

Human Rights Distance Learning Assignments

Week 1 (4/20 – 4/24)

1. News Brief – Any topic
 - a. **Requirements:**
 - i. **Read** a news story published within the last week
 - ii. Provide the MLA citation of article:
 1. Author (Last name, First initial). *Title of Article*. (Published date). Publisher.
Retrieved on (date) from:
 - a. Website address (Full link)
 - iii. Write a brief (2 paragraphs; **100 – 150 words**) response to the article focusing on the following (not limited to):
 1. What is the article about *specifically*? (summarize and paraphrase → **Required**)
 2. How many people are being affected (positively or negatively)?
 3. What are some local/national/international challenges?
 4. Describe any public opinion that surrounds the article and the situation.
 5. **What do you think and WHY do you think that?** → **Required**
 - b. Type answers and e-mail to nicosandoval@tusd.net
 - c. OR...handwrite answers on binder paper, take pictures and e-mail to nicosandoval@tusd.net
2. Poor Kids of the Silicon Valley WebQuest – access document via the class website (www.sandovalhumanrights.pbworks.com).
 - a. Type answers and e-mail to nicosandoval@tusd.net
 - b. OR...handwrite answers on binder paper, take pictures and e-mail to nicosandoval@tusd.net
 - c. OR...print PDF, write directly on the worksheet, and take pictures and e-mail to nicosandoval@tusd.net

Week 2 (4/27 – 5/1)

1. **If necessary**, finish Poor Kids of the Silicon Valley WebQuest – access document via the class website (www.sandovalhumanrights.pbworks.com).
 - a. Type answers and e-mail to nicosandoval@tusd.net
 - b. OR...handwrite answers on binder paper, take pictures and e-mail to nicosandoval@tusd.net
 - c. OR...print PDF, write directly on the worksheet, and take pictures and e-mail to nicosandoval@tusd.net
2. The Cycle of Poverty is Hard to Break article and questions– access document via the class website (www.sandovalhumanrights.pbworks.com).
 - a. Type answers and e-mail to nicosandoval@tusd.net
 - b. OR...handwrite answers on binder paper, take pictures and e-mail to nicosandoval@tusd.net
 - c. OR...print PDF, write directly on the worksheet, and take pictures and e-mail to nicosandoval@tusd.net

3. News Brief – Article must be related to Poverty

a. **Requirements:**

- i. **Read** a news story published within the last week
 - ii. Provide the MLA citation of article:
 1. Author (Last name, First initial). *Title of Article*. (Published date). Publisher.
Retrieved on (date) from:
 - a. Website address (Full link)
 - iii. Write a brief (2 paragraphs; **100 – 150 words**) response to the article focusing on the following (not limited to):
 1. What is the article about *specifically*? (summarize and paraphrase → **Required**)
 2. How many people are being affected (positively or negatively)?
 3. What are some local/national/international challenges?
 4. Describe any public opinion that surrounds the article and the situation.
 5. **What do you think and WHY do you think that?** → **Required**
- b. Type answers and e-mail to nicosandoval@tusd.net
- c. OR...handwrite answers on binder paper, take pictures and e-mail to nicosandoval@tusd.net

Week 3 (5/4 – 5/8)

1. Introduction to Torture Questions – (Either answer on binder paper and take picture and e-mail to nicosandoval@tusd.net or type answers and e-mail document to nicosandoval@tusd.net.)

1. Write your own definition of *torture*
2. What images/visuals pop into your mind when you hear the word *torture*? Why? (40 word minimum)
 - i. Count words, write down and circle at end
3. Now look up and write down the actual definition of *torture*
4. Research and write down 3 facts about torture
5. On the topic of *torture*, what are you curious about? Why? (50 word minimum)
 - i. Count words, write down and circle at end

2. News Brief – Any topic

a. **Requirements:**

- i. **Read** a news story published within the last week
- ii. Provide the MLA citation of article:
 1. Author (Last name, First initial). *Title of Article*. (Published date). Publisher.
Retrieved on (date) from:
 - a. Website address (Full link)
- iii. Write a brief (2 paragraphs; **100 – 150 words**) response to the article focusing on the following (not limited to):
 1. What is the article about *specifically*? (summarize and paraphrase → **Required**)
 2. How many people are being affected (positively or negatively)?
 3. What are some local/national/international challenges?
 4. Describe any public opinion that surrounds the article and the situation.
 5. **What do you think and WHY do you think that?** → **Required**

Mr. Sandoval

- b. Type answers and e-mail to nicosandoval@tusd.net
 - c. OR...handwrite answers on binder paper, take pictures and e-mail to nicosandoval@tusd.net
3. *Torture Versus War* article and questions_– access document via the class website (www.sandovalhumanrights.pbworks.com).
- d. Type answers and e-mail to nicosandoval@tusd.net
 - e. OR...handwrite answers on binder paper, take pictures and e-mail to nicosandoval@tusd.net
 - f. OR...print PDF, write directly on the worksheet, and take pictures and e-mail to nicosandoval@tusd.net

Week 4 (5/11 – 5/15)

1. *Iraq Prison Abuse Scandal* article and questions – access document via the class website
 - a. Type answers and e-mail to nicosandoval@tusd.net
 - b. OR...handwrite answers on binder paper, take pictures and e-mail to nicosandoval@tusd.net
 - c. OR...print PDF, write directly on the worksheet, and take pictures and e-mail to nicosandoval@tusd.net

2. Watch *The Torture Question* at <https://www.pbs.org/wgbh/frontline/film/torture/> (1:24:41)
 - a. Take 20 bullet-point notes
 - i. **Must be hand-written**
 - ii. Take picture of notes and e-mail to nicosandoval@tusd.net

Week 6 (5/18 – 5/22)

Name: _____ Date: _____ Period: _____

The Poor Kids of Silicon Valley Web Quest

Directions: Type “Poor Kids of Silicon Valley” into Google. Then click the CNN article “The Poor Kids of Silicon Valley.” Use the arrows in the bottom right corner of the web browser to navigate through the presentation. Use the presentation to answer the questions that are below. Be sure to take your time, read all the information, and watch all the videos that are included in the presentation. Be prepared to have a class discussion at the end.

1. Who is the author of the presentation? When was this published? _____

2. What is the median household income in the United States? Santa Clara County? San Joaquin County? *(Have to use Google for San Joaquin County answer)* _____

3. What is the name of the woman who is living in a converted garage? _____

4. How much does she pay each month to live in the garage? _____

5. What amenities does her “home” have? _____

6. Copy the quote by Angelina, 16. _____

7. How many kids in the Silicon Valley are at risk of hunger? _____

8. Where does the United States rank in the developed world’s rate of child poverty? Which country(ies) is/are worse? _____

9. Nationally, _____ lives below the federal poverty line (\$23, 834 for a family of four). What is the rate in California? Is that higher or lower than the national average? _____

10. How much money does it take per year for a family of four to escape life in poverty in the Silicon Valley? _____

11. Some families who may be middle class in other parts of the nation are considered _____ in this market.

12. What was the problem that Rich and Stacey faced? _____

13. How long are some of the waiting lists for affordable housing? _____

14. What are effects of prolonged stress? _____

15. True or False. Poor kids are more likely to drop out of school, go to jail, have kids out of marriage, and exhibit lower IQs than richer peers.

16. How much does child poverty cost the United States each year? _____

17. Where does Jorge Valencia live? _____

18. What are the questions people ask Jorge when he tells them where he goes to high school? _____

19. How many children in the United States live on less than \$2 a day? _____

20. Which of Jorge Valencia's photos was most interesting to you? Why? _____

21. What is "The Jungle"? _____

22. Does "Hannah" have running water in her "home"? _____

23. How does "Hannah" think of her life in "The Jungle"? _____

24. How large is "The Jungle"? _____

25. How many children are considered poor in the United States? _____

26. From the video clip, pick one of the people interviewed you connect with/wish you could help the most. Why do you connect/wish to help that particular person? _____

27. What is Solution One to reducing child poverty? _____

28. How many children would be taken out of poverty with Solution One? _____

29. How much would Solution One cost the United States? _____

30. What is Solution Two to reducing child poverty? _____

31. How many children would be taken out of poverty with Solution Two? _____

32. What is Solution Three to reducing child poverty? _____

33. How many children would be taken out of poverty with Solution Three? _____

34. What is Solution Four to reducing child poverty? _____

35. True or False. For the families of the Cherokee in North Carolina, a yearly \$4,000 payment decreased the odds that children would commit minor crimes by their late teens.

36. How much did behavioral problems decrease for kids who were lifted out of poverty by the payments? _____

37. Copy the quote by Jane Costello, Duke University. _____

38. Which of the four solutions would be the most successful to implement? Why? (70 word minimum).

One Family's Story Shows How The Cycle Of Poverty Is Hard To Break

Desiree Metcalf's story is heartbreaking, but among the 46 million Americans who are poor today, her story is not unique.

Metcalf is 24 years old.

She's the mother of three little girls — ages 6, 4 and 2.

They all have different fathers.

"That about sums me up, I think," she says.

Metcalf is sitting on the floor of her two-bedroom apartment in the small town of Bath, in western New York. A fish tank gurgles in the background. A tiny kitten peeks out from under the furniture. Her youngest daughter is curled up under a blue blanket, head resting on her mother's lap.

Metcalf got married two years ago to a man who isn't the father of any of her children, but he recently left her for someone else.

"I just feel like I get one piece of good news that makes me [think] life isn't gonna be that bad, and then here comes 30 things to basically push me right back down in this hole that I feel like I've been trying to dig myself out of for the last probably 15 years," she says. Metcalf did not just become poor. A lot of bad things happened to get her there. Like many others who are poor, she doesn't have just one or two problems, but a whole pile of them.

She was raised by a single mother, who was also poor. Metcalf says they didn't always get along. And things came to a head when she was 12 years old.

"My mom and I got in a fight and she told me she was going to kill me," she recalls. "And I wrapped a belt around my neck and told her I would do it for her. I ended up in a psychiatric hospital and from there I went to foster care."

That meant moving from home to home to home. Metcalf says she attended 26 different schools.

"Seems I'd just get my bags unpacked and it was time to move again," she says.

'So Here I Am'

Metcalf, who has dark blond hair pulled back from a tired face, admits she's been responsible for some of her own problems. She says she used to be an alcoholic and was into self-harm, which means she cut herself to feel the pain. Today she has tattoos on her arms to cover the scars. Metcalf says she also smoked "like a chimney."

"I first knew Desiree when she was 15, and I was in a different agency working with her family with the goal of reunification," says Marian Rezelman, now with a local nonprofit community action agency, Pro Action, still working with Metcalf and her family.

"She did come back and graduated from high school and was all set to go to college and then turned up pregnant," Rezelman says.

And this is not at all unusual for girls who've been in foster care. Nearly half become pregnant by the time they're 19. Metcalf had a full scholarship to a university in Florida. She knew her life had taken a detour.

"That was my ticket out of here," Metcalf says. "So here I am — not in Florida."

Like many before her, she carried her poverty into adulthood, doing odd jobs with periods of homelessness and hunger. But more disturbing is that poverty is now starting to take its toll on her children, especially her eldest daughter. Metcalf says she recently tried to run away from home in the middle of the night.

"She's got some emotional issues," Metcalf says. "And we went through everything from making ourselves puke after we eat to running away to wanting to kill themselves. And she's 6 years old."

That might lead one to ask: Isn't there some help this family can get?



In fact, there's plenty. The government and charities have spent thousands, if not tens of thousands of dollars on Metcalf and her family already — food stamps, health care, housing, Head Start. Many of the programs Metcalf has participated in emerged almost 50 years ago after President Lyndon Johnson declared a war on poverty. But the programs clearly haven't been enough to get her up on her own two feet. One reason is that Metcalf can't get a job even though the government spent \$3,000 to train her as a certified nursing assistant, something she's always wanted to do.

But she ran into a problem faced by many low-income workers: transportation. Her car was recently totaled by someone backing out of a driveway.

"So now my vehicle is gone and [I] have no way to get back and forth to work reliably, and unfortunately, there's not much in this town as of work," she says.

Mass transit is virtually nonexistent in this rural area.

Also, with her husband gone, Metcalf now has something else to worry about. "If you get a job and they take you off public assistance, then they don't pay for day care," she notes, adding that it's an expense that would very likely eat up most of her earnings.

How To Possibly Come Out Ahead

Metcalf faces another situation common among low-income workers. She knows if she starts making money, other benefits — like food stamps — will be cut or eliminated.

It's not a chosen lifestyle. Certainly there is abuse out there. There's abuse no matter what it is. But it's not a chosen lifestyle.

Kathryn Muller, Steuben County social services commissioner

Just recently, the family's food stamp benefit dropped from \$700 a month to \$200 because her daughter started to receive \$744 a month from Social Security to treat her emotional issues and her husband began working part time at McDonald's. Of course, now he's gone.

"I guess to me the system seems backward. I mean, they should be more for helping you, not kind of setting you up to fail, so to speak," Metcalf says.

And there's one more thing. Although Metcalf is only 24, she's missing most of her top front teeth. She says it's from hereditary gum disease. Medicaid paid \$3,000 for a partial bridge, but now she can't use it because her other teeth are crumbling.

Rezelman points out that Metcalf could get more dental work, but there are no providers who accept Medicaid in the Bath area. Metcalf would have to go to Rochester to have the work done, but again, she has no transportation.

"It's distressing because you have to be so motivated and capable to navigate those systems and come out ahead," Rezelman says.

It's a complaint you hear again and again, not just from those who get government aid, but sometimes from providers.

Kathryn Muller is the commissioner of social services for Steuben County, where Metcalf lives. Muller says her office provides an array of services to help the county's struggling families.

"Really, it's sometimes hand-holding. It's working with employers and putting case managers with individuals who are starting employment and helping them," she says.

But she says sometimes their hands are tied by state and federal laws. For example, welfare recipients can meet their work requirements by going to school, but only for a year.

"One year is great. It's better than what used to be, but you can't get an associate's degree in one year," says Muller.

Even though, she notes, one of the main reasons people can't get work is a lack of education.

Muller says some of the limits on government aid are there to prevent people from abusing the system, but she thinks there's also a misperception about the poor.

"It's not a chosen lifestyle. Certainly there is abuse out there. There's abuse no matter what it is. But it's not a chosen lifestyle," she says.

Metcalf could not agree more. She just wishes it wasn't such a struggle getting help. Still, she hopes someday to get back to college.

"I haven't given up my dream yet. I just keep putting it on the back burner until it ain't raining so hard, I guess," she says.

Questions:

1. What challenges does Desiree face?
2. How does “the system” encourage her to remain unemployed?
3. What effect(s) has living in poverty had on Desiree’s 6-year old daughter?
4. Explain how the Cycle of Poverty applies to Desiree’s life.
5. It appears as if Desiree has had several tragedies, opportunities, and government aid. In your opinion, should there come a point where the government stops providing aid to people? Why/Why not? (**70 word minimum**)
6. What suggestions do you have for helping people of poverty? (i.e. changes in gov. programs, childcare, rehabilitation, etc.)

Torture Versus War

By SCOTT SHANE, WASHINGTON

WHEN the Central Intelligence Agency obliterates a dozen suspected terrorists, along with assorted family members, with a missile from a drone, the news rarely stirs a strong reaction far beyond Pakistan. Yet the water boarding of three operatives from Al Qaeda — one of them the admitted murderer of 3,000 people as organizer of the 9/11 attacks — has stirred years of recriminations, calls for prosecution and national soul-searching.

What is it about the terrible intimacy of torture that so disturbs and captivates the public? Why has torture long been singled out for special condemnation in the law of war, when war brings death and suffering on a scale that dwarfs the torture chamber?

Those questions arose with new force last week, as President Obama settled a battle between the C.I.A. and the Justice Department by siding with the latter and releasing four excruciatingly detailed legal opinions from the department, written in 2002 and 2005, justifying brutal interrogations. But he also repeated his opposition to a lengthy inquiry into the program, saying that “nothing will be gained by spending our time and energy laying blame for the past.” The C.I.A. officers who were acting on the Justice Department’s legal advice would not be prosecuted, he said.

In their meticulousness, and even their elaborate rules intended to prevent death or permanent injury, the memos became the object of fascination and dread. Who knew that along with waterboarding and wall-slammings, cold cells and sleep deprivation up to 180 hours, the approved invasions of the prisoner’s space included the “facial hold” — essentially what grandma does to a visiting grandchild who misbehaves — with hands holding the sides of the head as questions are asked.

“The fingertips are kept well away from the individual’s eyes,” the memo helpfully adds.

In releasing the memos, Mr. Obama again denounced harsh interrogation as unworthy of the United States and said the country “must reject the false choice between our security and our ideals.” He and other critics have often stated their objections: torture or near-torture can produce false information; it handicaps the United States in a battle of ideas; it can be a recruiting tool for Al Qaeda.

At the same time, public opinion has shown less horror over the strikes carried out by Hellfire missiles fired from Predator drones in the weeks since those deadly missions have been embraced and even expanded to new territories under Mr. Obama. This is presumably because the president’s implicit view of the relative moral status of these two ways of responding to terrorists is widely shared.

One former C.I.A. official, who in the current atmosphere insisted on not being named, and whose duties at times included briefing the Congressional intelligence committees, said he was bemused by reactions of lawmakers on those panels. Members would be thrilled and cheered by the Predator strike videos he would bring along — and then grill and berate him over the agency’s interrogation methods.

The hands-on nature of torture lends it particular power, said Andrea Northwood, a psychologist who has treated hundreds of people at the Center for Victims of Torture in Minneapolis. Even when the victim is a figure like Khalid Shaikh Mohammed, the 9/11 plotter, torture carries a vicarious chill.

“It’s a profoundly affecting tool in evoking primal terror,” Dr. Northwood said. “We can easily put ourselves in that situation, and that terrifies us.”

Darius Rejali, the author of “Torture and Democracy,” a massive 2007 history of the myriad ways humans have tormented other humans, said he had often been struck by the disproportionate emotional response to death and torture.

“What’s fascinating to people about torture is it gives one person absolute power over another, which is both alluring and corrupting,” said Dr. Rejali, a professor of political science at Reed College. Torture, like slavery, corrupts both individuals and societies, he said.

But what about the absolute power of the C.I.A. “pilot,” thousands of miles from his unmanned aerial vehicle, who pushes a button and unleashes distant death?

As a different former C.I.A. official said, “Imagine a Hellfire missile coming through your roof. You die in a burning pile of rubble. Isn’t that torture?”

Not quite, Dr. Rejali responds. “The people you’re killing with a Predator,” he said, “are not detained and helpless.”

Ever since word leaked that the C.I.A. subjected Mr. Mohammed and two other prisoners in 2002 and early 2003 to waterboarding, the near-drowning method with a pedigree stretching back to the Spanish Inquisition and beyond, that fact has resonated powerfully in American politics.

In 2007, long after the events, Michael B. Mukasey’s nomination as attorney general almost faltered when he refused to call waterboarding torture. Mr. Obama’s choice to head the Justice Department, Eric H. Holder Jr., swiftly and strongly declared what to many people was the obvious, as did Leon E. Panetta, the new C.I.A. director.

What the episodes showed is what Senator John McCain, perhaps this country’s most famous torture victim, has often said about why the United States must not use it: “It’s not about the terrorists,” he says. “It’s about us.”

It may be that the revelations of the interrogation memos, ending the secrecy about what was done, will quiet the furor over torture. But it seems unlikely. So far every new disclosure about the intimate brutality carried out in the name of national security has only provoked more questions.

Published in the Week in Review on April 19, 2009.

On a separate sheet of paper, answer the following questions.

- 1. Why do you think people have more intense reactions to hearing about torture than they do to hearing about bombings or other acts of war?***
- 2. What do you think President Obama means when he says that America “must reject the false choice between our security and our ideals”? Do you think this is a fair way to frame the issue? Why or why not?***
- 3. Do you agree with Dr. Rejali that “torture, like slavery, corrupts both individuals and societies”? If so, why? If not, why not?***
- 4. What explanation does Darius Rejali give for why people are more appalled by torture than by the Predator attack? Do you agree with his explanation? Why or why not?***

Q&A: Iraq Prison Abuse Scandal

The Abu Ghraib prison abuse scandal has haunted the US mission in Iraq and cast a shadow over US President George W Bush's "global war on terrorism". (BBC, January 11, 2008)

What are the main features of the scandal?

Allegations of severe maltreatment and abuse of Iraqi prisoners by US military and intelligence personnel and contractors at Baghdad's Abu Ghraib prison began emerging in 2003, prompting an internal US army investigation beginning in January 2004.

The Taguba report found soldiers had been committing "grave breaches of humanitarian law" in their treatment of prisoners. Seventeen soldiers and officers - including the camp commandant - were suspended and criminal proceedings were launched.

The abuse became public in April 2004 when CBS television and the New Yorker magazine published details of the abuse, including graphic photographs showing guards beating prisoners and forcing them into humiliating and stressful positions.

Senior members of the Bush administration, including the president, condemned the guards' behaviour as unrepresentative of the United States or its armed forces, although critics claim it was authorised at the highest level to "soften up" terrorism suspects.

Eleven members of the military have been found guilty of abuse or dereliction of duty and sentenced to up to 10 years' jail.

The prison commandant, Janis Karpinski, was demoted from the rank of general. She claims she was made a scapegoat by senior US staff in Iraq.

What is the nature of the abuse?

US courts martial have convicted former Abu Ghraib guards of assault, indecency, cruelty and forcing detainees to simulate lewd acts.

An intrinsic factor of the abuse seems to have been photographing the prisoners in their terror and suffering. Dozens of digital photographs and grainy video clips have provided graphic and horrific evidence of what went on.

Scenes include prisoners being beaten, forced to strip and masturbate, threatened by unmuzzled dogs, smeared in faeces and made to simulate sex or form naked piles.

Other prisoners are reported to have been raped, sodomised and beaten to death.

Photographs were taken of bodies, sometimes with US troops grinning and doing thumbs-ups.

How has the US investigated the scandal?

After the initial report by Maj Gen Antonio Taguba, the US has held numerous investigations and congressional hearings into the allegations of abuse.

Two reports were published in August 2004 - the Schlesinger panel, led by former US Defence Secretary James Schlesinger and the Kern-Fay-Jones inquiry by the US army.

Both reports laid most of the blame on the soldiers involved and their local commanders, but each pointed a finger of criticism higher up.

According to the Fay report, 23 military intelligence personnel and four civilian contractors participated in or encouraged abuse at Abu Ghraib, some of which amounted to torture.

Six additional military intelligence soldiers and two contractors failed to report abuse, it says.

The report says senior officers like the former commander in Iraq, Lt Cdr Ricardo Sanchez, may be responsible for some of the problems at the jail - although they were not deemed directly culpable. The Schlesinger report said chaos reigned at Abu Ghraib, and criticised the guards' "brutality and purposeless sadism", but also blamed senior uniformed staff in the Pentagon for not preventing the abuse. Other reports included the Mikolashek report into training and prison procedures, the Church report into interrogation techniques and the Ertman report into the training of military police reserves.

Were senior commanders and political leaders implicated?

Schlesinger recommended Defence Secretary Donald Rumsfeld should not resign, as "his resignation would be a boon to all of America's enemies".

Mr Rumsfeld said he had twice offered to resign over the scandal, but both offers were refused by Mr Bush.

Mr Rumsfeld has since left office, following Republican losses in the 2006 mid-term elections.

The president condemned the Abu Ghraib abuse, but was criticised for not apologising to the Iraqi people for it when he gave interviews to Arabic TV stations, including the US-owned al-Hurra.

The Senate Armed Services Committee asked the inspector-general to investigate the roles of five top officers including Gen Sanchez, his deputy Maj Gen Walter Wojdakowski and Gen Karpinski.

All of the officers were cleared of any wrongdoing except Gen Karpinski. She was relieved of her command and given a written reprimand.

What happened at the courts martial?

The first soldier to face court martial proceedings was Specialist Jeremy Sivits, a 24-year-old military policeman. He went on trial on 24 May 2004.

He admitted taking many of the pictures and pleaded guilty to abuse and conspiracy charges. He was given a one-year jail sentence and discharged from service.

Specialist Charles Graner Jr was said to be the ringleader of the abuser. He pleaded guilty and was sentenced to 10 years in prison, was demoted and given a dishonourable discharge.

He maintains that he was following the orders of military intelligence officers.

Staff Sgt Ivan L "Chip" Frederick II, Sgt Javal Davis, Specialist Roman Krol, Specialist Megan Ambuhl and Specialist Armin J Cruz Jr all pleaded guilty to charges relating to prisoner abuse, were sentenced to jail and discharged from the army.

Specialist Sabrina Harman was found guilty of abuse and given six months in prison. She alleged that her job was to keep detainees awake, including one hooded prisoner who was placed on a box with wires attached to his fingers, toes and genitals

Private Lynndie England - Graner's one-time girlfriend - was convicted for conspiracy, maltreating detainees and committing an indecent act, and jailed for three years. She also alleges she was following orders.

Dog handler Sgt Michael Smith received a six-month sentence for using his black Belgian shepherd to menace prisoners for his own amusement.

Lt-Col Steven Jordan, who headed the interrogation centre at the prison, was cleared of charges of cruelty to and maltreatment of detainees, but reprimanded for disobeying an order not to discuss the investigation.

This was later thrown out by the US military authorities and replaced with an administrative reprimand, essentially a blot on his record.

Two of the most serious charges against him, of making a false official statement, and of lying under oath and obstructing justice, were dropped on a technicality.

How serious has the impact been?

The scandal dealt a serious blow to the US-led coalition's efforts to win over hearts and minds of the Iraqi people.

It has also had a powerful negative effect on the morale of US troops in Iraq.

The controversial images have been published in small batches over the months and years since early 2004, with the Pentagon doing its best to suppress some of the most sadistic scenes.

However, this has had the effect of stringing out the controversy to the detriment of US efforts to draw a line under the scandal.

UK soldiers have also been caught abusing prisoners - seen in a series of photos taken in Basra in May 2003 - damaging the credibility of the British military presence.

The Abu Ghraib images have been printed and broadcast around the world, fuelling anti-US anger and undermining Washington's claims to be bringing freedom and democracy to the Middle East.

The fact that Muslim men have been subjected to humiliation while naked has been particularly disturbing to audiences.

Some of the poses - such as the hooded, wired-up prisoner standing on a box - have become icons of anti-US feeling.

Here's some background information about the Abu Ghraib prisoner abuse scandal which took place during the Iraq war. (CNN, Updated: March 18, 2018)

Facts:

- Abu Ghraib prison was a US Army detention center for captured Iraqis from 2003 to 2006. An investigation into the treatment of detainees at the prison was prompted by the discovery of graphic photos depicting guards abusing detainees in 2003.
- The facility was located 20 miles west of Baghdad on 280 acres.
- At the height of the scandal, the prison held as many as 3,800 detainees.
- Most of the detainees lived in tents in the prison yards.
- The abuses took place inside the prison in cell blocks 1A and 1B.
- Eleven US soldiers were convicted of crimes relating to the Abu Ghraib scandal. Seven of those were from Maryland-based 372nd Military Police Company. A number of other service members were not charged but reprimanded.

Questions:

1. Where is Abu Ghraib located?
2. Detail some of the treatment that prisoners of Abu Ghraib experienced.
3. Of the punishments given to soldiers, which one do you *disagree* with the most? Why? (**50 word minimum**)
4. Use your cell phones to research and find one or two facts about the Abu Ghraib prison abuse that is not in the article.
5. In your opinion, how do you think this event changed the world's view of the United States? Has it changed your view of the U.S.? Why or Why not? (**50 word minimum**)