

CITIZENSHIP = CHARACTER EDUCATION

A CITIZEN is one who enjoys the freedom and privileges of a country, who owes allegiance or commitment to a government, and is entitled to reciprocal protection from it. The founders of the United States of America fought hard for the rights that Americans enjoy today. To preserve our civil rights, Americans of all ages should realize the part they must play in society.

According to the U.S. Department of Education, "the preservations of civil rights and liberties is directly linked to performed responsibilities. For example, the right of political participation means little when most citizens fail to exercise it. Furthermore, the right to free expression of political ideas is diminished when individuals do not gain knowledge about government. Fulfilling responsibilities, such as voluntary service to the community, participating in the political system, acquiring knowledge about civic life and demonstrating a public commitment to the values of constitutional democracy (for example liberty, justice and the rule of law) are essential to the health of a free society."

A good citizen contributes to the common good by participating in activities, which will benefit the community. Good citizens should be informed about public policies, serve on juries, obey laws and vote in public elections. Citizens have to be diligent in monitoring their government to protect their rights. One of the best ways to exercise your rights as a citizen is to vote.

Encouraging Citizenship at Home

Parents can help their children learn more about citizenship by:

- Setting a good example.
- Showing interest in civic affairs and government.
- Requiring children to take part in community service projects providing civic learning resources in the home — books, magazines, newspapers — and using them with children.
- Transmitting and reinforcing the civic values of our constitutional democracy through discussions, behavior and use of fair rules for orderly family life.
- Monitoring and reinforcing at home the lessons learned in school about the responsibilities of citizenship.

Encouraging Citizenship at School

Not only is school a primary agency for teaching about politics and government, but also schools can enhance education about citizenship, responsibilities through the following activities:

- Increasing the amount of time students are involved in civic education at all grade levels and in all subject areas.
- Requiring students to read, analyze and discuss cases and stories about people involved in the civic life of their communities in the past and present.
- Involving students in simulation and role-playing activities and various aspects of civic responsibilities.
- Making assignments that require students to participate in political activities outside the classroom.

- Establishing cooperative learning experiences in which groups of students take responsibility for achieving educational objectives.
- Establishing school-based programs for performing community service.
- Emphasizing lessons about the civic values of our constitutional democracy through role playing, reading and writing assignments, and open discussion of public issues and current events.
- Making assignments that require students to write letters to government officials or newspapers to advocate opinions about public issues and policies.

(Source: U.S. Department of Education, Office of Educational Research and Improvement)



Asim Abu Shakra, Israel

COEXISTENCE IN THE TWIN CITIES

WHAT ABOUT coexistence in the Twin Cities? Dr. Stephen Feinstein, director at the Center for Holocaust and Genocide Studies, University of Minnesota, cites numerous reasons why this is a suitable time for the exhibit to be shown here. "The issue of Coexistence relates to what constitutes a civil society and how one maintains it," he says. He notes that in Europe the issue is called "globalization," with many nations now asking "who is a Frenchman," "who is a Swede" and so forth after witnessing waves of new immigrants from the Muslim world, Asia and Africa. Feinstein says, "The Twin Cities is undergoing the same changes as Europe. It is no longer white bread America."

For further information on Holocaust and genocide education, including courses, newsletters and activities, see www.chgs.umn.edu

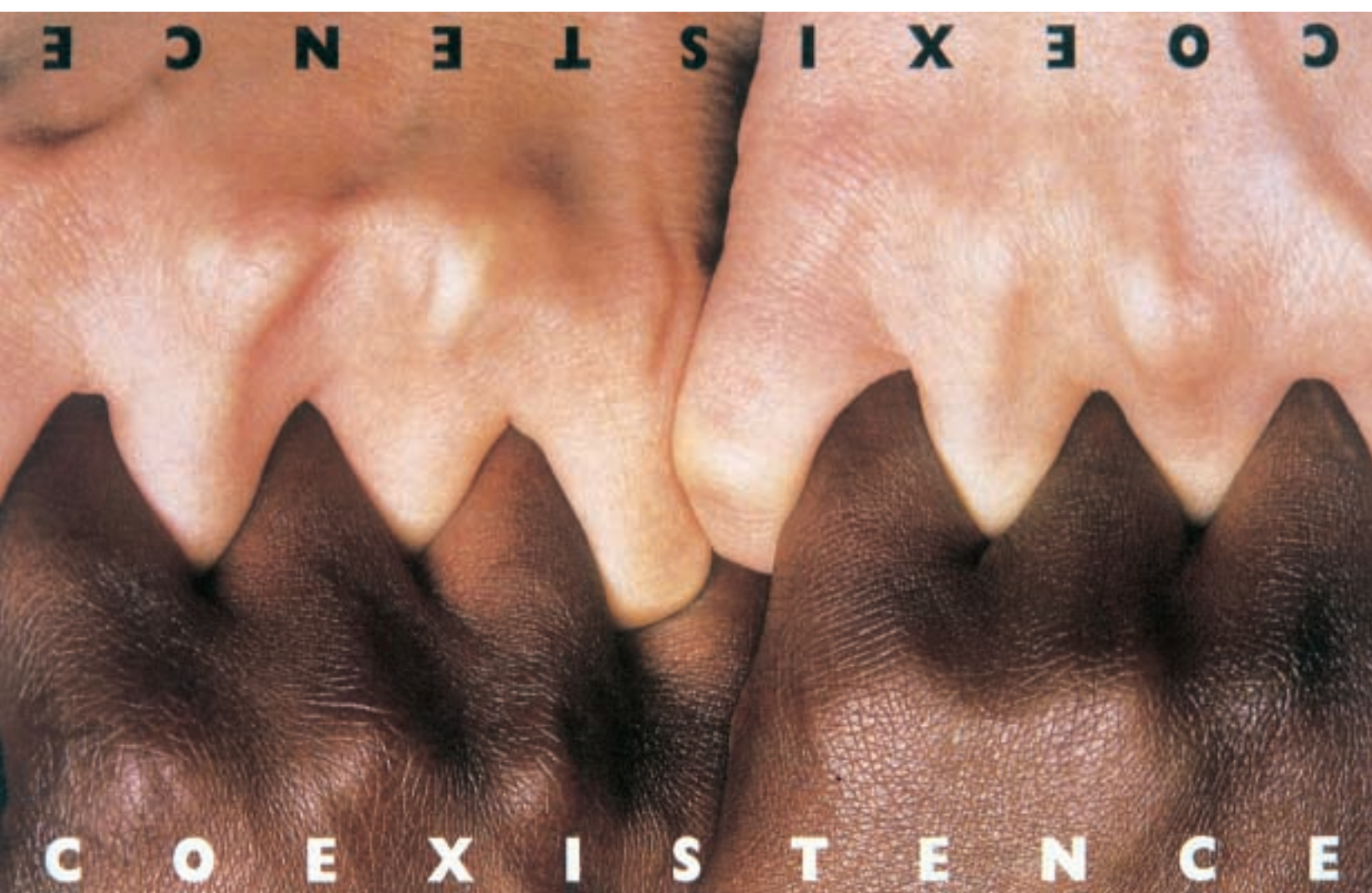
For further exhibition information, see www.chgs.umn.edu/Coexistence

Minneapolis

	2000		1990		1980	
	Count	Percent	Count	Percent	Count	Percent
Total Population	382,618	100%	368,383	100%	370,951	100%
White	249,186	65%	288,967	78%	323,831	87%
Black	78,291	20%	47,948	13%	28,433	8%
American Indian/Alaska Native	12,683	3%	12,335	3%	89,333	2%
Asian/Pacific Islander	27,650	7%	15,723	4%	4,104	1%
Hmong	10,489	3%	4,246	1%	-	0%
Hispanic	29,175	8%	7,900	2%	4,684	1%
Sub-Saharan Africa	16,262	4%	4,170	1%	637	0%
Somali	6,537	2%	-	0%	-	0%

St. Paul

	2000		1990		1980	
	Count	Percent	Count	Percent	Count	Percent
Total Population	287,151	100%	272,235	100%	270,230	100%
White	192,444	67%	223,947	82%	243,226	90%
Black	38,402	13%	20,083	7%	13,305	5%
American Indian/Alaska Native	5,991	2%	3,697	1%	2,538	1%
Asian/Pacific Islander	39,927	14%	19,197	7%	2,695	1%
Hmong	26,508	9%	12,312	5%	-	0%
Hispanic	2,275	1%	11,476	4%	7,864	3%
Sub-Saharan Africa	7,147	2%	1,953	1%	271	0%
Somali	1,026	0%	-	0%	-	0%



Yossi Lemel, Israel

newspaper activity

Search the Pioneer Press for examples of governments that violate the rights of its citizens. Read the articles.

With a partner, develop a brief essay that examines the actions taken in the story and the effect upon human rights.

- What are the main points of the story?

- Could this happen in the United States?

Share this information with the class.



Yasuyuki Uno, Japan

PIONEER PRESS



Exhibit Partners

City of St. Paul + City of Minneapolis

Major Twin Cities Sponsors:

Allianz Life Insurance Company

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coexistence

A Traveling Exhibition

Created by the Museum on the Seam, Jerusalem

Locally presented by the

University of Minnesota College of Liberal Arts

www.chgs.umn.edu/Coexistence

COEXISTENCE is a powerful and thought-provoking exhibition of visual images created by artists from countries around the world. The purpose of this free outdoor exhibition is to create **dialogue** and **understanding** within our **global culture**, to recognize people's differences and to encourage people to live side by side in **peace**. It prompts people to think about the issues of respect and understanding, regardless of racial, religious and cultural differences.

Coexistence has visited 17 cities around the world and is scheduled in many more cities, including **Minneapolis**, May 1-June 12, and **St. Paul**, June 14-July 6. Since the exhibition opened in Jerusalem in

May of 2001, its giant 9 x 15 feet images have made a great impact on visitors and passers-by, thus reinforcing the idea of art as a universal language.

Each image includes a text panel in four **languages** (English, French, German and Spanish) with quotes from leading humanists. The Hmong and Somali languages have been added in booklet form translations for the Twin Cities appearances.

Initiated as a private effort by Museum on the Seam, this exhibition was a result of an international competition with a prestigious jury that had to select from over 250 entries. The original exhibition has grown as local competitions add more intriguing works.



Cedomir Kostovic, U.S.A.

COEXISTENCE EXHIBITION

In Minneapolis: May 1-June 12, 2004

Opening ceremony: May 3, 11:30 a.m. - 1:30 p.m.
Hennepin County Government Center North Plaza
5th Street and 3rd Avenue

In St. Paul: June 14-July 6, 2004

Opening ceremony: June 14, 6:30 - 8:30 p.m.
Rice Park, 5th Street and Washington Street

Coexistence is supported through grants from: Allianz Life Insurance Company; Regis Foundation; Jay & Rose Phillips Foundation; St. Paul Travelers Companies Inc.; Archie D. & Bertha H. Walker Foundation; Mark & Muriel Wexler Endowment Fund; Leonard, Street, & Deinard; Minneapolis Foundation

Coexistence is supported through the in-kind support of: CREO International; Zeller Realty Corporation; American Security Corporation of St. Paul

Community partners include: City of Minneapolis; City of St. Paul; Hennepin County Commissioners; Center for Victims of Torture; Islamic Center of Minnesota; Larry Pepper for Art Holdings Inc.; Minnesota Film Arts; Perpich Center for Arts Education; YWCA of Minneapolis

reflect

Think about the theme of **coexistence**.

- Consider what coexistence means to you.
- Explain how the word coexistence and the images and text will influence you in your life.
- Explain the difference between coexistence and tolerance.
- Describe the difference between respect and tolerance. Where does coexistence fit in?

Discuss the Concept

With family or friends, discuss the following questions:

- Who is reflected (or not) in your life, school and community?
- Why is coexistence important?
- What happens when coexistence exists and when it does not?
- What types of things cause conflict between neighbors?
- How can these issues be resolved peacefully?

Discuss the Exhibition

Now, turn your attention to the posters in the exhibition. With family or friends, discuss the following items:

- Where do the artists come from? How does their country of origin influence their work? What motivated their work?
- How was the text chosen to accompany the pieces?
- How does the text enrich the images?
- What types of artistic images have been created?
- How do the pieces make you feel? Angry? Sad? Happy? Confused?
- Choose one image that you like the most and tell why.
- Give the poster a title or a name.
- What does this piece say about coexistence and understanding?
- Does the image make you think of an event or something in your life?
- How do you think a person from another culture may interpret the piece?
- Choose a second poster. What similarities are there to the first? What are some of the differences? Do they relate to each other?
- How can these posters open up dialogue about non-violent solutions to conflict?
- How do these images relate to events in the world today?
- How can this exhibition help us to change the way we feel and think about issues?
- How can this exhibition help to change the way we feel about these issues in Minnesota?

*"We are not better,
we are different from each other.*

*We cannot continue to educate
future generations with a
misunderstanding that is
based in difference.*

*We cannot allow the
misunderstandings
to triumph over the
insight and compassion
within us.*

*We have to hope and to act,
each of us and all of us
together."*

Raphie Etgar, curator/director,
The Museum on the Seam

genocide - when a civil society breaks down

GENOCIDE AND MASS MURDER took more than lives during the 20th century than all wars combined. In the 21st century we have the ability to end genocide forever and build a more just and peaceful world. Through strong and effective international institutions, coupled with the necessary political will, the world can end this egregious human rights crime.

The United Nations CONVENTION ON THE PREVENTION AND PUNISHMENT OF THE CRIME OF GENOCIDE was approved December 9, 1948 and went into effect January 12, 1951. It defines "genocide" as: "any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

In the 20th century, the most well-known genocides were against the Herero in Namibia (Southwest Africa), the Armenians, the Jews and Roma/Sinti (Gypsies) in Europe, Cambodians, Bosnians and Tutsis in Rwanda. As you read this in Spring and Summer, 2004, a genocide appears to be happening in the Sudan. Darfur is a region in Sudan where

black tribesmen are being massacred in a way reminiscent of Rwandan genocide of 1994.

PROJECT:

Think about how genocide may be prevented?

What is the obligation of outsiders and bystanders?

What makes someone a perpetrator of genocide? Why would a neighbor kill a neighbor?

Should the United States get involved in countries where genocide may be taking place?



Shigeo Fukuda, Japan

"These days, it is most important that a sane voice calls for a logical and cultured dialogue, and at the same time rejects all forms of violence. The message of respect and understanding must be heard in every corner of the world and in every possible venue. Particularly during times of distress and anger, it is our role to be the heart and voice of all those calling for dialogue and a return to reasonable discussion."

Raphie Etgar, curator/director,
The Museum on the Seam

resource equity

THINK ABOUT how the availability of resources, such as food and water, impacts coexistence. Food security exists only when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food. In order to maintain an active and healthy life, people need a food supply that meets dietary needs.

According to the United Nations, "having access to safe and sufficient water and sanitation are now recognized as basic human rights. Being able to wash one's hands and drink clean water can have a major impact on family hygiene and health. Because people who are poor are most likely to get sick, and ill health perpetuates poverty, it triggers a vicious cycle."

Food for Thought

- Each day, 25,000 people die of hunger.
- In developing countries, 777 million people do not have access to sufficient and adequate food.
- In countries in transition, 27 million people suffer from undernourishment and 11 million people are undernourished in industrialized countries.
- Approximately 70 percent of all available water is used for irrigation.
- Pasture and crops take up 37 percent of the Earth's land area.

Think About It

- 1 billion people lack access to improved water supply.
- 2.4 billion people lack access to improved sanitation.
- Every day, diarrhoeal diseases cause some 6,000 deaths, mostly among children under five. In 2001, 1.96 million people died from infectious diarrheas. 1.3 million were children under age five. Between 1,085,000 and 2,187,000 deaths due to diarrhoeal diseases can be attributed to the "water, sanitation and hygiene" risk factor — 90 percent of them among children under age five. With simple hygiene measures such as washing hands after using the toilet or before preparing food, most of these deaths are preventable.

Pressures on Freshwater Ecosystems

A wide range of human uses and transformations of freshwater or terrestrial environments has the potential to alter, sometimes irreversibly, the integrity of freshwater ecosystems. The main threats to ecosystems from human activities include:

- Population and consumption growth.
- Infrastructure development (dams, urban growth, highways).
- Land conversion (deforestation, agriculture, urban growth).
- Over harvesting and over exploitation (over fishing, wasteful irrigation).

newspaper activity

As a result of the nonviolent crusade in the late 1950's and early 1960's by activists like Dr. Martin Luther King, Jr. and Bayard Rustin, the Civil Rights Act of 1964 was passed in the United States banning discrimination based on a person's skin color, race, national origin, religion, or sex. It was through the nonviolent philosophy that so many positive changes were made.

Look through today's Pioneer Press for three articles that describe situations of changes that have happened, should happen, could happen, or changes that are happening now to people or situations in the world.

Determine the moment or event that makes (or will make) the change possible.

- What was the situation before the change?

■ What is likely to be the situation after the moment or event of change?

Decide whether the change's after-effects are planned or unplanned (or both).

Shigeo Fukuda, Japan. On exhibit in Vienna, July 2003.





Leila Buija, Bosnia-Herzegovina

"I want to believe that this exhibition will serve as a catalyst for positive thinking. That it will contribute positive energy to people who will be encouraged to act with restraint and understanding, with generosity and thoughtfulness to the 'other.' Let us hope that our modest contribution to this effort will make a difference."

Raphie Etgar, curator/director, The Museum on the Seam

coexistence — what can YOU do?

EVERY HOUR, someone commits a hate crime. Every day, at least eight blacks, three whites, three gays, three Jews and one Latino become hate crime victims. Every week, a cross is burned. What can you do?

1. Act

Do something. In the face of hatred, apathy will be interpreted as acceptance — by the haters, the public and, worse, the victim. Pick up the phone. Call friends and colleagues. Host a small meeting. Sign a petition. Attend a vigil.

2. Unite

Call a friend or co-worker. Organize a group of allies from churches, schools, clubs and other civic sources. Create a diverse coalition.

3. Support the Victims

Hate-crime victims are especially vulnerable, fearful and alone. Let them know you care. Small acts of kindness — a phone call, a letter — can help.

4. Do your homework

Determine if a hate group is involved, and research its symbols and agenda. Accurate information can then be spread to the community.

5. Create an Alternative

Do not attend a hate rally. Find another outlet for anger, frustration and your desire to do something. Hold a unity rally or parade.

6. Speak up

You, too, have First Amendment rights. Hate must be exposed and denounced. Buy an ad. Help news organizations achieve balance and depth. Do not debate hate mongers in conflict-driven talk shows. An informed community is the best defense against hate.

7. Lobby Leaders

Persuade politicians, business and community leaders to take a stand against hate. The fight against hate needs community leaders to take a stand.

8. Teach Respect

Bias is learned early, usually at home. But school programs and curricula can influence children from different cultures. Bias is learned in childhood. By the age of three, children are aware of racial differences. By the age of 12, they hold stereotypes about numerous ethnic, racial and religious groups.

9. Look Long Range

Create a "bias response" team. Hold annual events, such as a parade or culture fair, to celebrate your community's diversity and harmony. Build something the community needs. Create a web site. The best barrier to hate is a tolerant community.

10. Dig Deeper

Look into issues that divide us: economic inequality, immigration and homosexuality. Work against discrimination in housing, employment and education. Look inside yourself for prejudices and stereotypes.

(Source: The Southern Poverty Law Center)



Yarom Vardimon, Israel. On exhibit outside Reichstag, Berlin, June-July 2002.

"The world in which we live today is in need of a great deal of good will and love.

Extremes of poverty and wealth exist side by side with a great division between them and hostility and suspicion are growing on the other side of the fences that people have built.

We would do well to learn to support each other instead of weakening one another.

We would do well to learn to understand the differences between us and to appreciate and value these differences."

Raphie Etgar, curator/director, The Museum on the Seam

newspaper activity

Complete the Sentence

How would you finish these sentences? Review your answers to see if you detect any prejudice in the answers. Also note what factors (television, newspapers, friends, parents) may have influenced your answers.

1. African-Americans are _____
2. Caucasians are _____
3. Jews are _____
4. Asians are _____
5. Hispanics are _____
6. Irish are _____
7. Homosexuals are _____
8. Democrats are _____
9. Republicans are _____
10. Men with facial hair are _____
11. Women with very short hair are _____
12. People with brightly dyed hair are _____
13. Men who wear an earring are _____
14. People on welfare are _____
15. People with AIDS are _____
16. Athletes are _____
17. Celebrities are _____
18. Musicians are _____
19. Construction workers are _____
20. Lawyers are _____