

---

## TABLE OF CONTENTS

---

<b>TO THE STUDENT</b> .....	2
<b>SKILLS-CONCEPT CHART</b> .....	3
<b>PART ONE: THE WORLD AROUND US</b> .....	4
Lesson One—South Africa: The Struggle for Equality .....	5
Lesson Two—Libya: War’s Aftermath .....	8
Lesson Three—Central America: A Land in Turmoil .....	11
Lesson Four—The Persian Gulf: A View to Kill .....	14
Lesson Five—The United States Minorities Speak Out .....	17
Lesson Six—Sri Lanka: Discrimination’s Results .....	20
Lesson Seven—Death By Violence .....	23
<b>PART TWO: BUILDING RELATIONSHIPS</b> .....	27
Lesson Eight—Freedom of Expression .....	28
Lesson Nine—Created Equal .....	31
Lesson Ten—Color Doesn’t Count .....	34
Lesson Eleven—Moral Excellence: The West .....	37
Lesson Twelve—Moral Excellence: The East .....	40
Lesson Thirteen—The Importance of Truthfulness .....	44
Lesson Fourteen—When They Become We .....	47
<b>PART THREE: ENLARGING OUR VISION</b> .....	50
Lesson Fifteen—The Quest for Human Rights .....	51
Lesson Sixteen—And Justice For All .....	54
Lesson Seventeen—The Bill of Rights .....	57
Lesson Eighteen—Man and His World .....	60
Lesson Nineteen—The Concept of Community .....	63
Lesson Twenty—The Worth of Persons .....	66
Lesson Twenty-One—The Graceful Community .....	69

## SKILLS - CONCEPT CHART

<b>SKILLS:</b>	
<b>RESEARCH:</b>	INTERPRETING, EVALUATING INFORMATION
<b>THINKING:</b>	APPLICATION, EXPERIMENTATION
<b>CREATIVITY:</b>	GLOBAL VALUES ORIENTATION
<b>CONCEPTS:</b>	
<b>SELF:</b>	GOALS FOR RESPONSIBLE SELF-GROWTH
<b>OTHERS:</b>	MEANING OF SOCIAL RELATIONSHIPS
<b>CONNECTEDNESS:</b>	RESPECT AND VALUE INDIVIDUAL DIFFERENCES

LESSON	SKILLS EMPHASIS	CONCEPT EMPHASIS
<b>Lesson One</b>	<i>Evaluating, experimenting, values orientation</i>	Apartheid, equality, discrimination
<b>Lesson Two</b>	<i>Interpreting, applying</i>	Respect/value individual differences
<b>Lesson Three</b>	<i>Interpreting, evaluating</i>	Goals for responsible self-growth
<b>Lesson Four</b>	<i>Applying, interpreting</i>	Islam, Christianity, respect/value individual differences
<b>Lesson Five</b>	<i>Interpreting, applying, evaluating</i>	Meaning of social responsibility
<b>Lesson Six</b>	<i>Interpreting, evaluating, applying</i>	Social responsibility, respect/value differences
<b>Lesson Seven</b>	<i>Global values, orientation</i>	Justice, peace, equality
<b>Lesson Eight</b>	<i>Interpreting, evaluating</i>	Habits, prejudice, public opinion
<b>Lesson Nine</b>	<i>Interpreting, evaluating</i>	Prejudice, discrimination
<b>Lesson Ten</b>	<i>Applying, experimenting</i>	Respect/value differences
<b>Lesson Eleven</b>	<i>Interpreting, evaluating, applying</i>	Virtues, vices
<b>Lesson Twelve</b>	<i>Global values, orientation</i>	Respect/value differences
<b>Lesson Thirteen</b>	<i>Applying of concepts</i>	Meaning of social responsibility
<b>Lesson Fourteen</b>	<i>Evaluating, applying</i>	Goals for self-growth
<b>Lesson Fifteen</b>	<i>Interpreting, evaluating</i>	Respect/value differences
<b>Lesson Sixteen</b>	<i>Interpreting, applying, experimenting</i>	Respect/value differences
<b>Lesson Seventeen</b>	<i>Interpreting, applying</i>	Bill of Rights
<b>Lesson Eighteen</b>	<i>Global values, orientation</i>	Rules for self-growth
<b>Lesson Nineteen</b>	<i>Experimenting, applying</i>	Community
<b>Lesson Twenty</b>	<i>Interpreting, applying</i>	Self-worth
<b>Lesson Twenty-One</b>	<i>Interpreting, evaluating</i>	Meaning of social responsibility

## INQUIRY SITUATION:

In 1987, the war between Iran and the oil-rich nations of Kuwait and Iraq began to heat up as Iran began the mining of the Persian Gulf. Kuwait, the smaller of the two oil-rich countries, is situated on the far side of the gulf and sells much of its oil to Western nations and Japan. During the month of August 1987, the United States Secretary of Defense, Caspar Weinberger, pointed his finger at Iran for the first time.

In the summer of 1987, United States Naval forces began escorting Kuwaiti tankers through the Persian Gulf. They also began the destruction of Iranian mines in the gulf. Meanwhile, Iran said the gulf would remain "full of mines" and dangerous for ships as long as the super powers stay in the region. The foreign minister of Iran said:

"The United States is just trying to create problems in the Persian Gulf, and we believe that, by these actions, which are meant to frighten us, America will not be successful."

Some people in the United States did not believe that the United States should be the only nation protecting Kuwaiti tankers; after all, the United States doesn't rely on oil from this country. They also point out that what the Kuwaitis want most of all is not protection for their tankers but powerful friends who will stand against Iran. So, the Kuwaitis made friends with the Soviet Union. It was at this time that the United States came immediately to the aid of Kuwait.

Now Iran's hatred is still being directed at both communism and the United States of America. The United States is no longer an uninvolved super power—she is now the real enemy of Iran and the focal point of Iranian rage. Even though peace has "broken out" between Iran and its neighbors due to a "ceasefire," the peace is an uneasy one. If the tension again increases, all sides will be poised with a "view to kill."



## **INQUIRY SITUATION:**

In Lesson Eight we discussed the role of prejudice as an obstacle to clear and critical thinking. A prejudice is a mental bias, a negative attitude toward an entire category of people or things. Prejudice involves attitudes, thoughts, and beliefs—not actions. When a prejudice is not kept in control it can lead to an action based on faulty judgments which are made without the examination of evidence. We call these actions “discriminatory” because they are based on prejudices.

Prejudices are of many kinds: racial, social class, religious, national, or materialistic. Usually there is an “in-group” and an “out-group” separation in which the in-group considers itself the superior group and scorns the people who make up the out-group which it thinks is inferior. We have divided people throughout our history into these two types of groups:

Greeks vs. Barbarians

Jews vs. Gentiles

Christians vs. Pagans

Blacks vs. Whites

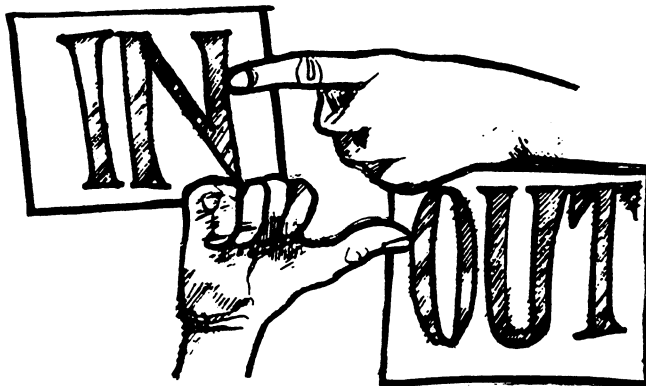
American vs. Communists

The list could go on and on.

If we are not accustomed to people of different color, physique, speech, or habits, we feel strange around them and sometimes prejudge them before we really get to know them very well. Prejudice does not lead to the building of positive human relationships.

When prejudice is present, the way is prepared for discrimination or the denial of rights to others on grounds that are irrelevant and weighted in favor of the in-group. Here are some examples of discrimination. Can you name a prejudice which is associated with each example:

1. In America, women still are paid only 70% of what a man makes for the same job.
2. A Japanese American who is qualified for a management position is passed over for a white American male.
3. Most gifted programs in the public schools are based on IQ testing which favors middle-class to upper middle-class white children because of the kind of questions included.



## **PART THREE: ENLARGING OUR VISION**

Some time, in some place, we must turn away from ourselves and recognize that the lives of other people are as important as our own lives and that their welfare is necessary to our own welfare. The greatest value in all of life is "life" itself. When we understand this, then we are ready to reach outside of ourselves, greet others, including the natural environment which gives us life, with love and joy.

As we draw these lessons to a close, this is our wish for each of you. It is vital that each person re-think his or her own motivations, values, and purposes. Desmond Morris, in his book *The Naked Ape*, tells us that...

"In a social environment that is ever crowded and impersonal, it is becoming increasingly important to reconsider the value of close personal relationships before we are driven to ask the forlorn question, 'Whatever happened to love?'"

We hope that your love for yourself will begin to turn outward toward other human beings and to nature itself. Without other people or nature, we too will soon pass from this planet. Respect, dignity, developing caring relationships, and leading productive lives are important to the continuance of life as we now understand the concept.