democracy seemed on the march in the aftermath of the Cold War, more recently a series of obstacles and adversaries have emerged as barriers to the spread of free societies.

Among the threats to democracy, the role of powerful authoritarian neighbors looms especially large. Russia's invasion and takeover of parts of Ukraine in 2014 is an extreme example of this phenomenon. But dictatorships need not use military intervention to influence events. In Asia, China threatens its neighbors and tries to intimidate countries that are playing host to the Dalai Lama, the spiritual leader of Tibet. Iran provides military support to neighboring dictatorships.

A second and increasingly lethal challenge is posed by terrorist groups, militias, drug trafficking gangs, and other non-state actors. A wide arc from Africa to the Middle East and over to South Asia is suffering

from violent upheavals generated by religious extremists. Terrorist groups kill "nonbelievers," kidnap civilians for ransom, intimidate the authorities, and make societies ungovernable. Drug gangs kill police and civilian officials, force children into criminal activities, and terrorize neighborhoods. Under these conditions, the building of stable democracies becomes next to impossible.

A third obstacle is ethnic division. In setting after setting, the persecution of racial, religious, or ethnic minorities stands in the way of democratic progress. In some countries—Burma, Iraq, Syria, Bahrain—the abuse of minorities is a problem that has led to riots, civil strife, and war. Even in stable democracies in Europe and North America, the presence of growing numbers of immigrants from foreign cultures represents an important challenge to political stability.

Another problem is ineffective and corruption-prone leadership. The abuse of power and resources for personal gain by government officials threatens many new democracies and can erode a people's faith in elections and other free institutions.

Finally, authoritarian leaders have emerged in China, Russia, Iran, and other countries who suppress the opposition, control the media, and smother civil society in ways that avoid the bloodshed and overt repression that characterized previous generations of dictators. In so doing, these new powers have found ways to achieve the age-old goal of dictators: serving as leader-for-life.

This lesson examines the cases of four countries where authoritarian regimes exist or where there is evidence of an ongoing transition to democracy.

In Burma, major changes have occurred in a society that for decades ranked among the world's most repressive environments. Led by a former military leader, Thein Sein, the changes have included the release of many political prisoners, a relaxation of censorship, a general improvement in civil liberties, elections in which the opposition was allowed to participate, and a visible public role for the opposition leader and Nobel Peace Prize recipient Aung San Suu Kyi. A major stumbling block to further change has been deep divisions between ethnic groups. For example, the Rohingya, a Muslim group, have been the target of mob violence on numerous occasions. The persecution of the Rohingya has occurred at the same time as a rise in religious intolerance driven by advocates of a "Buddhist Power" movement.

China, by contrast, has become a global economic power while retaining a one-party, authoritarian political system. While many of the intrusions on personal and family life have been lifted over the years, the Communist Party leadership has created elaborate and technically sophisticated ways to suppress freedom of expression. The state also represses minority rights, especially for Tibetans and Uyghurs, retains tight control over religious communities, and holds hundreds of dissidents as political prisoners.

In Cuba, students will find a society that has endured over a half-century of totalitarian Communist rule and is now facing multiple pressures for change. Under the leadership of Fidel Castro and his brother Raul Castro, Cuba has kept a rigidly controlled, socialist economy. Political dissidents have been imprisoned or exiled, private property has been nearly abolished, the press remains under state domination, and foreign travel is prohibited for many citizens. More recently, in the face of mounting economic decline, the government has allowed some private enterprise and relaxed controls on foreign travel. Challenges to the Communist Party's political control are still quickly put down, however.

Tunisia stands as the only country to have emerged from the Arab Spring with its democratic reforms largely intact. Yet Tunisia also faces severe challenges due to a weak economy, tension between secular (not religious) reformers and Islamists, and religious extremists who have sought to undermine the country's democratic revolution with terrorism and political assassination.

RESOURCES

- Students will need copies of the following:
 - Handout 1, Mock Newscast Assignment
 - Handout 2, Mock Newscast Plan
 - Handout 3, Mock Newscast Rubric
 - Handout 4, Understanding Twenty-First Century Freedom Movements
 - Handouts 5–8, Case study handout for their group's assigned country
- Access to the Internet for the following:
 - Freedom Collection videos, www.freedomcollection.org
 - Freedom House country analysis, www.freedomhouse.org

PREREQUISITES

- None. However, it is highly recommended that the lessons in Unit 4 be taught together and sequentially.

NOTES TO THE TEACHER

Students will need access to computers and the Internet.

This is a multi-day lesson that allows time for students to prepare and present a live mock newscast. The goal of the lesson is to hold students responsible for teaching their peers about freedom movements in Burma (Myanmar), China, Cuba, and Tunisia using the case studies provided and external websites. A minimum of three days is suggested, with two days devoted to research and preparation and one day for presentations. To stay with this schedule, students might need to prepare some of the material outside of class. The procedures are based on a class size of 32 students, divided into four groups of 8. Within each group, two students will be assigned the same role. These numbers may be adjusted for smaller classes. Teachers should make every effort to balance the roles and responsibilities of all students.

If time to prepare for the newscast is a concern, consider having students create a poster incorporating the same elements as the newscast. Once student posters are complete, they can be placed around the room in a gallery-walk format so that the class can learn about the other countries and complete the notes chart in Handout 4.

If students are interested in videotaping their presentations, rather than doing the live newscast, an extra day or two may need to be added to the lesson plan to allow time to record and polish the newscast.

PROCEDURE

(times below are suggested)

DAY 1

1. (5 minutes) Warm-Up: Introduce the lesson by showing an opening clip to a major network evening news program (for example, ABC's World News Tonight). Ask students to note the various ways the news anchors set the stage for the remainder of the newscast. Then explain that they will be divided into groups to prepare an 8- to 10-minute mock newscast about the ongoing struggle for freedom in one of these countries: Burma (Myanmar), China, Cuba, or Tunisia.
2. (5 minutes) Divide the class into four equal groups and assign their country of study. Then assign students roles within each group. For example, if you have a class of 32 students, each group would have 8 students: 2 anchors, 2 field reporters, 2 reporters on the street, and 2 editorial reporters. For smaller classes, adjust the assignments based on your assessment of student abilities to handle their role alone or in pairs.
3. (5 minutes) Give each student a copy of these handouts: *Mock Newscast Assignment*, *Mock Newscast Plan*, and *Mock Newscast Rubric*; also provide the case study handout for their assigned country. Next, explain the roles and requirements of the mock newscast to students.
4. (40 minutes) Instruct students to begin their work by reading the case study for their assigned country. Next, in their groups, have students briefly discuss general observations about the struggles for democratic government and individual rights facing the citizens of this country. Before the end of class, students should begin researching their portion of the mock newscast, as outlined in the *Mock Newscast Assignment* handout. They should complete their individual research and portion of the *Mock Newscast Plan* for homework.

DAY 2

1. (55 minutes) Instruct students to fill out their *Mock Newscast Plan* handout and have it checked by the teacher prior to preparing their stories and practicing their newscasts.

NOTE: Teachers will need to check the bullet points and content to ensure the information is relevant to learning about human freedom in the country. The purpose of this day is to ensure content is accurate and allow students time to practice their presentations.

2. Students may need to complete their preparations outside of class as homework.

DAY 3

1. (5 minutes) Prior to class, set the classroom in a mock newsroom style to facilitate the group presentations. When students arrive, pass out the *Understanding Twenty-First Century Freedom Movements* handout and instruct them to take notes on the newscasts they observe. Explain to students that they will use these notes in the next lesson.
2. (40 minutes) Allow each group 8 to 10 minutes to present its mock newscast to the class.
3. (10 minutes) To conclude the lesson, have students get back in their groups and discuss what they have learned. Ask students to review their notes on the three presentations they saw, discuss their reactions, and compare to their assigned country. Encourage students to add information they might have missed to their notes. If there are significant questions or gaps in information, students should discuss them as a class. (NOTE: If teachers plan to do Unit 4, Lesson 3, students will need a completed chart.)

ENRICHMENT/EXTENSION ACTIVITIES

- Ask students to complete individual research on another country currently experiencing a freedom movement and write a "Letter to the Editor" about how individuals could help that country's freedom advocates.

HANDOUT 1

MOCK NEWSCAST ASSIGNMENT

OBJECTIVES

- Analyze one of the following case studies about a twenty-first-century movement for freedom and democracy: Burma (also known as Myanmar), China, Cuba, and Tunisia.
- Examine the role of individuals in advocating for freedom and bringing about change.
- Evaluate the success of the movement to date in advocating for democratic government and individual rights.
- Understand the role of internal and external factors on the success of the movement to date.

DIRECTIONS

Working with your group, you will create and present a Mock Newscast about a contemporary country where individuals are advocating for more freedom and a voice in their government. To begin the process, you will read a case study that provides much of the necessary information for your group's newscast. Additional information, including interviews with people involved in the movement, can be found here:

- Freedom Collection videos, www.freedomcollection.org
- Freedom House country analysis, www.freedomhouse.org

REQUIREMENTS

- The Mock Newscast must be 8 to 10 minutes long. Points will not be given if the time requirement is not met.
- All group members must be equally involved in preparation and presentation.
- One or two anchor reporters will sit at the news desk to provide the introduction to the newscast and present the lead story, which should include a brief overview of the current state of freedom in the country. The anchor reporters will coordinate the remainder of the newscast.
- One or two reporters in the field will provide a report giving the historical background necessary to understand the current movement for freedom. The report should also outline the general experience of freedom in the country today.
- One or two reporters on the street will report on current opposition and dissent against the government. The report should include at least one excerpt from an oral history found in the Freedom Collection.
- One or two editorial reporters who will provide a "Point/Counterpoint" debate on the importance of external versus internal influences as well as the potential for the freedom movement's success given current conditions.

EXTENSION (IF TIME ALLOWS)

- Include a public service announcement or commercial that introduces the culture of the country; this should include as many of the students in your group as possible.

OTHER HANDOUTS

- Mock Newscast Plan: The teacher must check and approve your group's plan prior to implementation.
- Mock Newscast Rubric: The teacher will use this rubric to evaluate your group's newscast.

HANDOUT 2

MOCK

NEWSCAST PLAN

Mock Newscast on _____

I. ANCHOR DESK REPORTERS: _____

Lead Story Topic: _____

Length (minutes): _____

Brief Country Overview (bullet points): _____

II. REPORTERS IN THE FIELD: _____

Length (minutes): _____

Historical Background (bullet points): _____

III. REPORTERS ON THE STREET: _____

Name of Freedom Collection Dissident: _____

Length (minutes): _____

Dissident Interview Story (bullet points): _____

IV. EDITORIAL REPORTERS: _____

Length (minutes): _____

Debate summary on the importance of internal and external influences and potential for freedom movement success:

Point _____

Counterpoint _____

V. COMMERCIAL (REQUIRES TEACHER APPROVAL)

Length (minutes): _____

Outline (bullet points): _____

Props needed, if any:

HANDOUT 3

MOCK

NEWSCAST RUBRIC

Mock Newscast on _____

Group Members: _____

1. Overall Time Limit Met (8 to 10 minutes): (5 pts.) _____

2. Introduction to the Newscast: (5 pts.) _____

3. Elements of the Newscast: (15 pts. each)

Lead Story _____

Historical Background Story _____

Dissident Interview _____

Internal vs. External Influences Story _____

Total Points Awarded _____

4. Use of Research: (15 pts.) _____

5. Production: (5 pts. each)

Accuracy of Content _____

Collaboration/Balance in Group _____

Coordinated and Rehearsed Production _____

Total Points Awarded _____

6. Extra Credit for Commercial (no more than 10 pts.) _____

General Comments: _____

TOTAL GRADE _____

HANDOUT 4

UNDERSTANDING TWENTY-FIRST CENTURY FREEDOM MOVEMENTS

DIRECTIONS: As you listen to other groups present their Mock Newscasts, use this chart to take notes.

	BURMA (MYANMAR)	CHINA
Situation in the Country /Historical Background		
Individual's Experience of Freedom		
Dissident's Perspective		
Effect of Internal/ External Forces		
How You Would Rate Levels of Freedom Today (low, medium, high)		

CUBA

TUNISIA

Situation in the Country /Historical Background		
Individual's Experience of Freedom		
Dissident's Perspective		
Effect of Internal/ External Forces		
How You Would Rate Levels of Freedom Today (low, medium, high)		

BURMA CASE STUDY

Burma gained independence from Britain in 1948. The military seized power in 1962, when General Ne Win led a coup that toppled an elected civilian government. The ruling Revolutionary Council consolidated control of all institutions of government, introduced radical socialist policies, and isolated the country from the rest of the world. The new rulers also changed the country's name from Burma to Myanmar. Once among Southeast Asia's wealthier countries, Burma declined to the point where it was one of the most impoverished societies in the region.

A junta, or military group controlling the government, led by General Than Shwe dramatically asserted its power in 1988. That year, the army opened fire on peaceful, student-led, pro-democracy protesters, killing an estimated 3,000 people. In the aftermath, a younger generation of army commanders created the State Law and Order Restoration Council (SLORC) to rule the country. The SLORC refused to give up power after it was defeated in an election by the National League for Democracy (NLD) in 1990. The NLD won 392 of the 485 parliamentary seats in Burma's first free elections in three decades. The junta responded by nullifying [making legally void] the results and jailing dozens of NLD members, including party leader Aung San Suu Kyi. She went on to spend 14 of the next 20 years in detention. Aung San Suu Kyi was awarded the Nobel Peace Prize in 1991 for her nonviolent struggle for democracy and human rights.

Although the ruling junta talked to the democratic opposition through the years, the military kept firm control of the country's political affairs, resisted political and economic reforms, and suppressed protests that sought political change. On May 30, 2003, many NLD leaders and supporters were killed when regime thugs ambushed an NLD motorcade. The attack came to be known as the Depayin Massacre.

The military also put down a large protest movement in 2007 that became known as the Saffron Revolution. The protests were triggered by a 500 percent increase in fuel prices. The protests were led by political dissidents but also included thousands of Buddhist monks and nuns. Soldiers, riot police, and members of the paramilitary Union Solidarity and Development Association (USDA) and the Swan Arr Shin militia group responded with violence, killing at least 31 people. The crackdown targeted important religious sites and included the public beating, shooting, and arrest of monks, further delegitimizing [reducing the authority of] the regime in the eyes of many Burmese.

Unlike other countries where military coups or violent revolutions were influenced by the Cold War and competition between the United States and the Soviet Union, the military takeover in Burma was pushed forward by dynamics

within Burmese society. However, China's rising economic and political power in Southeast Asia has had an influence on developments in Burma.

THE INDIVIDUAL'S EXPERIENCE OF FREEDOM

35 Burma's former military government introduced an extreme variant of socialism, called the Burmese Way to Socialism. All industries were placed under state control; only agriculture was left in private hands. Conditions were eased somewhat after 1988. Some private enterprise was allowed along with a modest amount of foreign investment. Yet Burma remained one of Asia's poorest countries. Even small private businessmen often experienced state intrusion in their enterprises, and corruption was rampant.

40 Although the policies of the military did not single out women for special repression, domestic violence and sex trafficking have been serious problems in Burma. The military has also been accused of systematically using rape and forced marriage as a weapon against ethnic minorities.

45 Ethnic divisions have long posed a problem for the Burmese government. Roughly 35 percent of the country's population is composed of national minorities, many of which live in areas bordering on neighboring countries. The military authorities justified their dictatorship in part on the grounds that movements for independence or autonomy by ethnic minorities posed a threat to the country's unity. The military government, however, was at least partially responsible for the decision by minorities to take up armed rebellion.

50 Especially in border regions, the military has killed, beaten, raped, and arbitrarily detained civilians. The Chin, Karen, and Rohingya minorities are frequent victims. Tens of thousands of ethnic minorities in Shan, Karenni, Karen, and Mon states live in squalid [very dirty] relocation centers set up by the military. Over the years, several million Burmese have fled as refugees to neighboring countries. Some ethnic rebel armies maintain low-grade insurgencies
55 [rebellions], and have reportedly displaced villagers and used forced labor. Both the Burmese armed forces and rebel armies recruit child soldiers.

A military dictatorship ruled Burma until 2012. Competitive elections were not permitted. The former junta drastically restricted press freedom and owned or controlled all newspapers and broadcast media. While the
60 market for private publications grew through the years, the military censored [removed content it considered inappropriate] private periodicals before publication and impeded [slowed or prevented] the importation of foreign news sources. Academic freedom was severely limited. Teachers were subject to restrictions on freedom of expression and held accountable for the political activities of their students. Since the 1988 student pro-democracy demonstrations, the junta has sporadically [occasionally] closed universities and relocated many campuses to
65 relatively isolated areas to disperse the student population. Unauthorized outdoor gatherings of more than five

people were banned. Authorities regularly used force to break up or prevent demonstrations and meetings, most notably during the 2007 protests.

70 The former junta also controlled the legal system. Those accused of political crimes were often held without formal charges for up to five years if the junta concluded that they had threatened the state's security or sovereignty [independent authority]. Decree 5/96 authorized prison terms of up to 20 years for aiding activities "which adversely affect the national interest." Political prisoners were frequently held incommunicado [without communication] in pretrial detention and tortured.

75 The groups that were singled out for surveillance were political dissidents, ethnic minorities, and independent-minded Buddhist monks. Political dissidents and bloggers were treated harshly, with some receiving prison terms of 100 years. The policies of the military severely retarded [slowed] Burma's economic and technological growth. In a region once notable for its economic advancement, Burma stood out for its backwardness and poverty. Burma has been especially slow to join the new media era, with a tiny percentage of the population connected to the
80 Internet and prevailing [ongoing] high costs for Internet use.

DISSENT AGAINST THE GOVERNMENT

Beginning in 2011, the military junta began a process of political change that has lessened the atmosphere of fear that had existed in Burma since the initial coup in 1962. The motives for reform remain somewhat unclear. The person most responsible for change is Thein Sein, a former member of the military junta who took office as
85 president in 2011. The new policies are believed to have been influenced by Burma's international isolation, including economic sanctions, or restrictions, imposed by the United States and European countries. Another important factor was the growing power of China in Southeast Asia. Burma's leaders believe that enhanced relations with the United States and other economic powers were needed to balance China's increasingly dominant role in the region.

90 Among the steps Thein Sein took were easing [reducing] controls on the media, releasing a number of political prisoners, encouraging the return of political exiles, and legalizing peaceful demonstrations. He also began talks with pro-democracy leader Aung San Suu Kyi. In April 2012, Aung San Suu Kyi's NLD party participated in elections for both chambers of the national parliament. The party won all 37 seats up for election that year in the
95 lower house, with one seat going to Aung San Suu Kyi.

The authorities have also liberalized [opened up] the environment for foreign media operating in Burma, eased restrictions on internet access, and cut back considerably on domestic censorship. Aung San Suu Kyi appears

regularly in the national media. World leaders who previously avoided travel to Burma have paid visits to the
100 country since the reforms were put in place.

A visit by U.S. President Barack Obama in November 2012 was regarded as a clear sign that the
democratic world regarded the reform policies of Thein Sein as important steps. However, going forward,
a major obstacle to further democratic gains is the country's ongoing ethnic and religious division. While
105 progress has been made in talks to persuade the Karen minority to give up hopes for autonomy, the Kachin
minority continues to carry out armed conflict.

Perhaps more disturbing has been an upsurge in violence targeting the Rohingya minority—Muslims who the
government asserts are illegal migrants from Bangladesh—and other Muslim groups in the country. Most of the
110 violence has been carried out by armed mobs led by extremist Buddhist monks.

The upsurge in religious violence indicates that there are significant challenges that must be met before Burma
achieves genuine democracy. The steps taken by the Thein Sein leadership, however, have moved Burma from
a position among the world's most repressive governments to a situation where expectation for a freer future
115 predominates. While Thein Sein and his government have led this process, the role of Aung San Suu Kyi and
other dissidents has been important. The outside world, and especially the leading democracies, also played a
significant part. By imposing economic sanctions on Burma for its internal repression, the United States and other
democracies sent Burma's leaders a message that relations would not be made normal until Aung San Suu Kyi and
other dissidents were given full rights as citizens, including the right to compete for political power.

CHINA CASE STUDY

The People's Republic of China was established after Communist forces under Mao Zedong won a civil war in 1949. Until Mao's death in 1976, the Chinese people suffered under a system that combined elements of traditional Soviet-style Communism with features unique to China. These unique features included campaigns against religious belief and traditional Chinese culture, measures to eliminate private ownership of land by
5 peasants, and recurring efforts to purge the party leadership [get rid of certain people].

Deng Xiaoping, who eventually succeeded Mao as party leader, eliminated many of the harsher features of the Mao period. The state became less involved in the individual's personal life and reduced its tight central control over the economy. There was, however, no change in the Communist Party's monopoly on [complete
10 control of] political power. While under Deng the number of political prisoners declined, dissidents who promoted the idea of democracy with competing political parties and freedom of speech were invariably [continually] handed lengthy prison terms.

Ironically, the 1989 collapse of Communism in Europe and the 1991 break-up of the Soviet Union had the
15 unanticipated effect of strengthening the Communist Party's control over political affairs and weakening the cause of democratic change. In the opinion of the Chinese leadership, the lesson of European Communism's failure was not that there were fatal flaws in the system, but rather that even modest concessions to [changes in favor of] political democracy would lead to the collapse of the regime. In 1989, China's government violently suppressed pro-democracy demonstrations in Beijing's Tiananmen Square.

20 The political authorities, determined to avoid Communism's fate in Eastern Europe, grew more resistant to political reforms of even the most modest type. Moreover, the ability of the Communist leadership to maintain total one-party control has been reinforced by the unwillingness of the world's most powerful democracies, especially the United States, to seriously challenge the repressive and anti-democratic features of the Chinese
25 system. While the United States has issued intermittent [occasional] criticisms of Chinese government policies, successive presidents have declined to base relations on China's failure to adhere to [meet] international standards of human rights or democracy.

THE INDIVIDUAL'S EXPERIENCE OF FREEDOM

30 The most significant changes made in China in the period after Mao have been in the economic sphere. While a substantial part of the Chinese economy is owned or controlled by the state, considerable segments have been privatized. To a substantial degree, China has focused its economy on the production of consumer goods [items bought for personal use] for a global export market. This in turn has led to the growth of urban areas as workers from the countryside migrate to jobs in the cities.

The growing Chinese economy has meant jobs and economic opportunity for millions of workers and a major
35 reduction in poverty, but it has also generated a series of problems. Corruption is rampant in all levels of economic
life. Politics and business are closely intertwined, encouraging various forms of corruption. Real estate values have
boomed, leading to land seizures that benefit local officials and business interests over ordinary citizens. A massive
wealth gap has opened up between the new super-rich and workers and farmers. The rich also take advantage of
class privileges to ensure that their children get admission to the best schools, have opportunities to study abroad,
40 and obtain employment in lucrative [high paying] jobs in the private sector.

Most Chinese remain subject to the one-child policy, which limits families to one child. In recent years the
authorities have allowed more public criticism of forced abortions and other excessive ways local officials
have enforced this policy. However, despite growing criticism and some small changes to the one-child rule,
45 the policy remains in place.

Despite its emergence as an economic powerhouse and its integration into the global trading and diplomatic
universe, China has increased its repression of ethnic minorities. This is especially true for two groups, Tibetans and
Uyghurs. In recent years the central government has done more to dilute indigenous [native] Tibetan and Uyghurs
50 populations by encouraging the in-migration of Han Chinese, the country's predominant group. The authorities
have also imposed strict controls over religious practices of Tibetans, who are primarily Buddhist, and Uyghurs,
who are Muslim. Thus Communist Party authorities determine who is allowed to make the annual pilgrimage to
Mecca, set restrictive guidelines on the observance of Muslim holy days like Ramadan, and penalize [punish] civil
servants for following Muslim religious traditions. The authorities have also waged a lengthy campaign to discredit
55 the Dalai Lama, the spiritual leader of Tibet. The leadership has taken this campaign beyond China's borders by
punishing foreign countries whose political leaders meet publicly with the Dalai Lama.

The authorities also persecute religious believers of other faiths who deviate from [do not follow] state guidelines.
Catholics and evangelical Christians who worship in unofficial "house churches" and do not accept state control
60 are harassed and subject to imprisonment. Followers of Falun Gong, a sect that combines spiritual elements with
traditional Chinese exercises, have been the victims of torture and imprisonment under harsh conditions.

Unlike some authoritarian governments, the Chinese authorities decided that if their country became part of the
global economy, it would require openness to modern technology. Thus China accepted the Internet and other
65 forms of new media, to the point where the country boasts [has] the largest number of Internet users in the world.
At the same time, the Communist Party leadership also decided that the introduction of new communication
technologies would be combined with the introduction of new forms of media control and censorship in order to
prevent the Chinese people from getting access to "subversive" ideas [ideas considered threatening to the state].
Among the themes subject to censorship are criticism of the party leadership, information about foreign political
70 movements that challenge the rule of repressive regimes (as in the Arab Spring), or commentaries sympathetic to the
Tibetan and Uyghur causes, and multiparty democracy.

75 To enforce this new and highly complex system of media control, China has established a network of hundreds of thousands of people involved in the censorship, control, and manipulation of the Internet. While the authorities tolerate the circulation of information about some sensitive domestic problems—railroad accidents or food contamination scandals, for example—those who send messages over the Internet that are critical of one-party rule or single out individual party leaders for criticism are often arrested and imprisoned.

DISSENT AGAINST THE GOVERNMENT

80 Since the Tiananmen Square massacre of 1989, the Communist Party leadership has developed a set of policies that are designed to prevent the emergence of a nationwide dissident movement that seeks broad democratic change. The regime's strategy of political control thus concentrates on the suppression of potential sources of political dissent before they become a serious threat.

85 Part of the regime's strategy is to tolerate, and even placate [soothe or make to feel less angry], protest movements that seek specific, localized objectives. The authorities have thus pressured employers to agree to the demands of striking workers for high wages and better conditions. The authorities have allowed protests over environmental degradation [damage], and in some cases have agreed to protest demands.

90 But dissidents who have advocated for [called for] sweeping political changes have been repressed. The authorities have responded with special harshness to critics who want to build a national following for their ideas. Thus Liu Xiaobo, a Nobel peace laureate, received a lengthy prison sentence for his promotion of political reform. A number of dissidents have emigrated [left their country to live somewhere else] to the United States and other democracies. Given the regime's control over the circulation of sensitive political commentary, though, the influence of exile dissidents is minimal.

95 The question is how long the Communist Party can maintain its current grip on political power. While China has made significant economic strides [steps, changes], the reaction of ordinary people to acts of injustice and growing inequality has been growing steadily. The government admits to some 80,000 public protest actions—ranging from strikes to demonstrations to riots—each year. In response, the party leadership has declared a growing number of subjects off-limits for public discussion.

CUBA CASE STUDY

The Republic of Cuba is an island country in the Caribbean, some 90 miles south of the United States. From 1492 until 1898, Cuba was a colonial possession of Spain. After Spain was defeated by the United States in the Spanish-American War, Cuba came under the control of the United States. Cuba gained its nominal [in name only; not actual] independence in 1902.

5

The country endured a difficult political history during the first half of the 20th century in which periods of ineffective democratic rule alternated with periods of dictatorship or military government. During the 1950s, an insurgency [violent rebellion or uprising] led by a young radical named Fidel Castro gathered momentum as it capitalized on [used to its advantage] the unpopular rule of the country's dictator, Fulgencio Batista. In 1959 Batista fled the country and Castro and his guerrillas [soldiers or fighters who do not belong to a regular arm] entered the capital, Havana, in triumph.

10

During the civil war, Castro had assured journalists and foreign representatives that his movement would transform Cuba into a constitutional democracy. In fact, Castro had been drawn to socialist economic ideas and Communist methods of political control. Once in power, he moved quickly to impose a Communist dictatorship. He eliminated competing political parties, took control of the media, oppressed the Catholic Church, made the legal system an instrument of the ruling party, and began a process of expropriating, or taking, property that would eventually destroy privately owned business in Cuba.

15

20 Within a short time after seizing power, Castro made clear his hostility to the United States and his intention to align [associate] Cuba with the Soviet Union in the Cold War struggle. Relations between Cuba and the United States worsened after an American invasion in 1961 was repulsed [driven back, pushed back] by Cuban forces and a 1962 crisis over the placement of Soviet missiles raised the specter of [created concern that something bad could happen] nuclear war between the two superpowers. Subsequently, Cuba tightened internal repression while offering military and other forms of support to Communist revolutionaries in Latin America and Africa. In response, the United States imposed a ban on economic relations with Cuba.

25

THE INDIVIDUAL'S EXPERIENCE OF FREEDOM

Under the Communist leadership, Cuba has endured one of the world's most rigidly controlled socialist economies. The new regime first gained domination over large businesses, after which it brought under state control small enterprises and the agricultural sector. Private ownership of agricultural land was eliminated, and farmers worked on state-owned collective farms.

30

In the 1980s Cuba opened its doors to foreign-owned hotels in an effort to stimulate the tourist industry. Large

hotels that cater to foreign tourists now dot the country's beachfront landscape. Nevertheless, the state has taken
35 steps to ensure that Cubans who work for the private tourist industry do not enjoy a standard of living that is higher
than Cubans who work in the state economy.

The Cuban revolution declared that the transformation of racial, class, and gender relations ranked as an important
priority. To some extent, these aspirations have been fulfilled. Women have made major gains in education and
40 in employment. The political leadership also committed itself to eliminating inequalities between dark-skinned and
lighter-skinned Cubans. Homosexuals, on the other hand, were subjected to relentless repression and public scorn
during the early years of the revolution, though Fidel Castro subsequently declared support for gay rights.

The results of these policies are mixed. Cubans today endure a shared poverty that affects the lives of men, women,
45 and people of all racial groups. While groups once treated as second-class citizens have more rights, they have
few opportunities to raise their standard of living and create a better life for their families. Furthermore, there are
few women and practically no black Cubans in the political leadership.

While in its early years Castro's Cuba registered some gains in economic modernization, it has more recently
50 fallen well behind the rest of the world in its embrace of the Internet and other forms of new media. The Communist
leadership regards new media as a threat to its control over news and information. While political elites have
access to sophisticated information technology, average citizens face a number of rules and restrictions that
discourage easy use of the Internet.

55 Cuban citizens enjoy few democratic freedoms. Cuba is a one-party state, no opposition parties are permitted,
and elections are meaningless exercises to ratify the decisions made by the political leadership. The state has an
effective monopoly over information. Reports on both domestic and foreign developments are heavily censored.

While Cubans are relatively well-educated, they are largely ignorant of the outside world due to the absence of
60 a free press. There are few, if any, genuinely independent private organizations. Organizations that challenge
political decisions are repressed. The judiciary and other institutions of the legal system are under state control.
Political opponents of the regime are routinely harassed, detained, or put in prison.

Cuba is a police state, and citizens face a pervasive surveillance system. In addition to the usual techniques—
65 wiretapping, electronic eavesdropping—Cuba is notable for the role of neighborhood watchdog groups. These are
Communist Party loyalists who watch over the comings and goings in their neighborhood and report to the police
on individuals who might have dissident ideas or are engaged in "suspicious" activities.

In a society in which such watchdog committees monitor the private life of individuals, it follows that personal
70 autonomy [choice or free will] overall is highly restricted. Throughout the Communist period, the state has made
many of the key decisions that are left to the individual in democracies. The state has assigned jobs and housing,
and made crucial decisions on children's education. Travel abroad has been highly restricted.

75 As the Cuban economy faltered, the regime introduced a series of potentially important changes. In 2011, the government announced that Cubans would be allowed to engage in certain, carefully prescribed, small private businesses. At the same time the regime began a process that has shrunk the number of people who work directly for the state. In 2013, the government announced that it would grant visas good for up to six months to ordinary citizens for travel abroad, including to the United States.

80 Among the main targets of the Castro regime was the Catholic Church. Religious believers were subject to economic discrimination, were treated as enemies by official propaganda, and were denied membership in the Communist Party. The hierarchy of the Cuban Catholic Church was persecuted. After several decades the more virulent [hateful or angry] forms of repression were eased, but years of discrimination, hostility, and anti-religious propaganda have had a serious impact on Cuban religious belief. Fewer than 5 percent of Cubans attend mass and a fewer number attend church services regularly.

85 **DISSENT AGAINST THE GOVERNMENT**

Political dissent has existed throughout the Communist period. Initially, the leadership dealt with dissidents through harsh reprisals—long terms of imprisonment in labor camps and sometimes execution—and by encouraging emigration [leaving one's country to live in another]. The Castro regime distinguished itself from other totalitarian systems by its ruthless suppression of political opponents decades after it seized power. While other regimes relaxed the most repressive features of the system over time, Cuban Communism has defended its political orthodoxy [way of thinking].

95 Harsh repression has made organized opposition extremely difficult. Individual dissidents, however, have emerged in recent years to advocate for basic human rights and publish critiques of the regime's policies. The blogger Yoanni Sanchez is one prominent example of this phenomenon. Another is Oswaldo Paya, a dissident who in 1987 founded the Christian Liberation Movement to carry on the struggle for human rights. He earned international attention by organizing the Varela Project, which circulated a petition calling for democratic reforms that garnered 25,000 signatures. Paya, however, was killed in a 2012 car accident under mysterious circumstances.

100 In 2003 the government imprisoned 75 nonviolent dissidents in a crackdown that became known as the Black Spring. In response, the female spouses and family members of the Black Spring prisoners began to protest peacefully and demand the release of their loved ones. Although the Black Spring prisoners were released after many years, the group of protesters known as the Ladies in White (Damas de Blanco) continues to march and advocate for greater political rights and civil liberties in Cuba.

105 An important constituency that has long opposed the policies of the Castro regime is the Cuban exile community in the United States. Many came to America after the state seized their property and persecuted their families. The

110 exile community has largely supported U.S. economic and travel sanctions on Cuba, though there is debate on this subject, and has given moral support to dissidents back in Cuba.

115 Although organized dissent has failed to have a major influence over Cuban government policies, it has had an effect outside Cuba's borders. Dissident activists and writers, including some who were Fidel Castro's comrades during the initial revolutionary period, have influenced the perception of Cuba in Latin America, Europe, and the United States. Their advocacy has shaped a view of the Cuban system as an economic and political failure that clings to orthodoxy and rejects change.

TUNISIA CASE STUDY

Tunisia (formally, the Republic of Tunisia) was a French protectorate from 1881 to 1956, when it gained independence. For the next 30 years the country was ruled by President Habib Bourguiba, a secular [not religious] nationalist [strong believer in one's nation]. Bourguiba favored free market economic policies and had a relatively liberal attitude toward social development. Thus he favored guaranteeing a wide array of rights for women, especially in education and at the workplace. At the same time, he severely limited political freedoms and turned Tunisia into what was effectively a one-party state.

Prime Minister Zine el-Abidine Ben Ali overthrew Bourguiba and seized the presidency in a bloodless coup d'état [overthrow of the government] in 1987. Ben Ali continued to support market economics and maintained Tunisia's policies of support for women's rights. However, Ben Ali also instituted policies that worsened repression against potential political opponents, independent journalists, secular activists, and Islamists. The regime reserved particularly severe tactics for the Islamist Ennahda movement, a number of whose leaders were jailed under harsh conditions.

Developments in Tunisia followed a course that was common to many Middle East countries that had rid themselves of colonial domination after World War II. While some countries embraced forms of socialism, others, like Tunisia, embraced free enterprise policies. Where some Arab countries aligned themselves with the Soviet Union in the Cold War struggle, others, like Tunisia, developed friendly ties with the United States and Europe, including its former colonial power, France. While the United States was often critical of the absence of democratic institutions in other countries in the region, the U.S. government seldom singled out Tunisia for condemnation despite the oppressive features of Ben Ali's rule.

THE INDIVIDUAL'S EXPERIENCE OF FREEDOM

Tunisia has generally followed free market policies. While a number of the early leaders in the struggle for independence emerged from the trade union movement, Ben Ali limited independent labor activity, especially when he felt that unions posed a threat to his political power.

Even during the time of extreme political repression, Tunisia had a reputation for modern policies toward social issues and gender equality. This was especially true when Tunisia was compared with other Arab societies, some of which greatly restricted the role of women in the workplace and education and limited women's standing under family law. Tunisia grants women equal rights in divorce, and children born to Tunisian mothers and foreign fathers are automatically granted citizenship, which is not the case in many neighboring countries.

Under Ben Ali, Tunisia was relatively open to new technologies, including new media and the Internet. However,

the government dealt harshly with websites that hosted critics of the regime. The government banned access to an
35 array of Internet sites dealing with topics like democracy and human rights, and opposition media websites were
often defaced [ruin the appearance of]. Social-networking and video-sharing sites like Facebook and YouTube were
intermittently blocked, and online journalists and bloggers were routinely monitored, harassed, and arrested.

During the Ben Ali years Tunisia's election system was manipulated to ensure the predominance of [domination
40 by] the ruling Democratic Constitutional Rally. Tunisia had one of the worst media environments in the Arab world.
The regime used an array of methods to silence dissent. Television and radio stations were often controlled by
the state or by Ben Ali's friends, and commentators frequently lavished [gave in excess or abundance] praise on
the president and his family. Tunisian journalists were subject to surveillance, physical assault, and dismissal,
and many went into exile. Civil society organizations were subject to closure, especially if they were involved in
45 political causes. Human rights activists were routinely harassed, slandered, and abused.

Although highly repressive, the Ben Ali regime was not pervasively intrusive in the lives of private citizens.
Those who were not involved with the political opposition or were not publicly critical of the government
were generally not subject to harassment or surveillance. The regime did keep careful watch over political
50 opponents and, especially, Islamists [those who believe that government and society should be organized in
accordance with Islamic law].

Although Tunisia's state religion is Islam, the small population of local Jews and Christians were generally free to
practice their faiths under the Ben Ali regime. The government closely monitored mosques for extremist activity.
55 Mosques were open only during prayer time, and imams were appointed and paid by the state and thus subject
to state control. "Sectarian" dress like the hijab [headscarf] was prohibited, and both men and women with
conservative religious appearances were often subject to police harassment.

DISSENT AGAINST THE GOVERNMENT

What is popularly known as the Arab Spring began in Tunisia in December 2010. The uprising began with the
60 self-immolation, or self-burning, of a fruit vendor who was protesting police harassment. Soon nationwide protests
were launched and supported by all sectors of society. Ben Ali was forced to go into exile after a series of clashes
between demonstrators and the police.

Tunisia has experienced a tumultuous period since the overthrow of Ben Ali. Many of the formal institutions of
65 democratic government were established in the first year of freedom. There are a number of competing political
parties, and elections have been judged competitive and honest. A wide range of civil liberties are in place.
Commentators regularly criticize the political leadership in ways once unthinkable under Ben Ali. Civil society
organizations have begun to flourish, and the restrictions on expressions of religious belief have been dropped.

70 Political parties inspired by Islam have become a key force in Tunisia's newly vibrant political life. At the same time,

the strengthened role of Islam in public life has contributed to a growing political polarization between secularists and Islamists and threatened the country's stability. At universities, students with a secular [not religious] outlook often engage in violent clashes with Salafists, adherents of a pure form of Islamic teaching who have been accused of attempting to impose their convictions on Tunisian society. Salafists have physically attacked movie theaters and art galleries that have featured works that the protestors regarded as blasphemous. Islamic extremists are also believed to have carried out several assassinations of prominent liberal political figures.

In 2011, Ennahda, the formerly outlawed Islamist party, won a plurality of the vote [more than any other party but not necessarily more than half] and 89 of the 217 seats in an election for a Constituent Assembly. The Constituent Assembly was charged with drafting a new, post-dictatorship constitution and has served as a temporary legislature. Ennahda has served in coalition with parties that have secular orientations.

Despite divisions between secularists and Islamists and intermittent violence, Tunisia has made important strides toward a democratic future. The principal [main] institutions of democratic government are already in place, and key groups, such as moderate Islamists and the military, support democracy. Tunisia has a large population of unemployed young people whose economic conditions have not improved under the new government. A major challenge for the future will be ensuring that democracy works to advance material prosperity for ordinary citizens and thus give them a stake in the country's future.

The Freedom Collection Presents:

FREEDOM MATTERS!

ASSESSING TWENTY-FIRST
CENTURY MOVEMENTS
FOR FREEDOM

Unit 4, Lesson 3



THE BUSH INSTITUTE

AT THE

GEORGE W. BUSH PRESIDENTIAL CENTER

UNIT 4, LESSON 3

ASSESSING TWENTY-FIRST CENTURY MOVEMENTS FOR FREEDOM

INTRODUCTION

In this culminating lesson of Unit 4, students will engage in discussion to help assess their understanding of twenty-first century movements for freedom in Burma (also known as Myanmar), China, Cuba, and Tunisia. They will compare and contrast the nature of the state, the individual's experience of freedom, and the motivations and actions of dissidents and democracy advocates who opposed repressive governments. Students will also assess the relative success of these movements and the status of freedom in each country today.

GUIDING QUESTIONS

- What similarities and differences do you see in the four case studies in terms of:
 - The nature of the state and system of government
 - The repression of individual freedoms
 - The motivations and actions of movements for democratic government and
 - Individual freedoms
- How would you assess the impact of movements for freedom in each of the four countries?
- What do these four case studies suggest about the nature and importance of freedom to all individuals?

OBJECTIVES

Students will:

- Compare the systems of government and experiences of individual freedom in Burma, China, Cuba, and Tunisia
- Analyze the motivations for, and effects of, the movement for freedom and democracy in each country
- Evaluate and compare the status of these freedom movements
- Engage in written and verbal discussion to demonstrate knowledge and understanding of the freedom movements in each country

LENGTH OF LESSON

- 60 minutes

CURRICULUM STANDARDS

TEKS

- WH.21.A "Describe how people have participated in supporting or changing their governments."
- WH.21.B "Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history."
- WH.29A "Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view."
- WH.29B "Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time."
- WH.30 "The student communicates in written, oral, and visual forms."
- WG.18.B "Assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism."

AP WORLD HISTORY

- AP.6.3.III.A "The notion of human rights gained traction throughout the world."

RESOURCES

- Each student's completed *Understanding Twenty-First Century Freedom Movements* handout from Unit 4, Lesson 2
- Handout 1, Written Discussion Template

PREREQUISITES

Students should complete Unit 4, Lesson 2, prior to this lesson.

NOTES TO TEACHER

The first portion of the activity involves a written discussion. Students will be divided into groups of four and begin by individually answering one of four questions provided. When students have completed

their first answer, they will pass their paper to a group member to add a new fact or other response. The procedure is not over until written discussion of all four questions has been completed.

PROCEDURE

(times below are suggested)

1. (5 minutes) Place students into groups of four and inform them that they will be reflecting on and evaluating the information shared during the mock newscasts presented in Unit 4, Lesson 2. Provide each student a *Written Discussion Template* handout. (NOTE: These should not be the same groups from Unit 4, Lesson 2.)

Review the process steps on the *Written Discussion Template* and explain to students that they will be participating in a silent, written discussion. Students will answer an assigned question and then pass their handout to the person on their right to add facts or commentary following the process outlined in the handout. Inform students that they must include specific examples and evidence to support their arguments. Ask students if they have any questions and instruct them to get out their *Understanding Twenty-First Century Freedom Movements* handout for reference.

2. (15–20 minutes) Assign one of the four questions below to each student in a group and instruct them to begin their silent discussion. (NOTE: You may want to set specific time constraints on this so they know how long you expect them to write.)
 - Question 1: Why have movements for democracy and individual freedom had more success in some of the case study countries than in others?
 - Question 2: In countries that have achieved some success, what challenges remain in securing further progress?
 - Question 3: In countries where movements for democracy and freedom have not yet had substantial success, what accounts for the continued struggle?
 - Question 4: How have external influences affected the freedom movements in the four case study countries?

NOTE: If you have a group of three students, instruct them to still respond to the fourth question; however, at any point in time, one student will be a step behind. At the end, there will be one question missing a final, elaborated answer.

4. (5 minutes) Allow students 5 minutes to review their collaborative answers and make any adjustments they deem necessary to their answers.
5. (10–15 minutes) After the groups finalize their answers to the four questions, bring them back to a whole class discussion format to respond to the following questions, providing specific examples to support their opinions. Allow the groups to discuss their answers as needed.
 - Based on your research, which country do you feel is making the most progress in securing the political, economic, and personal freedoms of individuals? Why?

- Based on your research, in which country has the movement for freedom enjoyed the least success? Why?
 - Which movements, if any, have had external influences?
6. (10 minutes) To conclude the lesson, have students draft an individual response to the following question, incorporating specific examples from the countries they have studied:
- How does the study of current struggles for freedom help us understand the nature and importance of freedom to all individuals?

ENRICHMENT/EXTENSION ACTIVITIES

Have students complete a poster, video, written essay, or other project contrasting their experience of freedom in the United States with one of the contemporary dissidents featured in the Freedom Collection.

WRITTEN DISCUSSION TEMPLATE

In this activity, students will reflect on and evaluate the information shared during the documentary newscasts presented in Unit 4, Lesson 2. Students will do so by participating in a silent, written discussion of questions pertaining to the four country case studies. Each student in the group will begin by answering one of the questions below and then pass his or her handout to the person on their right to add facts and commentary. For each question, the process will look like this:

- *Person 1: Respond to the question; pass to the right.*
- *Person 2: Add a new fact to Person 1's response; pass to the right.*
- *Person 3: Add a new fact below Person 2's response; pass to the right.*
- *Person 4: Subtract from, edit, or question what has been written; return the paper to Person 1.*
- *Person 1: Elaborate and write a final answer to your question.*

1 WHY HAVE MOVEMENTS FOR DEMOCRACY AND INDIVIDUAL FREEDOM HAD MORE SUCCESS IN SOME OF THE CASE STUDY COUNTRIES THAN IN OTHERS?

Person 1: Initial answer _____

Person 2: Added fact to support the answer _____

Person 3: Added fact to support the answer _____

Person 4: Comment on, add to, or question what has already been written _____

Person 1: Revised, final answer _____

2 IN COUNTRIES THAT HAVE ACHIEVED SOME SUCCESS, WHAT CHALLENGES REMAIN IN SECURING FURTHER PROGRESS?

Person 1: Initial answer _____

Person 2: Added fact to support the answer _____

Person 3: Added fact to support the answer _____

Person 4: Comment on, add to, or question what has already been written _____

Person 1: Revised, final answer _____

3 IN COUNTRIES WHERE MOVEMENTS FOR DEMOCRACY AND FREEDOM HAVE NOT YET HAD SUBSTANTIAL SUCCESS, WHAT ACCOUNTS FOR THE CONTINUED STRUGGLE?

Person 1: Initial answer _____

Person 2: Added fact to support the answer _____

Person 3: Added fact to support the answer _____

Person 4: Comment on, add to, or question what has already been written _____

Person 1: Revised, final answer _____

4 HOW HAVE EXTERNAL INFLUENCES AFFECTED THE FREEDOM MOVEMENTS IN THE FOUR CASE STUDY COUNTRIES?

Person 1: Initial answer _____

Person 2: Added fact to support the answer _____

Person 3: Added fact to support the answer _____

Person 4: Comment on, add to, or question what has already been written _____

Person 1: Revised, final answer _____

