

Human and Civil Rights in a Terrorist World

PURPOSE: The purpose of this lesson is to familiarize the student with the constantly changing environment of world conflict and politics. Although a topic of years of discussion, our world of opposing countries has changed to involve numbers of opposing factions within the world that present new problems in terms of who is the enemy, who will be the hostages/prisoners, and what are the limitations of treatment that can be expected in a shrinking global environment.

CONCEPTS: The following topics will be discussed during the course of this study along with subcategories within each.

- I. Human Rights and Civil Rights (Definitions and explanations)
 - A. Types of Human Rights
 - B. Source of Rights
 - C. Levels of Human Rights Protection
 - D. Legal Protections

- II. The Psychology of Terror – The Mind of the Terrorist
 - A. FBI Definition
 - B. Classifications of Terrorism (3)
 - C. Psychology and Terrorism
 1. Motives
 2. Psychopathology
 3. Developmental Models
 4. Social Learning Models
 5. Group Dynamics
 6. Psychoanalytic Models
 7. Behavioral Models
 8. The Frustration (Aggression Hypothesis)
 - D. Related Approaches
 1. Sociological Models
 2. Economic Models
 3. Physiological Models
 4. The Media
 - E. The Victims of Terror
 1. Post traumatic stress
 2. The Stockholm Syndrome
 3. Trauma tourism

- III. The Psychology of Hostages
 - A. Hostage Survival
 - 1. Code of Conduct/Survival
 - 2. SERE Training
 - 3. Recognition of terrorist techniques
 - B. Civilian Hostages
 - 1. Stockholm Syndrome
 - 2. Stress of Victims and Family
 - 3. Examples from history
 - a. The Iranian Hostage Crisis
 - b. Chechnya
 - c. Patty Hearst
 - d. GITMO
 - e. Abu Ghraib

- IV. Civil Rights
 - A. How much are we willing to give up?
 - B. USA Patriot Act
 - 1. Enhanced surveillance
 - 2. Removing obstacles to investigate terrorism

DURATION OF LESSON: Over the next 4 classes (47 min. each) we will cover all 4 of the major content areas.

OBJECTIVES:

- Students will know the difference between human and civil rights and know the types, the sources, levels of protections, and the legal protections that exist.
- The class will become familiar with the concept of terrorism and have knowledge of the various organizations currently operating around the world.
- They will understand and be able to identify the psychological struggles of the hostages/prisoners that fall victims to terrorist, criminal, and enemy captors.
- An active classroom discussion and debate on how this changes our long fought-over civil rights and how much we would sacrifice to feel safe.

SKILLS: Analyzing, defining, discussing, drawing conclusions, evaluating, draw upon historical connections to the topic.

MATERIALS: Handouts, Overhead projector, Digital projector, Transparencies, Background notes, TV/VCR, VHS videotape on terrorism, hostages, and The Stockholm Syndrome.

SUGGESTED PROCEDURE:

Day 1/Part I: Human and Civil Rights

- Definitions (Louis Henkin)
- Types of Human Rights (4):
 - o 1. Civil and Political
 - o 2. Social and Economic
 - o 3. Group
 - o 4. Wartime
- Source of Rights (3):
 - o 1. Natural law
 - o 2. Social Contract
 - o 3. Political Consensus
- Levels of Human Rights Protection (5):
 - o 1. Defining obligations
 - o 2. Monitoring compliance
 - o 3. Preventing violations
 - o 4. Intervention
 - o 5. Accountability
- Legal Protections
 - o Treaties
 - o Genocide Convention
 - o International Convention Against Torture
 - o Four Geneva Conventions
 - o Convention Relating to the Status of Refugees
 - o European Convention

Day 2/Part II: The Psychology of Terror

- Definitions (FBI)
- Classifications of Terror (3)
 - o 1. Domestic
 - o 2. International
 - o 3. State sponsored
 - o *And other...
- Psychology and Terrorism
 1. Motives – Political, religious, public, and suicidal.
 2. Psycho pathology – Anti-social personality and Psychopathic
 3. Developmental Models – Origins
 4. Social Learning Models – Societal influences
 5. Group Dynamics – The larger groups
 6. Psychoanalytic Models – Their upbringing
 7. Behavioral Models – How they are reinforced
 8. The Frustration – Aggression and violent behavior

- Related Approaches
 1. Sociological Models – “10 Point Scale” of measure
 2. Economic Models – Where does the money come from?
 3. Physiological Models – Hormones/Genetics
 4. The Media – Their “oxygen”
- The Victims of Terror
 1. Post traumatic stress – Thoughts, nightmares, fear, sleeping difficulties, jumpiness, emotional numbness, alienation from people, and problems with social relationships.
 2. The Stockholm Syndrome – The history of the syndrome (to be further discussed in the “hostages” section).
 3. Trauma tourism – The “voyeurs”

Day 3/Part III: The Psychology of Hostages

- Hostage/Prisoner Survival
 1. Code of Conduct/Survival (military)
 2. SERE Training (Survival, Evasion, Resistance, and Escape)
 3. Recognition of terrorist techniques – What might you expect?
- Civilian Hostages
 1. The Stockholm Syndrome – How the captives can become aligned with their captors after a long period of captivity.
 2. Stress of Victims and Families – What type of stressors the victim will experience and what the families will probably go through.
 3. Examples from History:
 - o The Iranian Hostage Crisis – 60+ Americans held for 444 days from 1979 to 1981.
 - o Chechnya – Examples of torture to women and children and the organ removal from young Chechnyan men.
 - o Patty Hearst – Her abduction by the Symbionese Liberation Army and eventual joining in their cause.
 - o GITMO – The current situation at Camp X-ray, Camp Delta in Guantanamo Bay, Cuba.
 - o Abu Ghraib – The atrocities by Army soldiers and their Iraqi captives.

Day 4/Part IV: Civil Rights

- How much are we willing to give up? A discussion of how many civil liberties we are willing to surrender in order that our government and Homeland Security can better protect us from another September 11th.
- USA Patriot Act
 - o 1. Enhanced Surveillance – Interception of wire, oral, and electronic communications for the production of evidence of specified chemical weapons, terrorism offences, and computer fraud and abuse.
 - o 2. Removing obstacles to investigate terrorism

ASSESSMENT AND TEACHER EVALUATION: To evaluate the progress and completeness of student learning we will play a “Jeopardy”-like game with the 4 main categories and 5 questions in each area. First place team will receive 10 extra credit points and the second place team will receive 5 points.

RESOURCES/REFERENCES:

1. www.angelfire.com/hostagesurv.html
2. www.evergreen.edu/usapatriotact
3. www.hrvc.net/news6-03/10d-6-3003.htm
4. www.blue-oceans.com/psychology/terror_psych.html
5. www.pbs.org/hostage.html
6. www.amnesty.ie
7. www.armyinkashmir.org/human_rights/where.html
8. IBPP, 15(11) Terrorism, Hostages, and Stockholm Syndrome
9. Combat Survival Training (SERE), USAF Publication (2003)

ENRICHMENT/FURTHER READINGS:

1. The Inter-University Center for Terrorism Studies
(www.cteh.ac.il/terror/index.html)
2. The Terrorism Research Center (www.terrorism.com/index.html)