

DEPARTMENT OF DEFENSE

FIELD STUDIES PROGRAM GUIDE



UPDATED April 13, 2017



DEFENSE SECURITY COOPERATION AGENCY
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April 13, 2017

MEMORANDUM FOR DIRECTOR, SECURITY ASSISTANCE TRAINING FIELD
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PLANS AND POLICY DIRECTORATE, (J54)
HEADQUARTERS, U.S. NORTHERN COMMAND

SUBJECT: Letter of Promulgation of the Field Studies Program (FSP) Guide

References: (a) DoD Instruction 5410.17, 15 Sept 2006; Subject: U.S. Field Studies Program
for International Military and Civilian Students and Military-Sponsored Visitors
(b) DSCA Manual 5105.38-M, Security Assistance Management Manual
(SAMM), Chapter 10
(c) Joint Security Cooperation Education and Training Regulation (JSCET),
Chapter 11

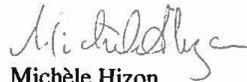
I am pleased to announce the publication of the new FSP Guide, which revises the
1994 Informational Program Handbook. It provides guidance and information for the



implementation of the FSP by military installations and schools to meet FSP goals and responsibilities, in accordance with references (a) thru (c).

The U.S. provides orientation for military-sponsored visitors and military training and education to over 100,000 international military and civilian students from more than 170 nations annually. Our education and training programs help strengthen and expand alliances and partnerships with other nations and support our National Security Strategy and National Defense Strategy objectives. The FSP compliments the formal military and education programs, gives the international military student the opportunity to obtain a balanced understanding of the U.S. and increases their awareness of the basic issues involving internationally recognized human rights.

The FSP Guide provides International Military Student Offices (IMSOs) and their staffs with a ready reference guide to develop, plan, conduct, and evaluate FSP activities and events. It is intended to give IMSOs and FSP Managers the tools to develop interesting and inviting activities and events for successful conduct of the program. A proper level of emphasis and support for these programs from the military service headquarters, the school commandants, installation commanders and IMSOs is required and solicited. I encourage all IMSOs and other cognizant offices to forward comments and recommendations through appropriate command channels to the Defense Security Cooperation Agency (DSCA). The DSCA points of contact for the FSP are Jim McGaughey, (703)697-9666, james.p.mcgaughey.civ@mail.mil, and Kathy Ton, (703)697-9316, khanh.t.ton.civ@mail.mil.



Michèle Hizon
Principal Director
Security Assistance

PREFACE

The purpose of this Guide is to provide International Military Student Officers (IMSOs) and their staffs a ready reference guide to develop, conduct, and evaluate FSP activities and events. DoD Instruction 5710.17, "United States Field Studies Program (FSP) for International Military and Civilian Students and Military Sponsored Visitors", September 15, 2006, requires the Military Departments to establish, operate, and monitor the FSP at their respective installations and military schools. Each of the eleven (11) facets of the American democratic way of life mandated by DoDI 5710.17 is addressed in this document. They include Human Rights, Law of War, International Peace and Security, U.S. Government Institutions, Political Processes, Judicial System, Free Market System, Media, Education, Health and Human Services, and Diversity and American Life.

This Guide contains general information extracted from the DoD and military service publications on the FSP, general event plans for the FSP facets or topics, and an appendix section with additional reference material, handouts, sample formats, and evaluation sheets. At no time is this document a substitute for, or intended to, circumvent or supersede the policy and guidance provided in DoD, DoD Components, or Military Services publications. It is designed to give sufficient information to implement activities for each facet or topic area and to allow each IMSO to develop their own FSP event plans. It is not all inclusive and does not limit activities to those recommended.

The purpose of the FSP is to enhance the formal education and training programs and orientation of international military and civilian students and military-sponsored visitors (hereafter referred to as IMS) under the Security Assistance Training Program and other Security Cooperation programs administered through Security Assistance channels (hereafter referred to as Security Cooperation Education and Training Programs). The conduct of the FSP is in compliance with Title 22, the Foreign Assistance Act of 1961, §2151n(e) and §8251. (See Section I, Page 1 for information on statutory authority). It is DoD policy to promote democracy, an understanding and respect of human rights, peace, and equitable economic growth under the FSP. By exposing IMS to American society, institutions, and ideals, they can acquire a balanced understanding of the U.S. and increased awareness of basic issues regarding internationally recognized human rights. The intent is to ensure that the IMS return to their homeland with an understanding of the responsibility of governments, military, and citizens to protect, preserve, and respect the rights of every individual.

Our U.S. military training organizations have a unique opportunity to make a significant contribution toward advancing peaceful and democratic principles and for promoting world-wide peace and security by expanding or changing the IMS's perception of the way the U.S. society functions. Conduct of the FSP is second only to the education and training programs attended by the IMS. Our education and training programs and the FSP are important tools in strengthening and expanding alliances and partnerships which is essential to achieving our objectives under the National Security Strategy and National Defense Strategy.

Comments or suggestions for improvement to this Guide should be addressed through appropriate command channels to the Director, Defense Security Cooperation Agency (DSCA), ATTN: DSCA/STR/TNG, 201 12th Street South, Suite 300, Arlington, VA 22202.

Table of Contents

SECTION I – GENERAL INFORMATION.....[I-1](#)

SECTION II – FIELD STUDIES PROGRAM (FSP) TOPIC AREAS

A. Human Rights	
1. General Event Plan.....	II-A-1
2. FSP Event Information	II-A-4
B. Diversity and American Life	
1. General Event Plan.....	II-B-1
2. FSP Event Information	II-B-5
C. U.S. Government Institutions	
1. General Event Plan.....	II-C-1
2. FSP Event Information	II-C-3
3. FSP Questions and Answers.....	II-C-11
D. Political Processes	
1. General Event Plan.....	II-D-1
2. FSP Event Information	II-D-3
3. FSP Questions and Answers.....	II-D-12
E. Judicial System	
1. General Event Plan.....	II-E-1
2. FSP Event Information	II-E-3
3. FSP Questions and Answers.....	II-E-10
F. Free Market System	
1. General Event Plan.....	II-F-1
2. FSP Event Information	II-F-4
G. Education	
1. General Event Plan.....	II-G-1
2. FSP Event Information	II-G-3
H. Health and Human Services	
1. General Event Plan.....	II-H-1
2. FSP Event Information	II-H-3
I. Media	
1. General Event Plan.....	II-I-1
2. FSP Event Information	II-I-3
J. International Peace and Security	
1. General Event Plan.....	II-J-1
2. FSP Event Information	II-J-3
K. Law of War	
1. General Event Plan.....	II-K-1
2. FSP Event Information	II-K-3
3. FSP Questions and Answers.....	II-K-8

Table of Contents

SECTION III – SPONSOR PROGRAM

Introduction	III-1
Getting Started.....	III-2
Short-term Sponsorship.....	III-3
Where to Find Sponsors.....	III-3
Sample Letter to Solicit Community Support	III-4
Sample Sponsor Profile Sheet.....	III-5
Sample IMS Profile Sheet.....	III-6
Sample Letter for New Sponsor.....	III-7
Sample Letter of Appreciation for Sponsors.....	III-8
Sample Certificate of Appreciation for Sponsors.....	III-8
Guidelines for Sponsors	III-9
Hospitality Hints.....	III-10
Conversation Starters	III-11
Things to Do	III-12
Do’s for Sponsors	III-13
Don’ts for Sponsors.....	III-14
Nonverbal Cultural Considerations.....	III-15
General Food and Drink Information.....	III-16
Food and Drink Practices Related to Religious Groups.....	III-17
Other Cultural Considerations	III-18

SECTION IV – APPENDIX

A. U.S. Constitution.....	IV-A-1
B. U.S. Constitution Amendments.....	IV-B-1
C. Universal Declaration of Human Rights	IV-C-1
D. List of Reference Documents	IV-D-1
E. Field Studies Program Topic Areas	IV-E-1
F. Sample FSP Event Planning Checklist	IV-F-1
G. Sample International Military Student Checklist.....	IV-G-1
H. Sample International Military Student Evaluation.....	IV-H-1
I. Sample Escort Assessment	IV-I-1
J. Blank Lesson Plan Format.....	IV-J-1

Table of Contents

K. FSP Information for IMS In-Processing Briefing	IV-K-1
L. IMSO Information Briefing for Base, Command, School	IV-L-1
M. Holidays, Observances, and Special Occasions	IV-M-1
N. List of Acronyms	IV-N-1

SECTION I

GENERAL INFORMATION

General Information

GENERAL INFORMATION

HOW TO USE THIS GUIDE

FSP activities can be powerful tools for presenting U.S. institutional values for the IMS to consider. A well-focused FSP can be very effective in stimulating IMS when combined with related lectures or presentations. This Guide should provide sufficient information to develop FSP events that meet the mandated objectives of the Program. The Guide is divided into four sections that provide general information, information on each of the 11 FSP Topics to be addressed, the Sponsor Program, and Appendices. Become familiar with the Table of Contents to help find the information you need.

Section I Contents:

- Overview
- Why You Must Have an FSP
- Who is Responsible
- The FSP Guide
- Conducting the Program (Do's)
- Restrictions/Limitations (Don'ts)
- Potential Problems

OVERVIEW

The FSP is a broad title for an extremely important component of the U.S. Security Cooperation Education and Training Program (SCETP) and other programs administered through security assistance channels. Thousands of international military and civilian students and military-sponsored visitors from over 140 countries to the U.S. every year (collectively referred to as International Military Students (IMS)) receive education and training under these programs. Legislators and higher leadership recognized the extraordinarily unique opportunity the Military Services have through daily face-to-face contact with the IMS to advance peaceful and democratic principles worldwide. The IMS has a unique opportunity to observe the interrelationships between civilian and military authorities that exemplify and strengthen Security Cooperation programs. By exposing these thousands of intelligent individuals to American society, institutions, and ideals you can introduce and expand their knowledge and understanding of democracy, and increase their awareness of the basic issues involving internationally recognized human rights. The achievement of democracy, respect for human rights, peace, and equitable economic growth depends primarily on the cooperation of people and governments. While it may appear pretentious at first glance, in reality the training and education obtained through our U.S. Military Services, coupled with a well-executed FSP, provide a foundation for the realization of world peace and security.

WHY MUST YOU HAVE AN FSP?

The law tells you that you must, which means that conduct of FSP activities is required and not an option. Conduct of the FSP supports Title 22, Sections 2151 and 8251. Title 22, Chapter 32 is the Foreign Assistance Act. Section 2151n(2) establishes the "Human Rights and Democracy Fund" to be administered by the State Department. Section 8251, states : "(a) It is the sense of Congress that the

General Information

United States should cooperate with other democratic countries to - (1) promote and protect democratic principles, practices, and values; (2) promote and protect shared political, social, and economic freedoms, including the freedoms of association, of expression, of the press, of religion, and to own private property; (3) promote and protect respect for the rule of law; (4) develop, adopt, and pursue strategies to advance common interests in international organizations and multilateral institutions to which members of cooperating democratic countries belong; and (5) provide political, economic, and other necessary support to countries that are undergoing a transition to democracy". Public Law 107-228 (Foreign Relations Authorization Act 2003), Section 662 recognizes the intent is to underscore that promoting and protecting human rights is in the national interests of the United States and is consistent with American values and beliefs".

Responsibility for the FSP begins with the Office of the Secretary of Defense, and the FSP affects all DoD Components. It is the Defense Security Cooperation Agency (DSCA) who provides direction and supervision for the FSP. DSCA instructs and delegates implementation of the FSP to the Military Services and those organizations directly under DoD. DoD Instruction (DoDI) 5410.17, U.S. Field Studies Program (FSP) is the prescribing publication for the FSP. Under this publication, the military departments and other organizations which conduct security cooperation programs are tasked to establish the program and conduct activities at their installations and schools. Additional DoD guidance is included in Chapter 10, paragraph C10.11, of DSCA Manual 5105.38-M, Security Assistance Management Manual (SAMM). The Military Services implementing instructions for the FSP are contained in Chapter 11 of the Joint Security Cooperation Education and Training (JSCET) Regulation, AR-12-15, SECNAVINST 4950.4B, AFI 16-105.

The JSCET Regulation is the authoritative document for the conduct of the FSP. Know Chapter 11 well. Sections I through VI contain general guidance, applicable to all military services, for planning and executing the FSP. Since the timeframes, channels, and procedures for submitting the FSP plan, issuing funds, etc. differ for each military service, military service specific information is contained in Section VII for the USA, Section VIII for the USN and USMC, Section IX for the USCG, and Section X for the USAF. IMSOs must refer to both the general and service-specific sections of the JSCET for complete information on planning, executing, and reporting for the FSP. Additionally, most Military Services have IMSO handbooks or guides that provide amplifying information. (See [Appendix D](#) for a complete List of Reference Documents.)

WHO IS RESPONSIBLE?

Every command and facility that receives IMS's for education and training, from the Commanding Officer to the International Military Student Officer (IMSO) has responsibilities. The above regulations require that the commands provide staffing at their installations or facility with international training and education responsibilities and appoint an IMSO who is responsible for the overall administration of IMS while assigned to their training activity. This responsibility includes the conduct of the FSP. IMSOs may be either military (officer or enlisted) or U.S. Government civilian employees. IMSO functions are frequently assigned as a collateral duty especially at smaller installations or where annual IMS student throughput is low, and IMSO turnover can be high. These part-time IMSOs generally have little experience. In contrast, some installations have IMSOs that are engaged full-time with years of experience. In either case, the tasks performed by the IMSOs are critical to the success of the Security Cooperation Training Program objectives.

The international students who pass through your training doors and participate in the FSP are as diverse as the many training and education opportunities offered by the Military Services. Some IMS's are in the U.S. for more than a year while enrolled in degree programs and professional military

General Information

education courses. These are more senior, highly educated, and experienced individuals. Other IMS's may be in training for only a few weeks while taking a preparatory technical course before moving on to a different training location. Some IMS's may be young with little formal education; some may be highly motivated, and some not so motivated. Depending on the education and training schedules and the potential diversity (cultural, age, and rank) of the IMS population, conduct of the FSP is no minor feat.

THE FSP GUIDE

This Guide is not intended to be a "cure all" for every FSP requirement or activity at every training installation. The information included is general in nature and applicable to all military services. Military service-specific guidance and procedures are not repeated in the desire for a more streamlined document. This guide is not intended to replace or duplicate specific guidance in the above referenced publications, although some information warrants emphasis. It is designed largely to give the less-experienced IMSO the tools necessary to establish and conduct an FSP, and it may give the experienced IMSO a new idea.

Section II of the Guide contains a general Event Plan for each of the 11 mandated FSP Topics which include a number of suggested activities that can be used to build or enhance any program. Activities conducted need not be limited to only those listed in the general event plans. The IMSO may add other activities as long as they clearly support an element of at least one of the FSP Topics. A complete list of the recently redefined FSP Topic Areas that includes the various elements of each Topic is provided at [Appendix E](#). Detailed information is provided to help both the escort and the IMS be better prepared for the activity. This information can also be helpful in developing pre and post briefings. The information can be used in whole or in part, depending on what will be demonstrated by the activity and the IMS participants. Some topics have several elements and not all may be covered in a single activity. For example, a visit to a courthouse under the Judicial System topic, the legal terms and the information on Rule of Law and the establishment of an effective judicial system would apply, but not the information on the military justice system or extremist violence. The information provided is a starting point. IMSOs may expand or develop additional information sheets and specific Event Plans, as desired. A blank FSP Event Plan is also included at [Appendix J](#) as an aid.

Each Event Plan identifies the appropriate articles of the U.S. Constitution and the Bill of Rights and the Universal Declaration of Human Rights (UDHR) applicable to the specific FSP topic. These will be the focus of the activity conducted. The Bill of Rights and the UDHR in their entirety are attached at [Appendix B](#) and [Appendix C](#).

Section III of the Guide provides general information and suggestions on the establishment and conduct of a Sponsor Program and Section IV includes sample letters, and forms to help the IMSO establish and maintain a sponsor program. Military sponsors and civilian sponsors from the surrounding community will enhance the IMS's training experience and stay in the U.S. In some cases, IMS and their sponsors have been known to maintain contact long after the IMS has returned to home country.

This guide is available in electronic copy. You can access the guide on the Defense Institute of Security Cooperation Studies (DISCS) website at www.discs.dsca.mil/ by selecting "International Training Management (ITM)", then "Functional Areas", then "Field Studies Program", then "FSP Guide".

CONDUCTING THE PROGRAM (Do's)

IMSOs should brief base, command and/or school leadership on a regular basis to gain and sustain the cooperation and support needed to successfully accomplish their IMSO and FSP duties. A *suggested*

General Information

briefing is included at [Appendix L](#) for your use. The briefing contains certain slides which can be tailored for your particular command/installation/school.

Each IMS should have received information on the FSP in their in-country departure briefing by the training coordinator. Additionally, IMSOs must include the FSP in the IMS arrival briefing in accordance with JSCET paragraph 10-13.e. *Suggested* verbiage for the IMS brief is contained in [Appendix K](#).

Plan FSP activities and events in conjunction with academic schedules and consider cultural, age and rank differences when necessary. Often, FSP activities must be scheduled after class, on weekends, during school breaks or blocks of training where IMS are excused from class. Schools with special preparation or orientation classes designed for IMS should incorporate some FSP activities into the curriculum.

FSP events should be identified and planned as far in advance as possible. Planning should focus on local events and activities and no-cost events as much as possible.

Establish liaison with appropriate points of contact at the activity location to help arrange tours, transportation, and to help determine costs.

Ensure appropriate authorizations from Military Service FSP Managers are obtained to conduct the planned activity.

It is recognized that it may not be possible to cover all FSP topics for every IMS; however, IMSOs should strive to conduct a variety of activities to meet several FSP objectives.

Network with other IMSOs to take advantage of their experience and the FSP Event Plans they are using. If you have only a few IMS and there are other training installations within a reasonable distance, explore the possibility of combining some FSP activities.

The FSP is not a tourist or entertainment program. While conduct of the FSP is mandatory, participation by IMS is voluntary. The IMSOs challenge, therefore, is to develop and plan activities that are interesting and which successfully demonstrate the FSP topics. The majority of FSP activities should take place in the local civilian community so IMS gain an understanding of the U.S. outside of their class room experience.

Social-type activities should not be a major part of an FSP event. Identify which of the 11 FSP Topics the event will address. Social activities with participation by U.S. personnel, who are guests at FSP functions such as receptions, are authorized provided that these functions directly relate to at least one of the FSP Topics. However, discretion must be used to maintain a proper ratio between IMS and U.S. guests.

Conducting a pre-briefing for IMS or assigning reading material is necessary prior to the activity so IMS can more fully understand what is seen and experienced. The pre-brief and summary debrief should be conducted in a manner that does not suggest itself of indoctrination or arrogance but still makes the point. Brief each escorts on their responsibilities and provide them a copy of the FSP Event Plan and FSP Event Information.

General Information

A *sample* International Military Student Checklist and Event Planning Checklist are at [Appendix G](#) and [F](#) for your consideration. You can also change the checklists, if desired.

Subject to time and funding, a tour of Washington, D.C. should be made available to IMS attending select courses designated by the Military Services.

FSP activities include transportation, meals, lodging, admissions, programs, and related incidental expenses. The IMS is required to pay for personal services, such as laundry and telephone, and other costs not directly covered by the FSP activity.

When conducting FSP activities, particularly on local and day activities where the time available for the activity is limited, plan activities that demonstrate one or two FSP topics. It is better to successfully demonstrate one or two FSP topics than to try to meet several topics. IMS are largely non-native English speakers and trying to cram too much information into an activity may result in more confusion than learning. Also, it is recognized that one FSP activity may meet the objectives of more than one FSP Topic, but, again the objectives and information should clearly relate to the activity.

Local and no-cost FSP events are strongly encouraged. These include visits to city hall, town major, local police station, newspaper office, county/district court, district attorney's office, nonprofits, schools, etc. A phone call, followed by a letter (See sample at [Page III-4](#)) requesting a visit, explaining the program and the objectives of the visit will help insure a successful outcome.

Take advantage of local elections, town council or town hall meetings where citizens' concerns are raised to demonstrate local government in action, and related events as much as possible. Other local "no-cost" activities include visits to local industry, cultural and industrial exhibits, farms, schools, historic points of interest, civic activities, or having guest speakers who are subject matter experts

Prepare and submit appropriate reports and supporting receipts for liquidation.

Always include no cost FSP events on reports to FSP Managers.

Prepare appropriate thank you letters.

At the completion of the FSP activity conduct a thorough debrief emphasizing the topic objectives demonstrated by the activity.

Have an evaluation completed by the IMS, and an assessment of the activity completed by the senior escort. A *sample* IMS Evaluation Sheet and Escort Assessment Sheet are provided at [Appendix H](#) and [Appendix I](#). They may be tailored to meet the unique requirements of the FSP event or training facility.

Develop and maintain a list of contacts in local organizations, such as the Jaycees, Reserve Officers Association, Reserve and Guard units, civic clubs (Rotary, Kiwanis, Lions, and Optimist Clubs), church groups, and Bar Association. They are potential sources of military and civilian sponsors.

IMSOs may find that placing an article in the local base newspaper on the FSP and receptions to match potential military and civilian sponsors to IMS helpful in attracting sponsors for the Sponsor Program.

RESTRICTIONS/LIMITATIONS (Don'ts)

General Information

Section 548 of Public Law 109-102 prohibits use of FSP funds for the purchase of alcoholic beverages or for entertainment expenses for activities that are substantially of a recreational character. These activities include, but are not limited to entrance fees at sporting events, theatrical and musical productions, and amusement parks.

FSP funds cannot be used to support purely academic objectives, i.e. trips that are an integral part of the course curriculum for U.S. students.

FSP funds cannot be used to defray transportation expenses for trips with academic objectives which are more academic than FSP. However, FSP funds can be used for FSP events conducted in conjunction with such academic trips.

With the exception of the Washington D.C. field trip, FSP trips are limited to a MILDEP-determined radius from the training installation (see JSCET para 11-24 for USA, 11-35a(6) for USN, 11-36g for USMC, and 11-49 for USAF limitations).

Dependents, authorized on the IMS's ITO, may participate in FSP activities on a space-available basis, at no additional cost to the program. An exception is for minor costs, when individual collection from family members for their share is impractical, e.g. parking fees or tolls.

The FSP does not apply to international visitors at U.S. training installations at the personal invitation of the Service Chiefs, under self-invited visits, or other programs not managed under the Security Cooperation training process. If in doubt, contact your FSP Manager for clarification.

POTENTIAL PROBLEMS

For overnight or extended FSP trips, we recommend IMSOs have a backup plan with an alternate activity and related FSP Activity Information. Unexpected things happen even with the best of planning (exhibit or museum closed due to unforeseen circumstances), but you can salvage the trip with another activity if you are prepared. It is also recognized that unforeseen problems, such as severe weather, may require postponement or cancellation of an activity. Use your best judgment and evacuate IMS from the FSP activity location if necessary to ensure their safety. Report the situation and/or request assistance as appropriate to the circumstances. The IMSO should identify the reason for an incomplete or unsuccessful activity in his assessment and notify the military service FSP Managers as soon as possible. If the Escort Officer is other than the IMSO, the Escort Officer should notify the IMSO.

Brief IMS prior to overnight or extended FSP trips that they are expected to attend all planned activities. IMS may be required to pay or reimburse the cost of hotel room and meals if he fails to attend all planned activities, unless the IMS becomes ill or similar emergency.

IMS's should carry a copy of their ITO on FSP trips. IMSOs should refer to the ITO to determine responsibility for payment of medical care should it be required during an FSP activity.

An incident involving an IMS's arrest by state or local authorities should be reported immediately according to Military Service procedures. Guidance can be found in the JSCET, para 10-68 (Army), para 10-90 (Navy, USMC, and USCG) and para 10-103 (Air Force).

Problems in liquidating claims after an FSP event can be avoided by reviewing all local command financial requirements and close coordination with your FSP Manager. Know your JSCET and Military Service guidelines.

SECTION II

FSP TOPIC AREAS

A. HUMAN RIGHTS

GENERAL EVENT PLAN

<p>Topic:</p>	<p>Human Rights</p> <p>U.S. commitment to basic principles of internationally recognized human rights as reflected in United Nations General Assembly Resolution 217 A (III), “Universal Declaration of Human Rights, (UDHR)” and The Constitution of the United States of America. This aspect of American life shall be emphasized in conjunction with all FSP topics.</p>
<p>Suggested activities:</p>	<p>A. Visits to Human Rights Commission at local City Hall.</p> <p>B. Visits to Human/Civil Rights Memorials, e.g. Martin-Luther King Memorial.</p> <p>C. Visit to local and national historic sites associated with human/civil rights issues.</p> <p>D. Visits to Government/Non-Government Organizations Championing human rights, e.g. United Nations, N.Y., Birmingham Civil Rights Institute, AL, NAACP, Southern Poverty Law Center, Coalition for Human Dignity.</p> <p>E. Visits to Civil War Museums, National Civil Rights Museum, Museums of U.S. Presidents Who Championed human rights (e.g. Presidents Johnson and Carter).</p> <p>F. Visits to Ethnic Museums, e.g. Holocaust Museum.</p> <p>G. Visit to National Archives to View U.S. Constitution and Bill of Rights.</p> <p>H. Visits to Courts, including the Supreme Court.</p> <p>I. Contact nearest major newspaper for discussion on current human rights-related events.</p> <p>J. Visits to local Department of Social Services and non-profit organizations that serve the poor.</p> <p>K. Activities identified in other Topics are useful in demonstrating human rights (see 5.A. – 5.J. below).</p>
<p>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</p>	<p>See Appendix B, AMENDMENTS I, II, III, IV, V, VI, VII, VIII, IX, X, XII, XIII, XIV, XV, XIX, XXIII, XXIV, XXVI</p>

Topic Areas Human Rights

<p>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</p>	<p>See Appendix C, all ARTICLES apply</p>
<p>Other learning objective(s) or teaching point(s):</p>	<p>The issue of Human Rights can be addressed in activities for each FSP topic as demonstrated below.</p> <p>A. Regarding armed hostilities, that portion of the <i>Law of War</i> that addresses the prevention of torture and victims of torture, and the Rule of Law and how international agreements are influenced by the UDHR. In 2005 the United Nations Commission on Human Rights (UNCHR) identified some key challenges in human rights protection to be addressed by 2008. These challenges include armed conflict and violence, impunity, democratic deficit and weak institutions. The UNCHR’s objective is to help bridge gaps in human rights implementation at the national level by increasing the international community’s awareness, and to be alert and responsive to critical human rights situations. (See a partial list of current human rights issues under the heading “The U.N. Human Rights Council” in the Event Information.)</p> <p>B. In order to promote <i>International Peace and Security</i> collective bodies in the United Nations and international organizations analysis and comment on draft law and technical advice on how such legislation can be strengthened to fully respect human rights. Nations are joining together to reinvigorate the nuclear nonproliferation movement, and recent efforts to promote democracy in the world.</p> <p>C. <i>U.S. Government Institutions</i> are structured to promote diversity of laws, customs and practices and vary from state to state. U.S. laws are based on our Constitution and Bill of Rights and it is Government’s responsibility to protect those rights. (Refer to the Constitution and Bill of Right at Appendices A and B.) “So long as we have enough people in this country willing to fight for their rights, we’ll be called a democracy.” Roger Nash Baldwin</p> <p>D. American <i>Political Processes</i> encompass all levels of government and reach all levels of our citizenry. Elected officials, and the process of free and open elections to choose our government - by all peoples in our society, are tasked with the responsibility to address the protection of human rights. Our system of government is transparent and through cooperation with non-government organizations human rights issues are addressed that affect our people and can influence internationally recognized human rights issues. Our democratic system of government protects human rights and promotes prosperity.</p> <p>E. The U.S. <i>Judicial System</i> and processes prudently honor and protect the rights of our people as laid out in our Constitution and Bill of Rights. (Refer to the Constitution and Bill of Right at Appendices A and B.). Governed by</p>

Topic Areas Human Rights

	<p>the democratic rule of law, democracy and human rights, this system addresses prosecution of those who have committed crimes.</p> <p>F. Largely by employing the rights of each individual to prosper through free choice of employment and a private enterprise system, a <i>Free Market System</i> has flourished in the U.S. The U.S. economy is based on industrial and agricultural production, investments, international trade, and many other factors. The American economy is the product of a complicated and unusual series of historical conditions and trends. Our successes and problems are partly due to the nature of our society, not unlike other large industrial nations. Labor and management negotiate by utilizing the basic concepts set forth in the UDHR, the U.S. Constitution, and the Bill of Rights. (Refer to the Constitution and Bill of Right at Appendices A and B.)</p> <p>G. One of the greatest benefits of a democratic society that is based on our Bill of Rights is the freedoms of communication. The <i>Media</i> has become an intricate part of American life that allows all peoples to be heard which ensures a diverse and pluralistic culture.</p> <p>H. Everyone has the right to Education. One of the strongest components of citizenship in the U.S., the States cannot deny a child publicly funded education. Opportunities for higher education abound both in the U.S. and abroad which enables one to participate more fully in civil life.</p> <p>I. U.S. Governmental, non-profit, and volunteer organizations provide <i>Health and Human Services</i> that is a safety net for our citizens unable to achieve a commonly accepted minimum standard of living. Government is addressing a national health care program, but government cannot do it all. Specific groups of individuals are targeted for assistance by particular U.S. institutions and non-government groups such as government Social Security, the National Association for the Advancement of Colored People (NAACP), the “March of Dimes” program for infants, and the United Nations International Children’s Emergency Fund (UNICEF).</p> <p>J. The U.S. population is one of (if not the) most diverse people of all nations. The many freedoms and opportunities established in our society naturally provide for <i>Diversity in American Life</i>. We are a nation of immigrants. Family and community life provide for a variety of religious, work, social, and volunteer opportunities.</p>
<p>Event Planning Checklist:</p>	<p>See Appendix F for Sample Event Planning Checklist</p>
<p>International Military Student Checklist:</p>	<p>See Appendix G for Sample International Military Student Checklist</p>

A. HUMAN RIGHTS

FSP EVENT INFORMATION

*"Human rights will always be central to our foreign policy."
- U. S. Secretary of State Hillary Clinton, March 11, 2009*

"The connection between women's human rights, gender equality, socioeconomic development and peace is increasingly apparent. Women's empowerment is intertwined with respect for human rights." - Mahnaz Afkhami, Iranian-American Human Rights Activist

THE U.S. CONSTITUTION

After the revolutionary war, the colonies established a central government under the Articles of Confederation. However, this was a very weak structure with no powers to tax, no chief executive and no power to force the states to work together as a nation. This structure lasted for eight years. In the later stages of this period, the experienced leaders of the states began to fear that the states would go their own way and that the chance to become a nation was slipping away, so through the Congress they organized for a convention to change and strengthen the Articles of Confederation. On September 17, 1787, after four months of deliberation and discussion, the final draft of the Constitution was ready for signature. Ratification of the proposed Constitution by the separate states took two and one-half years. A simplified version of the text of the supreme law of the land is:

THE CONSTITUTION'S SEVEN ARTICLES, AS IT WAS ADOPTED

Preamble: Explains the purpose of the people in adopting the Constitution.

First Article: Provides for a Congress and defines its power to make laws.

Second Article: Provides for the election of a president and vice president, with defined powers, and for the appointment of other officials.

Third Article: Sets up a supreme court, authorizes the Congress to set up other courts, and defines their powers.

Fourth Article: Defines relationships between the federal government and the states, and between the states themselves.

Fifth Article: Tells how the Constitution May be amended.

Sixth Article: Accepts responsibility for all debts that the nation owed before the adoption of the Constitution; declares that the Constitution, Constitutional laws, and treaties are the supreme law of the land; and provides that all public officers must take an oath to support the Constitution.

Seventh Article: Declares that ratification by nine states will put the Constitution into effect.

The new Constitution went into effect, but not without concerns and debate. The colonists and some delegates clearly remembered the British violation of civil rights before and during the Revolution. They demanded a “bill of rights” that would spell out the immunities of individual citizens. Several state conventions in their formal ratification of the Constitution asked for such Amendments; others ratified the Constitution with the understanding that the Amendments would be offered. They recognized the significance certain rights would have on an enduring democratic society. Along with their notions of the common good, natural rights, and republican government, the founders wanted a written Constitution that would set out the rights of all citizens and limit the power of government. In September of 1789 the First Congress proposed 12 Amendments to the new Constitution that met arguments most frequently advanced against it. The first two proposed Amendments concerned number of constituents and compensation of Congressmen. These two were not ratified. The remaining ten Amendments were ratified on December 15, 1791 and form what is known as the Bill of Rights. The U.S. Bill of Rights was conceived as a list of natural rights belonging to all mankind. It does not give these rights; (human rights are inherent) it states that the government cannot take away those rights. The Bill of Rights in simplified version is provided here. See [Appendix B](#) for the official version.

THE CONSTITUTION’S FIRST 10 AMENDMENTS (BILL OF RIGHTS)

First Amendment: Forbids the Congress to interfere with religion, free speech, a free press, or with the right to assemble peaceably, or to petition the government.

Second Amendment: Guarantees to the people the right to have weapons.

Third Amendment: Guarantees against lodging soldiers in private houses without the consent of the owners.

Fourth Amendment: Provides that there shall be no search or seizure of persons, houses, goods, or papers, without a warrant.

Fifth Amendment: Declares that there shall be no trial for serious offenses without a grand jury indictment, no repeated trials for the same offense, no condemnation without trial, no compulsion to be a witness against oneself, and no property taken for public use except at a fair price.

Sixth Amendment: Requires a speedy and public trial for criminal offenses in the district where the crime was committed, a fair jury, a plain statement of the accusation, gives the accused the right to be represented by a lawyer and to compel the attendance of his witnesses, and requires all witnesses to testify in the presence of the accused.

Seventh Amendment: Provides that in lawsuits about anything valued at more than \$20, a trial by jury shall be allowed.

Eighth Amendment: Prohibits too large bail or fines, and cruel or unusual punishments.

Ninth Amendment: Declares that rights not stated in the Constitution are not therefore taken away from the people.

Tenth Amendment: States that powers not delegated to the United States nor prohibited by the Constitution to the states are reserved to the states or to the people.

Topic Areas Human Rights

During the period 1795 to 1992 Constitutional Amendments XI through XXVII have been ratified to address other government processes and rights of the States and its citizens. Among these that further human rights are:

Thirteenth Amendment: Abolished slavery.

Fourteenth Amendment: Addressed the civil rights of individuals born or naturalized in the U.S., forbidding States to make or enforce laws which abridge the privileges or immunities of U.S. citizens and depriving them of life, liberty, or property, without due process of law, and forbidding States to deny to any person within its jurisdiction the equal protection of the law.

Fifteenth Amendment: Forbid the U.S. or any State to deny the right of U.S. citizens to vote based on race, color, or previous condition of servitude.

Nineteenth Amendment: Forbid the U.S. or any State to deny the right of U.S. citizens to vote on account of sex.

Twenty-third Amendment: Gave the District of Columbia (Washington, D.C.) electoral votes in Presidential and Vice Presidential elections based on the entitlement if it were a State.

Twenty-sixth Amendment: Forbid the U.S. or any State to deny the right of U.S. citizens, who are eighteen years of age or older.

See [Appendix B](#) for a complete and official version.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

The United Nations formally defined human rights. The protection and nurture of these rights rely on the efforts of government, nongovernmental organizations and individual citizens the world over. In December 1948, they adopted the Universal Declaration of Human Rights (UDHR) as a fortification against oppression and discrimination. Covering a range of human rights in 30 concise articles, the UDHR remains the foundation of universal protection of the dignity of mankind.

THE CREATION OF THE UDHR

The historical record discloses that the Universal Declaration reflects the contributions of diplomats from many nations and represents a true international consensus and a real commitment to expand and secure the rights of individuals everywhere. In the most literal sense, credit for proposing a bill of human rights to the United Nations belongs to Ricardo Alfaro. As Panama's representative to the United Nations' inaugural meeting in 1945, Alfaro brought with him a draft bill of international rights and formally proposed that it be incorporated into the U.N. Charter. At that time the assembled Diplomats were not prepared to adopt anything so specific, but they did decide to establish a Commission on Human Rights. By January 1947, 18 member states were chosen and work on the draft began. Eleanor Roosevelt's name is commonly associated with the Universal Declaration of Human Rights. The widow of U.S. President Franklin Delano Roosevelt served as chair of the U.N. Human Rights Commission from 1946 to 1951, and she brought to that role the respect and affection of people all around the world.

Development and honing such a draft Declaration proved painstakingly slow. During the first of three Committee Meetings, in daily sessions over a period of two months, delegates considered scores of written Amendments (the great majority submitted by Cuba, the Soviet Union, Panama, Lebanon, France, and Egypt). Each Amendment was debated, some extensively, and each article of the draft Declaration was put to a separate vote. The debate on Article 1 alone spanned six days. The General Assembly's historic vote on the final text took place shortly after midnight on December 10, the date now celebrated as Human Rights Day. Twenty-three of the 30 articles were accepted unanimously, and

Topic Areas Human Rights

while South Africa, Saudi Arabia, and the Soviet bloc abstained on the final vote, 48 states cast affirmative votes. No state opposed.

Following this historic act the Assembly called upon all member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories".

U.N. member states have since reaffirmed their commitment to the Universal Declaration at a 1993 world conference on human rights, and more than 150 countries have ratified the two additional covenants. Collectively, these three documents — the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Social, Economic, and Cultural Rights — are informally called the International Bill of Rights. Together, they form the bedrock of international human rights law.

The advances of the international protection of human rights depend nowadays, to a large extent, on national measures of implementation. The emphasis on such national measures is without prejudice to the preservation of the international standards of protection. In the present domain of protection, international law and domestic law are in constant interaction. It is the international protection itself which requires national measures of implementation of human rights treaties, as well as the strengthening of national institutions linked to the full observance of human rights and the rule of law. The protection of human rights nowadays occupies a central position in the international agenda of the twenty-first century. At the global level, the multiplicity of international instruments in the present domain discloses a fundamental unity of conception and purpose.⁹

THE UNITED NATIONS AT A GLANCE

The United Nations is an international organization established on 24 October 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights. Due to its unique international character, and the powers vested in its founding Charter, the Organization can take action on a wide range of issues, and provide a forum for its 192 Member States to express their views, through the General Assembly, the Security Council, the Economic and Social Council and other bodies and committees.



United Nations Headquarters; New York City, NY

The U.N. is composed of six main bodies: General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice, and the Secretariat. Each of these have several Subsidiary Bodies and Committees such as Research and Training Institute for the Advancement of Women; Counter-Terrorism and Military Staff Committees; International Criminal Tribunals; Peacekeeping Operations and Missions (currently 16 operations); Commissions on Crime Prevention and

Topic Areas Human Rights

Criminal Justice, Narcotic Drugs, Science and Technology, Social Development, Regional Commissions, and the Commission on Status of Women; as well as specialized agencies, related organizations, funds, and other U.N. entities. The U.N. has 192 Member States, their budget for 2008-2009 in USD 4.171 billion (peacekeeping operations not included), and Secretariat staffing as of 2009 is about 40,000.

The work of the United Nations reaches every corner of the globe. Although best known for peacekeeping, peace-building, conflict prevention and humanitarian assistance, there are many other ways the United Nations and its System (specialized agencies, funds and programs) affect our lives and make the world a better place. The Organization works on a broad range of fundamental issues, from sustainable development, environment and refugees protection, disaster relief, counter terrorism, disarmament and non-proliferation, to promoting democracy, human rights, governance, economic and social development and international health, clearing landmines, expanding food production, and more, in order to achieve its goals and coordinate efforts for a safer world for this and future generations.

The Office of the United Nations High Commissioner for Human Rights (OHCHR) is the principal human rights official of the United Nations. The OHCHR spearheads the United Nations' human rights efforts and oversees the Human Rights Council. They are a part of the United Nations Secretariat with headquarters in Geneva and employ more than 850 staff based in Geneva and New York and in 11 country offices and seven regional offices around the world, including a workforce of some 240 international human rights officers serving in U.N. peace missions. The OHCHR represents the world's commitment to universal ideals of human dignity. They have a unique mandate from the international community to promote and protect all human rights.

The Human Rights Council is an inter-governmental body made up of 47 States responsible for strengthening the promotion and protection of human rights around the globe. The Council was created by the U.N. General Assembly on 15 March 2006 with the main purpose of addressing situations of human rights violations and making recommendations on them.

The Human Rights Council Advisory Committee, composed of 18 experts, was established to function as a think-tank for the Council and work at its direction. The Advisory Committee replaced the former Sub-Commission on the Promotion and Protection of Human Rights. The function of the Advisory Committee is to provide expertise focusing mainly on studies and research-based advice. There are 38 separate human rights topics currently being considered by the U.N. Commission on Human Rights. Among these 38 issues included are:

- Violence Against Children (sale of children, prostitution, pornography);
- Economic, Social and Cultural Rights;
- Rule of Law;
- Good Governance and Debt;
- Disabilities;
- Environment;
- Women's Rights and Gender;
- Health Care Availability;
- Rights of Indigenous Peoples;
- Protection of Rights of All Migrant Workers;

Topic Areas Human Rights

- Contemporary forms of slavery;
- Terrorism and Torture;
- Trafficking in Persons;
- Water and Sanitation; and
- Human Rights Education and Training.

The Human Rights Council requested the Advisory Committee prepare a draft declaration on human rights education and training. To this end the Council also requested the Advisory Committee to seek the views and inputs of Member States, relevant international and regional organizations, the Office of the United Nations High Commissioner for Human Rights, national human rights institutions as well as civil society organizations, including non-governmental organizations, on the possible elements of the content of the declaration.

After more than 3 years of the continuous work of many participants, a 13-page draft “United Nations Declaration on Human Rights Education and Training” was issued as Recommendation 4/2 on January 29, 2010 to raise awareness on human rights education and training. The Declaration reiterates previous resolutions, commitments, Articles, and World Summits that collectively submit that all States and institutions include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions with equal access for girls and boys to all levels of education.

Highlights of the Draft include:

- Human rights education and training comprises all educational, training, information and learning activities aimed at promoting a universal culture of human rights.
- The right to human rights education and training is a fundamental right inherent in the dignity of the human person and is intimately related to the effective enjoyment of all human rights, in accordance with the principles of universality, indivisibility and interdependence of human rights.
- Human rights education and training concerns all levels — preschool, primary, secondary and university — and all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting. It includes vocational training, particularly the training of trainers, continuing education, popular education, and public information and awareness activities.
- Human rights education and training is an ongoing process that begins at school or preschool age and that concerns all ages, all situations and all parts of society.
- Human rights education and training should embrace the possibilities of the digital age so as to encourage the development of new educational forums, with a view to achieving true equality in access to information and communications technologies.

The Declaration goes on to say that the States have the responsibility and obligation to achieve full realization of this right through universal standards in its legislation. Additionally the State has responsibility for training its own officials to include adequate training for members of its armed forces and uniformed services.

Implementation measures include an International Centre for Human Rights Education and Training set up to facilitate and coordinate the implementation and monitoring of the present Declaration.

Topic Areas Human Rights

Related Issues currently being addressed by The Office of the United Nations High Commissioner for Human Rights include:

- Secretary-General's Campaign to End Violence Against Women.
- Indigenous People.
- Children and Armed Conflict.
- The Holocaust and the United Nations Outreach Program.
- Lessons From Rwanda.
- Disability and the U.N.
- Special Reports on Human Rights Issues.



Martin Luther King National Historic Site, Atlanta, GA

Additional Resources

- A. The World Digital Library (WDL) launched April 21, 2010 offers free online access to rare and important cultural materials from libraries and archives around the world. It is a project of the U.S. Library of Congress, the United Nations Educational, Scientific and Cultural Organization, and more than 30 partner institutions. Every country in the world is invited to participate. By increasing the diversity of cultural materials on the Internet, the WDL aims to become a unique educational resource that will help improve international understanding and reduce the digital divide between countries. Visit the World Digital Library website.
- B. A video entitled “The General Framework and the Monitoring Mechanism of the Convention on the Elimination of All Forms of Discrimination Against Women” by Ms. Ferida Acar, Professor, Department of Political Science and Public Administration, Middle East Technical University. The video is 49 minutes long and requires “Real Player”. It can be found at http://untreaty.un.org/cod/avl/ls/Acar_HR.html
- C. A video entitled “A Brief History of International Human Rights Law” by Judge Thomas Buergenthal, International Court of Justice. The video is 33 minutes long and requires “Real Player”. The video can be found at http://untreaty.un.org/cod/avl/ls/Buergenthal_HR.html
- B. A video entitled “Human Rights and Enforcement” by Mr. Anthony D’Amato, Judd and Mary Morris Leighton Professor Law, Northwestern University School of Law. The video is 31 minutes long and requires “Real Player”. It can be found at http://untreaty.un.org/cod/avl/ls/D-Amato_HR.html

B. DIVERSITY and AMERICAN LIFE

GENERAL EVENT PLAN

<p>Topic:</p>	<p>Diversity and American Life</p> <p>How the U.S. fosters political, economic, and social pluralism; the geographic, religious, and social diversity of American life; progress in applying American ideals to ethnic minorities and women, including how they address gender-based violence. How American families live and work in cities, towns, and rural areas; how Americans function in communities, worship, work together in organizations, and participate in and support cultural and historical events; the role of volunteerism in American Life.</p>
<p>Suggested activities:</p>	<ul style="list-style-type: none"> A. Development of a Sponsorship Program for IMS. The development of a Sponsorship Program is essential to introducing the IMS to the American people and to learn first-hand about American home and family life, the areas and communities in which our families live and work, and spend our leisure time, how we function, worship and work together in organizations, and participate in cultural and historical events. See Section III for establishing a successful sponsor program. B. Tour of the surrounding communities, to include housing areas, schools, business centers, shopping areas, cultural and historic points of interest. C. Tour or visits to various religious institutions (churches, temples, mosques, etc.). D. Visits to ethnic-American cultural centers/museums, cultural festivals, pow-wows, Chinatown, Little Italy, Indian reservations, etc. E. Visits to National Association for the Advance of Colored People (NAACP), American Civil Liberties Union, etc. F. Participation in national observances for ethnic minorities, visits to ethnic minority displays (e.g. Martin Luther King, Jr. Day, Black History Month, Hispanic History Month, etc.) G. Visits to women’s clubs, domestic crisis centers, women’s suffrage museums/historical sites. H. Visits to historic points of interest, historic activities (e.g. civil-war reenactments), historic community events, etc. I. Visits to national, state and community parks. J. Holiday activities, such as Memorial Day activities, parades, picnics (See Appendix M for information on U.S. Holidays, Observances, and Special Occasions).

Topic Areas Diversity and American Life

<p><i>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</i></p>	<p>See Appendix B, AMENDMENTS I, XIII, XV, XIX</p>
<p><i>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</i></p>	<p>See Appendix C, ARTICLES 1, 2, 17, 18, 22, 25, 26, 27, 29</p>
<p><i>Other learning objective(s) or teaching point(s):</i></p>	<p>A. Free-minimal cost activities are shared by Americans of all races/ colors/creeds and economic levels, and many are organized or run by volunteers.</p> <p>B. Because of strong emphasis on better health, many Americans are taking advantage of family oriented activities to relieve stress and establish stronger family ties.</p> <p>C. Americans are very proud of their cultures and heritages - the antithesis of the "melting pot" theory.</p> <p>D. The arts and literature of the U.S. combine a unique blend of our ancestral origins with the American experience. The following paragraphs under the topic of arts and literature will serve to provide IMSO's with information that will be useful in FSP event prebriefs.</p> <p>The arts and literature reflect the diverse backgrounds, interests and experiences of these "people" called Americans. Much of our art and literature has an "old world" base, yet some is distinctly of U.S. origin. It is this blending of old and new that is an essential characteristic of U.S. arts and literature.</p> <p>Motion pictures are the widest spread form of arts and literature which originated in the U.S. There is not a country in the world which does not partake in this form of entertainment. The U.S. motion picture industry is by far the largest in the world, but many other countries also engage in this industry. Not only does it provide entertainment, it has been used for education, training, and for propaganda purposes. No-fee motion pictures are available through libraries and other nonprofit organizations.</p> <p>In addition to traditional music, the U.S. has developed some distinctive types which have spread throughout the world. Each nation has its own folk music and the U.S. is no different, but because of the motion picture, television and other elements of the entertainment industry, country/western, bluegrass, jazz, disco, and gospel music have become known throughout the world.</p> <p>Over the course of history, the U.S. has produced its share of authors who in turn have written prose and poetry, some of which have been classified</p>

as classical works to enter history along with the great works of the world. However, the majority is produced and then disappears from the public as time moves on. Many written works have been translated into other languages as well. This material is separate from the education and professional works which are produced for specific disciplines.

Art in terms of paintings and related forms has followed a similar track as in other countries, with a large number of individuals producing works in the various styles. Being a relatively new country, the U.S. has produced only a few great artists, such as Grandma Moses, Remington or Russell, who have gained worldwide acclaim. Yet, we also have a large amount of art which can be attributed to the American Indians, especially in the area of silver and turquoise jewelry.

Although U.S. history is relatively short in comparison with many other countries, the U.S. has developed an extensive number of museums, both public and private, which provide a foreign visitor the opportunity to obtain a look into the past. These museums range from specialized, such as the New York Museum of Modern Art; the Buffalo Bill Museum, Cody, Wyoming; to the historic preservation of homes and towns, i.e. Monticello (Thomas Jefferson's home) or the city of Tombstone in Arizona.

Another form of art, although not unique to the U.S., is still distinctive, and that is the architecture of the U.S. In addition to copying styles of other parts of the world, the U.S. has designed some of its own. One of the more famous designers was Frank Lloyd Wright. But what stands out to many foreign visitors are the tall buildings, such as the Empire State Building and the Sears Tower in Chicago. Other manmade structures are also means of demonstrating how the U.S. has overcome natural barriers or harnessed nature. These include the Golden Gate Bridge in San Francisco; Grand Coulee Dam in Washington; or the Fort Peck Dam and reservoir in Montana, just to name a few.

Additionally, many states have passed laws to protect certain geographical features from being closed to the public so that everyone can partake in their use if they so desire. As an example, the state of Oregon has a law which precludes private or commercial ownership of the seacoast property for a certain distance from the high tide mark, and allows access by all to the seacoast.

It would be an oversight not to mention the zoos and botanical gardens and other such facilities which abound in most of the larger cities as well.

NOTE: *If conducting a tour/visit to the various religious institutions, explain to the international students that this FSP activity is simply an illustration of the religious diversity and religious freedom in America as many international visitors do not wish to participate in FSP activities regarding religious themes.*

Topic Areas Diversity and American Life

<i>Event Planning Checklist:</i>	See Appendix F for Sample Event Planning Checklist. (Not applicable for Sponsor Program.)
<i>International Military Student Checklist:</i>	See Appendix G for Sample International Military Student Checklist



IMS Volunteering at USMC Marathon

B. DIVERSITY and AMERICAN LIFE

FSP EVENT INFORMATION

HOW THE U.S. FOSTERS POLITICAL, ECONOMIC, AND SOCIAL PLURALISM

Pluralism is used, often in different ways, across a wide range of topics to denote a diversity of views, and stands in opposition to one single approach or method of interpretation. One general definition of pluralism is:

- A. A condition in which numerous distinct ethnic, religious, or cultural groups are present and tolerated within a society;
- B. The belief that such a condition is desirable or socially beneficial.

Political Pluralism is a participatory type of government in which the politics of the country are defined by the needs and wants of many. Political pluralism is a government of the people, by the people, and for the people. This is similar to the government of the United States of America.

Pluralist democracy requires government power to be dispersed and authority to be decentralized. The U.S. Government's power is limited by our Constitution. To protect against abuses of power by the government, the framers of our Constitution looked to the British model and devised a series of "checks and balances". Powers were given to different branches of government so that no one branch can dominate the others; and each branch's powers are "checked" because they are shared with the others. In our constitutional government, power is distributed among three branches of government as follows:

Legislative Branch (Congress)	Responsible for making laws
Executive Branch (President)	Responsible for carrying out and enforcing laws
Judicial Branch (Supreme Court)	Responsible for handling disputes over the interpretation, application, and enforcement of laws

The Congresses' legislative power to make laws is divided between the House of Representatives and the Senate. Each house checks the other. The President (Executive Branch) can check Congress by vetoing its laws. The Supreme Court can check both Congress' and the President's powers by declaring their laws unconstitutional.

The Constitution also divides powers between the national Government and the states, a system known as "Federalism". The national government's powers include regulating interstate and foreign trade, creating and maintaining the armed forces, establishing foreign policy, declaring war, and coining money. Powers reserved to the states include regulating trade within the state, establishing local government and schools, and providing for the public's safety. Shared power between the national and state governments includes the power to build roads and collect taxes.

American citizens and special interest groups (e.g. environmental groups, gun control groups) make their needs and desires known through contact with their state and national representatives. Citizens also influence the decisions and laws of government through their vote. If a representative or the

Topic Areas Diversity and American Life

political party in control fails to meet the needs of the people, it will be reflected in the next congressional or presidential election. It is a citizen's right *and duty* to vote if he or she wants to have a voice in the government's decisions.

Economic Pluralism is the diversity of economic methods. The term mixed economy was coined to describe economic systems which stray from the ideals of either the free market, or various planned economies, and "mix" with elements of each other.

The elements of a mixed economy typically include a variety of freedoms. For example, this includes the freedom to possess means of production (farms, factories, stores, etc.); to participate in managerial decisions (cooperative and participatory economics); to travel (needed to transport all items in commerce, etc.); to buy (items for personal use, resale); to sell (same as buy); to hire (to create organizations that create wealth); to fire (to maintain organizations that create wealth); to organize.

Mixed economies include tax-funded, subsidized, or state-owned factor of production, infrastructure, and services. Examples include libraries, roads, schools, hospitals, banks, telephone and mail services, energy services, water systems, subsidies to agriculture and other businesses, government-granted monopolies to otherwise private businesses, legal assistance, and government-funded or state-run research and development agencies. They also provide some autonomy over personal finances, but including involuntary spending and investments. Examples include transfer payments and cash benefits (welfare for the poor, social security for the aged and infirm), government subsidies to businesses, and mandatory insurance, such as automobile insurance.

Mixed economies are also restricted by various laws and regulations, such as environmental, labor, and consumer regulations; antitrust and intellectual property laws and laws for incorporation; protectionism and import and export controls. Taxes and fees are also written or enforced with manipulation of the economy in mind.

Although the U.S. encourages capitalism (private investment, freedom to buy, sell, and profit), it fosters pluralism through regulation of the economy in many ways. The U.S. economy is considered a mixed economy. Some elements of our mixed economy include:

- A central U.S. bank (the Federal Reserve).
- Many cities provide public transit as competition against private options, an indirect form of price control.
- The U.S. Postal Service is a public mail service that exists alongside private options such as FedEx or UPS.
- Most road networks are government built and maintained, although private citizens and companies are allowed to "sponsor" a highway or road to ease some of the financial strain.
- Both public and private schools are available for children.
- Waste collection and treatment are usually provided as a service by the local government, though most local governments pay private companies to perform the service.
- State and local governments provide guaranteed police and firefighting support, though private security forces are available.
- Intercity passenger rail (Amtrak) is a nationalized industry, as are many local trains.

Topic Areas Diversity and American Life

- American airports are government operated but all American airlines are private.
- The FDA must test and approve a drug or chemical before it is allowed to be sold on the market.
- State and Federal governments have minimum wage laws, though several occupations are exempt from the rules, such as wait-staff, who make up most of their income from tips.
- The government provides a social safety net through methods such as Social Security and unemployment benefits.
- All Americans over the age of 65 are eligible for Medicare, a public health insurance option.
- Most agriculture has been subsidized.
- The Federal government has the power to loan money to failing businesses, in the form of bailouts, as a means of keeping markets afloat and preventing sudden unemployment. These bailouts usually come with significant constraints to prevent the businesses from spending the money frivolously.

Social Pluralism can be defined as a condition in which numerous distinct ethnic, religious, or cultural groups are present and tolerated within a society and the belief that such a condition is desirable or socially beneficial.

The U.S. is a multicultural society. The American Indians were the first inhabitants of the land. The first settlers were mainly British in origin and Protestant in religion. In the 18th century, an influx of immigrants arrived from western Germany, followed by waves of immigrants from Ireland, Germany, Italy, Poland, Russians, other Europeans, and Orientals. In the 19th century, the traffic in slaves brought many Blacks from Africa. These immigrants and their descendants have historically comprised the major minority groups in the nation, such status being derived from their religion, race, or national origin.

Those who came between 1880 and 1910 differed more markedly from the dominant Anglo-Saxon Protestant majority in religion and culture. For them assimilation has proven more difficult, but most of these groups have been successfully integrated into American life.

Since 1945, the U.S. has continued to be a haven for oppressed people. After World War II, there was an influx of people from Eastern European countries. These, too, generally were assimilated into society in areas where earlier immigrants from these same countries were located. During the 1960's and 1970's America experienced an influx of people from Cuba and Vietnam.

More recently, there has been an influx of immigrants from the Caribbean Islands, and those of Hispanic ancestry, primarily from Mexico and South America. Unlike earlier immigrants, not *all* in this latest group are entering the country legally and we are now facing problems associated with the vast numbers of illegal immigrants entering our country.

America's population, then, is diverse in culture and religion. The majority of the population of the U.S. is of European origin. Many Americans report multiple ancestries. Major racial and national minority groups include blacks (either of U.S., African, or Caribbean parentage), Chinese, Filipinos, Japanese, Mexicans, and other Spanish-speaking peoples of the Americas. According to the 2010 Census, it was estimated that whites comprised 63.7%, of the U.S. population; Hispanics, 16.3%; blacks or African Americans, 12.6%; Asians and Pacific Islanders, 5.0%; and Native Americans Indians—(more commonly known as Indians, Eskimos, and Aleuts), 0.9%; Two or more races, 1.5%. It is expected that these numbers will change considerably in the 2020 Census.

Topic Areas Diversity and American Life

The U.S. fosters social pluralism in several ways. A few examples are listed below.

U.S. immigration policy fosters social diversity. First, it serves to reunite families by admitting immigrants who already have family members living in the U.S. Second, it seeks to admit workers with specific skills and to fill positions in occupations deemed to be experiencing labor shortages. Third, it attempts to provide a refuge for people who face the risk of political, racial, or religious persecution in their country of origin. Finally, it seeks to ensure diversity by providing admission to people from countries with historically low rates of immigration to the U.S.

Title VII of the Civil Rights Act of 1964 makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws on discrimination. Most employers with at least 15 employees are covered by EEOC laws (20 employees in age discrimination cases). Most labor unions and employment agencies are also covered. The laws apply to all types of work situations, including hiring, firing, promotions, harassment, training, wages, and benefits.

The EEOC has the authority to investigate charges of discrimination against employers who are covered by the law. Its role in an investigation is to fairly and accurately assess the allegations in the charge and then make a finding. If the EEOC finds that discrimination has occurred, it will try to settle the charge. If it isn't successful, it has the authority to file a lawsuit to protect the rights of individuals and the interests of the public. This organization also works to prevent discrimination before it occurs through outreach, education and technical assistance programs.

The EEOC also provides leadership and guidance to federal agencies on all aspects of the federal government's equal employment opportunity program. EEOC assures federal agency and department compliance with EEOC regulations, provides technical assistance to federal agencies concerning EEO complaint adjudication, monitors and evaluates federal agencies' affirmative employment programs, develops and distributes federal sector educational materials and conducts training for stakeholders, provides guidance and assistance to its Administrative Judges who conduct hearings on EEO complaints, and adjudicates appeals from administrative decisions made by federal agencies on EEO complaints.

A federal agency has been created specifically to foster the establishment and growth of women and ethnic minority-owned businesses. It is the Minority Business Development Agency (MBDA). The MBDA provides funding for a network of Minority Business Development Centers, Native American Business Development Centers, and Business Resource Centers located throughout the country. The centers provide minority entrepreneurs with personalized assistance in writing business plans, marketing, management and technical assistance, and financial planning to secure adequate financing for business ventures.

In addition, the Small Business Administration's 8(a) and Small Disadvantaged Business programs assist minority, female and other disadvantaged businesses seek government contracts. These two programs are designed to provide opportunities for access to lucrative contract opportunities with federal government agencies. Companies certified under these programs are sought by government agencies and large prime contractors to perform contracts in a wide variety of industries.

Each year, the U.S. Government agencies and many universities acknowledge the contributions and major holidays of our ethnic populations through observances. Examples include religious holidays such as the Nativity (Christian holiday), Passover (Jewish holiday) and observances such as African-American

Topic Areas Diversity and American Life

History Month, Asian-Pacific Islander Month, National Hispanic Heritage Month, American Indian Heritage Month History Month.

THE GEOGRAPHIC, RELIGIOUS, AND SOCIAL DIVERSITY OF AMERICA LIFE

Geographic Diversity

The U.S. consists of forty-eight adjacent states in North America, and Alaska, a peninsula which forms the northwestern most part of North America, and Hawaii, an archipelago in the Pacific Ocean. There are several U.S. territories in the Pacific and Caribbean. The term "United States", when used in the geographical sense, means the continental U.S., Alaska, Hawaii, Puerto Rico, Guam, and the Virgin Islands of the U.S. Our country shares land borders with Canada and Mexico and maritime (water) borders with Russia, Cuba, and The Bahamas.

The eastern U.S. has a varied topography. A broad, flat coastal plain lines the Atlantic and Gulf shores from the Texas-Mexico border to New York City, and includes the Florida peninsula. Areas further inland feature rolling hills and temperate forests. The Appalachian Mountains form a line of low mountains separating the eastern seaboard from the Great Lakes and the Mississippi Basin. The five Great Lakes are located in the north-central portion of the country, four of them forming part of the border with Canada. The southeast U.S. contains subtropical forests and, near the gulf coast, mangrove wetlands, especially in Florida. West of the Appalachians lies the Mississippi River basin and two large eastern tributaries, the Ohio River and the Tennessee River. The Ohio and Tennessee Valleys and the Midwest consist largely of rolling hills and productive farmland, stretching south to the Gulf Coast.

The Great Plains lie west of the Mississippi River and east of the Rocky Mountains. A large portion of the country's agricultural products are grown in the Great Plains. Elevation rises gradually from less than a few hundred feet near the Mississippi River to more than a mile high in the High Plains. The generally low relief of the plains is broken in several places, most notably in the Ozark and Ouachita Mountains, which form the U.S. Interior Highlands, the only major mountainous region between the Rocky Mountains and the Appalachian Mountains. The Great Plains come to an abrupt end at the Rocky Mountains. The Rocky Mountains form a large portion of the Western U.S., entering from Canada and stretching nearly to Mexico. The Rocky Mountains generally contain fairly mild slopes and low peaks compared to many of the other great mountain ranges, with a few exceptions (such as the Teton Mountains in Wyoming and the Sawatch Range in Colorado). In addition, instead of being one generally continuous and solid mountain range, it is broken up into a number of smaller, intermittent mountain ranges, forming a large series of basins and valleys.

West of the Rocky Mountains lies the Intermontane Plateaus (also known as the Intermountain West), a large, arid desert lying between the Rockies and the Cascades and Sierra Nevada ranges. The large southern portion, known as the Great Basin, consists of salt flats, drainage basins, and many small north-south mountain ranges. The Southwest is predominantly a low-lying desert region. A portion known as the Colorado Plateau, centered on the Four Corners region, is considered to have some of the most spectacular scenery in the world. It is accentuated in such national parks as Grand Canyon, Arches, and Bryce Canyon, among others. The Grand Canyon is among the most famous locations in the country.

The Intermontane Plateaus come to an end at the Cascade Range and the Sierra Nevada. The Cascades consist of largely intermittent, volcanic mountains rising prominently from the surrounding landscape. The Sierra Nevada, further south, is a high, rugged, and dense mountain range. It contains the highest point in the contiguous 48 states, Mount Whitney (14,505ft/4,421m). These areas contain some spectacular scenery as well, as evidenced by such national parks as Yosemite and Mount Rainier. West

Topic Areas Diversity and American Life

of the Cascades and Sierra Nevada is a series of valleys, such as the Central Valley in California and the Willamette Valley in Oregon. Along the coast is a series of low mountain ranges known as the Pacific Coast Ranges. Much of the Pacific Northwest coast is inhabited by some of the densest vegetation outside of the Tropics, and also the tallest trees in the world (the Redwoods).

Alaska contains some of the most dramatic and untapped scenery in the country. Tall, prominent mountain ranges rise up sharply from broad, flat tundra plains. On the islands off the south and southwest coast are many volcanoes. Hawaii, far to the south of Alaska in the Pacific Ocean, is a chain of tropical, volcanic islands, popular as a tourist destination for many from East Asia and the mainland U.S. The geography of the U.S. varies across their immense area.



IMS Observing Cotton Spinning at Texas Institute of Culture

Religious Diversity of America

Religion is one of the most important of the many ways in which Americans "get involved" in the life of their community and society. Americans give more money and donate more time to religious bodies and religiously associated organizations than to all other voluntary associations put together.

Native American religious beliefs and rituals were as numerous as the tribes inhabiting North America. At the time of European contact, all but the simplest indigenous cultures in North America had developed coherent religious systems that included creation myths that were transmitted orally from one generation to the next. Most native peoples worshiped an all-powerful, all-knowing Creator or "Master Spirit". They also venerated or placated a host of lesser supernatural entities, including an evil god who dealt with disaster, suffering, and death. In addition, the members of most tribes believed in the immortality of the human soul and an afterlife.

America itself had religious meaning to the colonists from the very beginning. The conjunction of the Protestant reformation and the discovery and settlement of a new world made a profound impression on the early colonists. They saw their task of settlement as God-given: an "errand into the wilderness", an experiment in Christian living, the founding of a "city on a hill". Many early settlers were refugees from religious persecution in England. They sought religious freedom, not as we would conceive of it today, but rather to escape from a religious establishment with which they disagreed in order to found a new established church. They were seeking religious uniformity, not religious diversity.

Indeed, a pattern of establishment characterized most of the American colonies throughout their history. William Penn established his land grant, Pennsylvania, as a haven for the Society of Friends, better known as Quakers. French Protestants, Huguenots, landed at Port Royal, South Carolina in the 1500's. Lord Baltimore established Maryland as a Catholic colony; and the pilgrims, fleeing persecution in England and Holland, settled the New England colonies. Only Georgia, established as a penal colony, seems to have broken from this pattern.

In colonial New England, the roles of Christian and citizen, though not fused, were very closely linked. The minister was a public officer, chosen by the town and not only by church members. Even when dissent gradually came to be tolerated, the established congregational church was the focus of community life and its unifying institution. Sermons were preached annually on Election Day. What has been called New England "communalism" valued order, harmony, and obedience to authority, and these values centered on the figure of the "settled minister". Such a minister was "both the keeper and purveyor of the public culture, the body of fundamental precepts and values that defined the social community, and an enforcer of the personal values and decorum that sustained it".

This tight linkage of religion and public life that characterized the early New England "standing order" was challenged long before the revolution, although at the local level it survived with remarkable resiliency all through the eighteenth century. The sheer diversity of religious groups, the presence of principled dissenters, and the fact that even those who believed in establishment found themselves dissenters in colonies where another church other than their own prevailed. Diversity of opinion was compounded by a small, but very influential, group of deists and rationalists scattered through the colonies. It would be a mistake to think of them as atheists - they almost all believed in God - but some of them did not accept the authority of biblical revelation and believed that one's religious views could be derived from reason alone.

Topic Areas Diversity and American Life

It was undoubtedly pressure from the dissenting sects, with their large popular following, on the one hand, and from that significant portion of the educated and politically effective elite influenced by enlightenment thought on the other, that finally led to the disestablishment of religion from the state. On a national level, it would have been as impossible for the colonies to agree on a national church - none has ever been established. At the state level, successive waves of immigration made the population too religiously diverse to proclaim a public religion. Besides, as with other large, widespread institutions, Americans have a deep, distrust of regulation from outside the immediate community. For this reason, the Church of England (Anglican) broke away at the time of the revolution and became the Episcopalian church at home. Likewise, the Church of Scotland became the Presbyterian Church. And even though these institutions have nation-wide affiliations, each individual church is governed for the most part at the local community level. By the early decades of the nineteenth century, the older communal and hierarchical society was rapidly giving way in the face of increasing economic and political competition, and religious change accompanied social change. Even in the longer-settled areas, ministers could no longer count on the deference due to them as part of a natural elite, while in the newer and rapidly growing western states no such hierarchical society had ever existed. With rapid increases in the numbers of Baptists and Methodists, religious diversity became more pronounced than ever. By the 1850's, a new pattern of religious life had emerged, significantly privatized relative to the colonial period, but still with important public functions.

In addition, non-Protestant immigrants, such as Roman Catholics and Jews arrived in the nineteenth century. The twentieth century saw the spectrum of religious diversity expand even further, from Protestants, Catholics, and Jews to a wide range of Asian religions: Hinduism, Buddhism, Shinto, Sikhism, Jainism, and many others. At the same time, various indigenous religions gained in popularity: Mormonism, Christian Science, Jehovah's Witnesses, and the Nation of Islam, to name only a few.

The American pattern of privatizing religion has proven highly compatible with the religious pluralism that has characterized America from the colonial period and grown more and more pronounced. If the primary contribution of religion to society is through developing the character and conduct of citizens, any religion, large or small, familiar or strange, can be of equal value to any other. Diversity of religious practice has been seen as legitimate because religion is perceived as a matter of individual choice, with the implicit qualification that the practices themselves accord with public decorum and the adherents abide by the moral standards of the community.

There are thousands of local places of worship in the U.S., representing an enormous range of variation in doctrine and worship - including Christians, Muslims, Buddhists, Jews, and others. Most American communities contain a variety of churches and places of worship, and the larger the community the greater the variety. In smaller towns and older suburbs, church buildings draw significant public attention. They cluster around the town square or impressively punctuate the main streets. According to a 2007 Pew Research Center survey, religious preferences in the U.S. are: Christianity 79%; Unaffiliated and other 17%; Judaism 1.7%; Buddhist 0.7%; Islam 0.6% (somewhere between 5-8 million people are Muslim); and Hinduism 0.4%.

The American religious community has never spoken with one voice. On occasion, a significant part of the religious community has mounted a successful crusade that the nation as a whole later came to feel was unwise - for example, the temperance movement that led to a Constitutional Amendment prohibiting the sale of alcoholic beverages in the U.S.

Topic Areas Diversity and American Life

One of the most significant social movements of recent times, a movement overwhelmingly religious in its leadership that changed the nature of American society was under the leadership of Martin Luther King, Jr. The civil rights movement called upon Americans to transform their social and economic institutions with the goal of building a just national community that would respect both the differences and the interdependence of all its members. It did this by combining biblical and republican themes in a way that included, but transformed the culture of individualism.

The church has a still-important role to play in the formulation of national values, ethics, and morals. Beginning with the court of Franklin Roosevelt, the Supreme Court has divested American law from our religious cultural heritage. The justices have more pronouncedly than ever based their interpretations of law on the written verbiage of the U.S. Constitution and increasingly less on the intentions of the founding fathers. The Bible has become less and less an authority for the adjudication of complex legal issues.

This trend has led to the complete disestablishment of church and state. American secondary schools, which were originally intended to provide religious education, have evolved to produce responsible citizens. The ethics and morals of citizenship, however, must be taught in a complete void of American religious heritage. Since the 1960's, American law has forbade organized prayer in public schools. As late as 1992, such common and traditional rites as non-denominational benedictions at graduations have been banned from many schools. Issues arise over the portrayal of Christmas Nativity scenes at or on public land. And even such long-standing verbiage on U.S. coins - In God We Trust - has come under attack.

Still, the values parents pass on to their children are, for the most part, those of our traditional, Judeo-Christian heritage. Without the benefit of religious reference in our public education system, parents must rely on Sunday schools or their own tutoring to impart moral values. With this disestablishment of the church to the community level and with the sheer vast diversity of the various sects and churches in this nation, one must wonder how we, as Americans, can claim any moral standards whatsoever. The answer lies in a greater promotion of friendly relations among churches to bring the majority of religions, sects, and denominations together on our basic values. For this reason, issues which are not given a second thought in nations possessing a religious homogeneity or majority, become major causes in the U.S. The right to have abortions and civil rights for homosexuals are cases which immediately come to mind. Until reconciliation of traditional values occurs among the majority of churches, the independent and political debates will remain long and heated.

Social Diversity

U.S. society is composed of many different groups of people from all areas of the world.

People first arrived in America from Eurasia a minimum of 12,000 years ago and became what we now call Native Americans. Early populations of American Natives included numerous tribes in different parts of America. These included the following tribes, among others: the Cherokee and Seminoles in the Southeast; the Iroquois Tribes, such as the Mohawk, Oneida, Onondaga, Cayuga, Seneca, Tuscarora, and the Algonquian and Great Lake Tribes, such as the Ojibwa, Delaware, Powhatan, Massachuset, and Cree tribes in the Northeast; the Navajo, Apache, and Pueblo, such as Zuni, Hopi, and Rio Grande Pueblo, tribes in the Southwest; the Costal Indians such as the Tlingit, Chinook, and Makah tribes in the Pacific Northwest Coast; and the Sauk, Fox, Cheyenne, Arapaho, Sioux, Blackfeet, Comanche, and Pawnee tribes in the Plains area in central North America; the Inuit tribe in the North; and the Pomo tribe in the West.

Topic Areas Diversity and American Life

In more recent history, millions of women and men from around the world decided to immigrate to the U.S. That fact constitutes one of the central elements in the country's overall development, involving a process fundamental to its pre-national origins, its emergence as a new and independent nation, and its subsequent rise from being an Atlantic outpost to a world power, particularly in terms of its economic growth. Immigration has made the United States of America.

Like many other settler societies, the U.S., before it achieved independence and afterward, relied on the flow of newcomers from abroad to people its relatively open and unsettled lands. Immigration, however, played a key role not only in making America's development possible but also in shaping the basic nature of the society. Its history falls into distinct time periods, each of which involved varying rates of migration from distinctly different places in the world. Each reflected, and also shaped, much about the basic nature of American society and economy.

In the 17th century through the early 19th century immigrants came from a range of places, including the German-speaking area of the Palatinate, France (Protestant Huguenots), and the Netherlands. Other immigrants were Jews, also from the Netherlands and from Poland, but most immigrants of this era tended to hail from the British Isles, with English, Scottish, Welsh, and Ulster Irish gravitating toward different colonies (later states) and regions. One group of immigrants deserves some special attention because their experience sheds much light on the forces impelling migration. In this era, considerable numbers of women and men came as indentured servants. They entered into contracts with employers who specified the time and conditions of labor in exchange for passage to the New World. While they endured harsh conditions during their time of service, as a result of their labors, they acquired ownership of small pieces of land that they could then work as independent yeoman farmers.

The 1820s ushered in the first era of mass migration. From that decade through the 1880s, about 15 million immigrants made their way to the U.S., many choosing agriculture in the Midwest and Northeast, while others flocked to cities like New York, Philadelphia, Boston, and Baltimore.

The American Midwest, as it emerged in the middle of the 19th century as one of the world's most fertile agricultural regions, became home to tight-knit, relatively homogeneous communities of immigrants from Sweden, Norway, Denmark, Bohemia, and various regions. This era saw the first large-scale arrival of Catholic immigrants to the largely Protestant U.S. the arrival of small numbers of Chinese men to the American West.

Previous immigrants had made their way to the U.S. via sail power, innovations in steam transportation made it possible for larger ships to bring larger loads of immigrants to the U.S. The immigrants of this era tended to come from southern and Eastern Europe, regions undergoing at the end of the 19th and beginning of the 20th centuries the same economic transitions that western and northern Europe had earlier experienced. As among the immigrants of the earlier period, young people dominated the newcomers. This wave of migration, which constituted the third episode in the history of U.S. immigration, could better be referred to as a flood of immigrants, as nearly 25 million Europeans made the voyage. Italians, Greeks, Hungarians, Poles, and others speaking Slavic languages constituted the bulk of this migration. Included among them were 2.5 to 3 million Jews.

Each group evinced a distinctive migration pattern in terms of the gender balance within the migratory pool, the permanence of their migration, their literacy rates, the balance between adults and children, and the like. But they shared one overarching characteristic: They flocked to urban destinations and made up the bulk of the U.S. industrial labor pool, making possible the emergence of such industries as

steel, coal, automobile, textile, and garment production, and enabling the U.S. to leap into the front ranks of the world's economic giants.

Their urban destinations, their numbers, and perhaps a fairly basic human antipathy towards foreigners led to the emergence of a second wave of organized racial intolerance. By the 1890s, many Americans, particularly from the ranks of the well-off, white, native-born, considered immigration to pose a serious danger to the nation's health and security. In 1893 a group of them formed the Immigration Restriction League, and it, along with other similarly inclined organizations, began to press Congress for severe curtailment of foreign immigration.

There were some restrictions on immigration over the course of the late 19th and early 20th centuries, but immediately after the end of World War I (1914-1918) and into the early 1920s, Congress changed the nation's basic policy about immigration. The National Origins Act in 1921 (and its final form in 1924) not only restricted the number of immigrants who might enter the U.S. but also assigned slots according to quotas based on national origins. A complicated piece of legislation, it essentially gave preference to immigrants from northern and Western Europe, severely limited the numbers from eastern and southern Europe, and totally eliminated immigrants from Asia.

The legislation excluded the Western Hemisphere from the quota system. Immigrants could and did move quite freely from Mexico, the Caribbean (including Jamaica, Barbados, and Haiti), and other parts of Central and South America. This era, which reflected the application of the 1924 legislation, lasted until 1965. During those 40 years, the U.S. began to admit, case by case, limited numbers of refugees. Jewish refugees from Nazi Germany before World War II, Jewish Holocaust survivors after the war, non-Jewish displaced persons fleeing Communist rule in eastern Europe, Hungarians seeking refuge after their failed uprising in 1956, and Cubans after the 1960 revolution managed to find haven in the U.S. because their plight moved the conscience of Americans, but the basic immigration law remained in place.

This all changed with passage of the Immigration and Nationality Act of 1965, also known as the Hart-Celler Act, a by-product of the civil rights revolution and a jewel in the crown of President Lyndon Johnson's Great Society programs. The measure had not been intended to stimulate immigration from Asia, the Middle East, Africa, and elsewhere in the developing world. Rather, by doing away with the racially based quota system, its authors had expected that immigrants would come from the "traditional" sending societies such as Italy, Greece, and Poland, places that labored under very small quotas in the 1924 law. The law replaced the quotas with preference categories based on family relationships and job skills, giving particular preference to potential immigrants with relatives in the U.S. and with occupations deemed critical by the U.S. Department of Labor. But after 1970, following an initial influx from those European countries, immigrants began to hail from places like Korea, China, India, the Philippines, and Pakistan, as well as countries in Africa. By 2000 immigration to the U.S. had returned to its 1900 volume, and the U.S. once again became a nation formed and transformed by immigrants.

Now in the early 21st century, American society once again finds itself locked in a debate over immigration and the role of immigrants in American society. To some, the new immigrants have seemed unwilling or unable to assimilate into American society, too committed to maintaining their transnational connections, and too far removed from core American values. As in past eras, some critics of contemporary immigrants believe that the newcomers take jobs away from Americans and put undue burdens on the educational, welfare, and health care systems. Many participants in the debate consider a large number of illegal immigrants to pose a threat to the society's basic structure.

Topic Areas Diversity and American Life

The immigrants, however, have supporters who point out that each new immigrant wave inspired fear, suspicion, and concern by Americans - including the children and grandchildren of earlier immigrants - and that Americans claimed, wrongly, that each group of newcomers would somehow not fit in and would remain wedded to their old and foreign ways. So too advocates of immigration and most historians of immigration argue that immigrants enrich the U.S., in large measure because they provide valuable services to the nation.

In every era of U.S. history, from colonial times in the 17th century through the early 21st century, women and men from around the world have opted for the American experience. They arrived as foreigners, bearers of languages, cultures, and religions that at times seemed alien to America's essential core. Over time, as ideas about U.S. culture changed, the immigrants and their descendants simultaneously built ethnic communities and participated in American civic life, contributing to the nation as a whole.

PROGRESS IN APPLYING AMERICAN IDEALS TO ETHNIC MINORITIES AND WOMEN, AND HOW THEY ADDRESS GENDER-BASED VIOLENCE

Every large society contains ethnic minorities. Their style of life, language, culture and origin can differ from the majority. While there is no legal definition of national (ethnic) minorities in international law, national minority can be theoretically defined as a group of people within a given national state:

- A. Which is numerically smaller than the rest of population of the state or a part of the state.
- B. Which is not in a dominant position.
- C. Which has culture, language, religion, race etc. distinct from that of the rest of the population.
- D. Whose members have a will to preserve their specificity.
- E. Whose members are citizens of the state where they have the status of a minority.
- F. Which have a long-term presence on the territory where it has lived.

"National minority" immigrants and their descendants have historically comprised the major minority groups in the nation, such status being derived from their religion, race, or national origin. The question of "minority rights" has been largely one of extending the full rights of American citizens to such groups.

The earliest groups of settlers from the British Isles, Germany, France, Scandinavia, the Netherlands, and Ireland found it easier to make a place for them in American society. The Irish were different in religion from the majority of Americans, but they spoke the same language; many of the Germans and Scandinavians belonged to the Protestant majority. Furthermore, the relative ease of obtaining land in the west and the great need for labor by our developing industrial system provided avenues for economic and social betterment. The "know-nothing" movement of the 1840s and 1850s attests to the fact that hostility and discrimination were not absent, but on the whole, those immigrants were fairly well established as citizens with full rights by the end of the 19th century.

Those who came between 1880 and 1910 differed more markedly from the dominant Anglo-Saxon Protestant majority in religion and culture, and for them assimilation has proved more difficult. However, in the great "melting pot" of the city, as well as on the land, most of these groups have been successfully integrated into American life.

After World War II the U.S. has continued to be a haven for oppressed people as there was an influx of people from the eastern European countries which came under the communist sphere of influence.

These generally were assimilated into society in areas where earlier immigrants from these same countries were located. With the Cuban crisis, the Vietnam War and the refugees from the Caribbean islands, the U.S. experienced different problems:

- A. Members of the early exodus from Cuba were generally educated and localized in southern Florida but became a part of the U.S. society, whereas the later group of "immigrants" poses different problems. It was discovered that Castor cleaned out a large number of criminals and transferred this problem to the U.S.
- B. The Vietnamese refugees have posed unique problems because by color and language they are readily identified and became a target of interest. Because of their ability and drive, they have successfully entered the U.S. work force and in competition with others have caused friction which occasionally received nationwide press coverage. They are much more of a target of expression of concern than were the European refugees who blended in with society.

Another large minority is the people of Hispanic ancestry (or Spanish speaking), predominantly from Mexico and Puerto Rico. This group can be divided into two major subgroups - the urban-oriented, predominantly in the large eastern cities and the migrant worker of the southern and western states.

One minority which is generally glossed over but which has been the target of much discrimination and violations is the American Indians. Granted they have received "protection" under a separate body of laws, but it has only been in recent years that they have spoken up to receive equal treatment under the laws.

The most spectacular change in our society in recent times has been in the status of the black. The largest single minority is the blacks (or African-Americans). It has taken a full century to overcome the scars of the civil war and the slave system that it abolished in law but is now in social custom. Not until they began to demand their rights like other Americans did the rest of the country pay much attention to their unequal position. They became the leading edge in the fight for civil rights which has improved the lot of all minorities. Until the last two decades, blacks benefitted little from the growing integration of minority groups into American life. Their "visibility" is an important reason for this. White immigrants, once they acquired American cultural traits, easily merged with the majority. Blacks could not do this. Until recently, they were concentrated in an area where doctrines of white supremacy dominated the thinking and attitudes of a large segment of the population. In such areas both law and custom contributed to discrimination in the treatment of blacks.

The first legislative attempts to assure African Americans an equal political and legal status were the Civil Rights Acts of 1866, 1870, 1871, and 1875. Those acts bestowed upon African Americans such freedoms as the right to sue and be sued, to give evidence, and to hold real and personal property. The 1866 act was of dubious constitutionality and was reenacted in 1870 only after the passage of the Fourteenth Amendment. The fourth Civil Rights Act attempted to guarantee to the African Americans those social rights that were still withheld. It penalized innkeepers, proprietors of public establishments, and owners of public conveyances for discriminating against African Americans in accommodations, but was invalidated by the Supreme Court in 1883 on the ground that these were not properly civil rights and hence not a field for federal legislation.

After the Civil Rights Act of 1875 there was no more federal legislation in this field until the Civil Rights Acts of 1957 and 1960, although several states passed their own civil-rights laws. The 20th-century struggle to expand civil rights for African Americans involved the National Association for the Advancement of Colored People, the Congress of Racial Equality, the Urban League, the Southern

Topic Areas Diversity and American Life

Christian Leadership Conference, and others. The civil-rights movement, led especially by Martin Luther King, Jr., in the late 1950s and 60s, and the executive leadership provided by President Lyndon B. Johnson, encouraged the passage of the most comprehensive civil-rights legislation to date, the Civil Rights Act of 1964; it prohibited discrimination for reason of color, race, religion, or national origin in places of public accommodation covered by interstate commerce, i.e., restaurants, hotels, motels, and theaters. Besides dealing with the desegregation of public schools, the act, in Title VII, forbade discrimination in employment. Title VII also prohibited discrimination on the basis of sex.

In 1965 the Voting Rights Act was passed, which placed federal observers at polls to ensure equal voting rights. The Civil Rights Act of 1968 dealt with housing and real estate discrimination. In addition to congressional action on civil rights, there was action by other branches of the government. The most notable of these were the Supreme Court decisions in 1954 and 1955 declaring racial segregation in public schools unconstitutional and the court's rulings in 1955 banning segregation in publicly financed parks, playgrounds, and golf courses.

Through pressure by the federal government on firms holding government contracts, thousands of black workers have been employed in manufacturing plants. Restrictions on where blacks may dine and where they may stay overnight in hotels and motels have disappeared, as have restrictions of where they may live in northern cities. Most of these changes have been more rapid than changes in the pattern of school segregation, and they have taken place both in the north and south. In all of this discussion of minorities and civil rights, it is important to emphasize this point: all of the Constitutional guarantees of civil rights and all of the laws and court decisions designed to implement and protect them apply to all citizens, be they members of minorities or of the majority. The present problem arises from the fact that the majority will not extend all of these rights to certain minorities for one reason or another. Unrest and agitation are the result of a self-conscious quest by one of these minorities - the blacks - to obtain equal rights with the majority. They are no longer content with "second-class citizenship". It is worth noting that while many recent laws and decisions were triggered by the blacks' struggle for equal rights, many of the gains made apply to everyone, members of minorities and of the majority alike.

Women traditionally had been regarded as inferior to men physically and intellectually. Both law and theology had ordered their subjection. Women could not possess property in their own names, engage in business, or control the disposal of their children or even of their own persons. Although Mary Astell and others had pleaded earlier for larger opportunities for women, the first feminist document was Mary Wollstonecraft's *Vindication of the Rights of Women* (1792). In North America, although Abigail Adams and Mercy Otis Warren pressed for the inclusion of women's emancipation in the Constitution, the feminist movement really dates from 1848, when Elizabeth Cady Stanton, Lucretia Coffin Mott, and others, in a women's convention at Seneca Falls, N.Y., issued a declaration of independence for women, demanding full legal equality, full educational and commercial opportunity, equal compensation, the right to collect wages, and the right to vote. Led by Elizabeth Cady Stanton and Susan Brownell Anthony, the movement spread rapidly and soon extended to Europe.

Little by little, women's demands for higher education, entrance into trades and professions, married women's rights to property, and the right to vote were conceded. In the U.S. after woman suffrage was won in 1920, women were divided on the question of equal standing with men (advocated by the National Woman's party) versus some protective legislation; various forms of protective legislation had been enacted in the 19th century., e.g., limiting the number of hours women could work per week and excluding women from certain high-risk occupations.

Topic Areas Diversity and American Life

In the 1960s feminism experienced a rebirth, especially in the U.S. The National Organization for Women (NOW), formed in 1966, had over 400 local chapters by the early 1970s. NOW, the National Women's Political Caucus, and other groups pressed for such changes as abortion rights, federally supported child care centers, equal pay for women, the occupational upgrading of women, and removal of all legal and social barriers to education, political influence, and economic power for women.

With the leadership of women such as Bella Abzug, Betty Friedan, and Gloria Steinem, the Equal Rights Amendment was pushed through Congress in 1972, but by 1982 it fell short of ratification. While Title IX of the Education Amendments of 1972 prohibited discrimination based on sex, the Roe v. Wade court decision, legalizing abortion, energized an antiabortion, antifeminist backlash. Nevertheless, the movement begun in the 1960s resulted in a large number of women moving into the workplace (59.8% of civilian women over age 16 were working in 1997, compared to 37.7% in 1960) and in broad changes in society.

GENDER-BASED VIOLENCE

An area of concern with respect to women is gender-based violence. Gender-based violence (GBV) is violence involving men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm. Though it was long regarded a private matter, it is now recognized by the international community as a violation of human rights, rooted in women's subordinate status. In Australia, Canada, Israel, South Africa and the U.S., between 40 and 70 per cent of female murder victims were killed by their male partners. In the U.S. gender-based violence is commonly known as domestic violence.

Women are more likely to be victimized by someone that they are intimate with, commonly called "Intimate Partner Violence" or (IPV). The impact of domestic violence in the sphere of total violence against women can be understood through the above example that 40-70% of murders of women are committed by their husband or boyfriend. Studies have shown that violence is not always perpetrated as a form of physical violence but can also be psychological and verbal. In unmarried relationships this is commonly called dating violence, whereas in the context of marriage it is called domestic violence. Instances of IPV tend not to be reported to police and thus many experts believe that the true magnitude of the problem is hard to estimate. In the U.S., in 2005, 1181 women, in comparison with 329 men, were killed by their intimate partners.

In the 1870s courts in the U.S. stopped recognizing the common-law principle that a husband had the right to "physically chastise an errant (misbehaving) wife". More recently, legislation has been passed to address this issue.

First passed in 1994, the Violence Against Women Act (VAWA) made domestic violence and sexual assault crimes. Over the next several years, the VAWA created new punishments for these crimes and gave agencies helping victims more funding to improve their services, stalking and dating violence were added to the list of crimes covered by the law, and more funding was added for legal aid programs for victims. Added programs and services include:

- Violence prevention programs.
- New protections for victims who are evicted from their apartments because they are victims of domestic violence and/or stalking.

Topic Areas Diversity and American Life

- Funding for rape crisis centers.
- Programs to meet the needs of women of different races or ethnicities.
- More programs and services for victims with disabilities.
- Services for children and teens.

In response to a large increase in the number of sexual assaults and domestic violence cases in the U.S., the U.S. Department of Health and Human Services and the U.S. Department of Justice announced the creation of the National Advisory Council on Violence Against Women. Council members include experts in domestic violence, sexual assault and rape, child abuse and neglect, elder abuse, substance abuse, mental health, and minority and women's health. Since then, the Council has worked to spread the word about domestic violence and create solutions.

In addition to bringing criminal charges against the abuser, they may also request a restraining order or protective order against the abusive partner. Victims of domestic abuse can seek help from a number of government and private organizations. National Domestic Violence Hotline is available. It staff provide callers with crisis intervention, information about domestic violence, and referrals to local programs 24 hours a day, 7 days a week.

Each state has a number of domestic violence shelter or *women's shelter* where abused and battered women can go to seek refuge from their abusers. The location of the shelter is kept confidential to protect the woman from her abuser. Domestic violence shelters generally have room for both mothers and their children; they provide for all their basic living needs, including food and childcare. The length of time allowed at the shelter is limited, but most shelters will also help women find a permanent home, job, and other things needed to start a new life. The shelter also refers women to other services for abused and battered women in the community, including legal help, counseling, support groups, services for children, employment programs, health-related services, educational opportunities, and financial assistance.

HOW AMERICAN FAMILIES LIVE AND WORK IN CITIES, TOWNS, AND RURAL AREAS; HOW AMERICANS FUNCTION IN COMMUNITIES, WORSHIP, WORK TOGETHER IN ORGANIZATIONS, AND PARTICIPATE IN AND SUPPORT CULTURAL AND HISTORICAL EVENTS

FSP Event Information has not been prepared for the above areas due to the diverse number of possible activities and the fact that these events are best demonstrated by sponsors under the Sponsorship Program: See [Section III](#) regarding establishing a Sponsor Program.

THE ROLE OF VOLUNTEERISM IN AMERICAN LIFE

The history of volunteerism in America is rich and complex. As long as we have been a nation focused on helping and improving the lives of others, we have had volunteer opportunities in the U.S.

A philanthropic spirit has been with Americans since the very first pioneers traveled west. Many historians believe the earliest instances of the history of volunteerism in America began when colonists had to form support systems in order to survive the many challenges that came with relocation. From farming the land to overcoming devastating illnesses, togetherness was vital for survival, and that lesson was not only learned, but remembered by future generations. Beyond this basic act of volunteerism, American philanthropy has been well documented. Below is a simple time line with some highlights of people helping people – something our nation has always been proficient at doing.

Topic Areas Diversity and American Life

In 1736, Benjamin Franklin founded the first volunteer firehouse. This tradition still continues today, as many small towns and cities have a volunteer fire department that makes a huge difference in local community life.

During the Revolutionary War, volunteers got together to raise funds for the war efforts, and organized boycotts of various products from Great Britain, showing both their philanthropic attitude and patriotism.

The religious rejuvenations during the Great Awakening of the 1830s inspired young people to get involved with outreach work through various religious organizations. Local churches ran all sorts of relief programs, helping the homeless and those victimized by unforeseen circumstances. The now prolific YMCA also started in the mid 1800s on a college campus in Michigan, while the American Red Cross was established in 1881. Yet another still-recognizable charity, The United Way, began in Denver and coordinated local services for people in need.

While most volunteers of the 18th and 19th centuries found their assignments through their church or other private sector, the 20th century is where mainstream volunteer organizations really began to flourish. The first example of this is the start of the Rotary Club, which was founded in 1910. The Lions Club and Kiwanis were not far behind, as these were both established before 1920. Soon, organizations were coming into existence with the sole purpose of helping other organizations find their way. America was full of volunteers functioning in every region of the nation, giving others the chance at a better life.

Today's soup kitchen concept was most likely created during the Great Depression, as the country experienced an overwhelming need for assistance with the simplest of things – namely food and shelter. Countless Americans and their families were helped by Depression bread lines.

Environmentalism also found its place during the 1930s, as President Roosevelt raised awareness by helping the Conservation Corps plant approximately 3 million trees in a single decade.

During World War II, many volunteer organizations went to work on supporting both servicemen and civilians in a variety of areas. And in the 1960s, volunteerism focused on a different kind of war – a liberal one against poverty, inequality and violence around the world.

The history of volunteerism in America continues to be written today as a new generation of world changers grows up in a nation that cherishes philanthropic efforts. The possibilities for volunteer work are endless, but here is just a sampling of the many kinds of local nonprofits that are constantly seeking new volunteers: animal care and protection, art and culture, community development, community safety, developmentally disabled, education and literacy, environmental protection, foreign language tutor or translator, gift programs for underprivileged, healthcare (care giving), homebuilding, homelessness, human rights, hunger/soup kitchens/food pantries, immigrant advocacy, physically disabled, politics/campaigning, religion (Sunday school), senior/elderly care, skill training (language, music), sports/ recreation, substance abuse, terminally-ill children, youth mentoring.

The number of volunteers and the volunteer rate increased over the year ended in September 2009, according to a January 2010 U.S. Bureau of Labor Statistics report. About 63.4 million people, or 26.8 percent of the population, volunteered through or for an organization at least once between September 2008 and September 2009. In 2008, the volunteer rate was 26.4 percent. These data on volunteering

Topic Areas Diversity and American Life

were collected through a supplement to the September 2009 Current Population Survey (CPS). Volunteers are defined as persons who did unpaid work (except for expenses) through or for an organization.

The volunteer rate of women increased from 29.4 percent in 2008 to 30.1 percent in 2009, while the volunteer rate for men, at 23.3 percent, was essentially unchanged. By age, 35- to 44-year olds and 45- to 54-year olds were the most likely to volunteer. Their volunteer rates were 31.5 percent and 30.8 percent, respectively, in 2009. Volunteer rates were lowest among persons in their early twenties (18.8 percent) and those age 65 and over (23.9 percent).

In 2009, the main organization - the organization for which the volunteer worked the most hours during the year - was most frequently religious (34.0 percent of all volunteers), followed by educational or youth service related (26.1 percent). Another 13.9 percent of volunteers performed activities mainly for social or community service organizations. Older volunteers were more likely to volunteer mainly for religious organizations than were their younger counterparts. For example, 44.8 percent of volunteers age 65 and over did their service mainly through or for a religious organization, compared with 28.6 percent of volunteers age 16 to 24.

The Obama Administration encourages volunteerism through its “United We Serve” initiative. “United We Serve” is a nationwide service initiative that will help meet growing social needs resulting from the economic downturn. With the knowledge that ordinary people can achieve extraordinary things when given the proper tools, President Obama asks Americans to come together to help lay a new foundation for growth. This initiative aims to both expand the impact of existing organizations by engaging new volunteers in their work and encourage volunteers to develop their own “do-it-yourself” projects.

Volunteerism in America is not limited to America. There are several organizations that encourage and sponsor U.S. citizens to travel to many different countries for volunteer opportunities. Topics for volunteerism include: care, teaching, conservation and environment, sports, culture and community, archaeology, building, medicine and healthcare, law and human rights, and business. These various organizations offer hundreds of placement opportunities virtually all over the world. One of the most common of all volunteer organizations is the Peace Corps. Begun in 1961, the Peace Corps Volunteers have served in 77 countries in Africa, Asia, the Caribbean, Central and South America, Europe, and the Middle East. Collaborating with local community members, Volunteers work in areas like education, youth outreach and community development, the environment, and information technology. Currently, their focus is on the critical issue of food security at the grass roots level. Another popular organization is “Doctors Without Borders” providing health care around the world.

C. U.S. GOVERNMENT INSTITUTIONS

GENERAL EVENT PLAN

<p>Topic:</p>	<p>U.S. Government Institutions</p> <p>U.S. institutions of democratic governance, including electoral and legislative processes and civilian control of the military, and the institution and improvement of public administration at the national, intergovernmental, State, and local levels.</p>
<p>Suggested activities:</p>	<p>A. Visits to federal, state, and municipal government agencies.</p> <p>B. Guest speakers - working lunches, panel group discussions, etc.</p> <p>C. Visits to state capitols and state legislatures and State Supreme Court.</p> <p>D. Visits to city halls.</p> <p>E. Visits to public and presidential libraries.</p> <p>F. Visits to local university.</p> <p>G. Visits to governor’s, mayor’s, and other high government officials’ offices.</p> <p>H. Visits to “town hall” meetings, discussions, mock-elections in conjunction with federal, state, and local elections.</p>
<p>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</p>	<p>See Appendix A, All Articles</p> <p>See Appendix B, All AMENDMENTS apply, and especially AMENDMENTS XII, XIV, XV, XVII, XIX, XXII, XXIV, XXV, XXVI</p>
<p>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</p>	<p>See Appendix C, ARTICLES 21, 28</p>

Topic Areas U.S. Government Institutions

<p>Other learning objective(s) or teaching point(s):</p>	<p>A. Americans are committed to freedom, to democracy, to the Constitution because that is what works best for us. Our commitment is thus based on practical considerations rather than on doctrine. Our Government Institutions demonstrate this commitment.</p> <p>B. Democratic ideals of an elected government reinforce the government. The federal structure of American government promotes diversity of laws, customs and practices which vary considerably from state to state, city to city, and municipality to municipality. Because of the broad consensus under which American government operates, such variations strengthen, rather than weaken our political institutions and improves public administration at all levels.</p> <p>C. The separation of powers among different governmental units and among the three branches of government prevents the concentration of power which might ban diversity in our political systems. The three branches of government are the Legislative Branch, Executive Branch, and the Judicial Branch. Their major functions are to pass laws; levy taxes; approve expenditures and investigate possible governmental wrongdoings.</p> <p>D. The authority of our government comes from the people who begin with electoral voting and the Legislative process. Congress is divided into two Houses, the Senate and the House of Representatives. The people of each state elect two senators who serve six-year terms. Representatives are allocated to the states according to their population and are elected by people to two-year terms.</p> <p>E. Civilian control of the military is a prerequisite feature of a stable, liberal democracy governed by elected officials. How well civilian control of the military works depends upon "how strongly the electorate demands adherence to time-honored democratic principles, how faithfully civilian officials exercise their Constitutional powers, and how humbly the military accept their subservient role".</p> <p>F. Our state and local governments are autonomous which means they are free to govern themselves without close control from any central government. This process keeps government close to the people.</p> <p>G. The nature of Public Administration is broadly described as the development, implementation and study of branches of government policy. The pursuit of the public good by enhancing civil society and social justice is the ultimate goal.</p>
<p>Event Planning Checklist:</p>	<p>See Appendix F for Sample Event Planning Checklist</p>
<p>International Military Student Checklist:</p>	<p>See Appendix G for Sample International Military Student Checklist</p>

C. U.S. GOVERNMENT INSTITUTIONS

FSP EVENT INFORMATION

The U.S. is perhaps the most powerful nation in the world. Our President is often described as the most powerful man in the world. But it will come as a surprise to most of you - and to some Americans - to find that our national government is far from being the most powerful government in the world. It is, in many ways, one of the most limited, and it is limited by constitutional design. The U.S. is considered the first modern federation in the world. Our Constitution established a federal Congress and a central government which shares sovereignty with the governments of the individual states and the people. The following information provides a fundamental basis of how the democratic government was established and evolved to present day to protect the rights, liberties and freedoms enjoyed by all Americans.

The founders of the U.S. Constitution believed that the best form of government was one that promoted the common welfare versus promoting the welfare of one person such as a dictator or one social class. They favored the middle class as the one most likely to promote the common welfare since they felt that the poor and the rich would be more concerned with promoting their own interests. To the founders, the common welfare also meant protecting each individual's "natural rights" to life, liberty and property.

The form of government they chose is a "federal, democratic republic" government. We have at the local, state and national levels a government which is "democratic" because the people govern themselves; "representative" because the people choose elected delegates by free ballot; and "republican" because government derives its power from the will of the people.

Along with their notions of the common good, natural rights, and republican government, the founders wanted a written Constitution that would set out the rights of all citizens and limit the power of government.



Visit to Independence Hall and the Liberty Bell

A Constitution sets forth the fundamental rules and laws by which a government is organized and operated. Although many nations have Constitutions (both written and unwritten), what distinguishes a "Constitutional" government from a dictatorial one is that the powers of the government are limited by a Constitution which the government must obey. By way of contrast, a dictatorial government is characterized by its unlimited power over the nation and its resources. Because such rules also control the nation's military and police, it becomes difficult for the people to force such tyrannical rulers to obey the law.

DELEGATED POWERS IN THE FEDERAL SYSTEM

POWERS OF THE FEDERAL GOVERNMENT

(Delegated to it by the States through the Constitution)

EXAMPLES

- To control relations with foreign nations.
- To punish crimes against the U.S.
- To establish post offices.
- To coin money and regulate its value.
- To keep up an army, a navy, and an air corps.
- To declare war and make peace.
- To set standards for weights and measures.
- To regulate commerce among the states and with foreign countries.
- To make uniform laws regarding naturalization and bankruptcy.
- To protect authors and inventors by giving copyrights and patents.
- To admit new States and to control the territory of the U.S.
- To make all laws necessary and proper for carrying into effect the expressly stated powers and all other powers granted by the U.S. Constitution.

<i>CONCURRENT POWERS (examples)</i>	<i>PROHIBITED POWERS (examples)</i>
To borrow money	To deny civil rights, e.g. freedom of speech, press, and religion
To collect taxes	To pass a law that finds any person guilty without trial
To build public parks	To pass laws that make illegal something that has already been done legally and honestly
To charter banks	
To establish courts	
To help agriculture and industry	
To protect public health	

**LEGISLATIVE BRANCH OF OUR FEDERAL GOVERNMENT
THE CONGRESS MAKES THE LAWS
T H R O U G H**

THE SENATE (100 Senators) Two from each State	THE HOUSE OF REPRESENTATIVES (435 Representatives) Based on population of each State
Qualifications: At least 30 years old, 9 years a citizen of the U.S., an inhabitant of the State where elected.	Qualifications: At least 25 years old, 7 years a citizen of the U.S., and in habitant of the State where elected

POWERS OF THE STATES

(CALLED RESERVED POWERS)

EXAMPLES

- To authorize the establishment of local governments.
- To establish and keep U.S. schools.
- To regulate city government.
- To provide for a State militia.
- To regulate commerce within the borders of a State.
- To regulate labor, industry, and business within a State.
- To provide care for orphans and paupers, and for blind, crippled, insane, and other helpless persons.
- To make laws on all other subjects not prohibited to the States by the Federal or State Constitutions, and not delegated to the Federal Government.

To protect against abuses of power by the government, powers are given to different branches of government so that no one branch can dominate the others, and each branch's powers:

- A. The Legislative Branch (responsible for making laws) has powers of Congress and Congressional oversight and consists of the House of Representatives and the Senate;
- B. The Executive Branch (responsible for carrying out and enforcing laws) consists of the Office of the President, Vice President, Secretary of State, and Cabinet, executive departments and agencies; and
- C. The Judicial Branch (responsible for interpreting the Constitution and federal law - at all levels of government - to handle disputes over the interpretation, application, and enforcement of laws) consists of the Supreme Court, 13 courts of appeals, 94 district courts, 2 courts of special jurisdiction, and the individual courts system of each state.

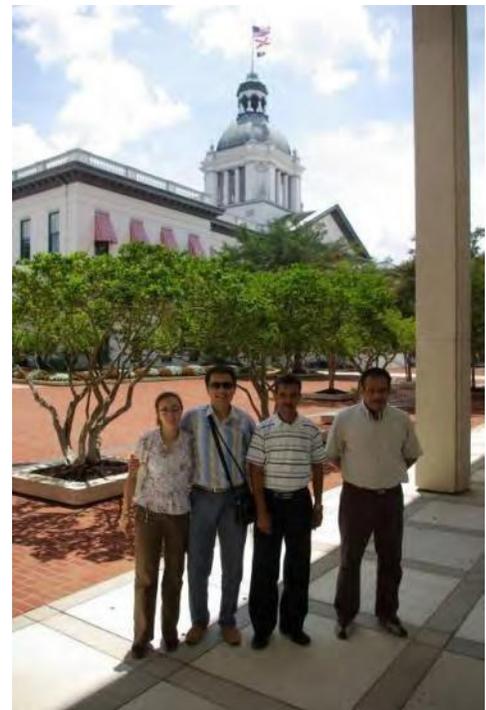
Topic Areas U.S. Government Institutions

The legislative power to make laws is divided between the House of Representatives and the Senate. Each House thereby checks the other. The President (executive branch) can check Congress by vetoing its laws, and the Supreme Court can check both Congress' and the executive branch's powers by declaring their laws unconstitutional. The Constitution is the supreme law of the land.

The legislative branch has an upper House (the Senate) and a lower House (the House of Representatives). The members of the House of Representatives are chosen by election and serve two-year terms. The number of representatives each state has is in proportion to its population. Each state also has two senators who serve six-year terms. Congress has the power to collect taxes, regulate commerce, declare war, and raise and support armies. It can override the President's veto, ratify treaties, and impeach and remove the President.

In addition to the Congress, the legislative branch includes the General Accounting Office (GAO), the Government Printing Office (GPO) and the Library of Congress. Several organizations are considered support agencies of the Congress. These include the Congressional Research Service (CRS), a division of the Library of Congress; the Office of Technology Assessment (OTA); and the Congressional Budget Office (CBO).

The President, who is elected to no more than two four-year terms, heads the executive branch, which includes his advisors as well as the vice President. The President is commander in chief of the armed forces and manages foreign relations. It is interesting to note that in a democratic society that a civilian is in charge of our military department. However, the chief reason behind civilian control of the military in a democratic society is that the military establishment, particularly a large Army, poses a threat to individual liberty and to popular control of the government. Maintaining civilian control of the military through Constitutional checks and balances is seen as the best solution to the problem. Simply defined, "civilian control of the military" in the U.S. means that the armed forces are controlled by the President, a civilian, and are organized, equipped, and supplied by Congress, a body of civilians - dividing authority deters the establishment of a tyrannical government.



Visit to Tallahassee State Capitol, FL

The Supreme Court, whose members have lifetime tenure on good behavior, determines the Constitutionality of statutes in actual disputes brought before it (it does not issue "advisory" opinions.) It also is empowered to create the federal courts below it.

The Constitution also divides powers between the national government and the states, a system known as "federalism". Under the U.S. Constitution, the national government's powers include regulating interstate and foreign trade, creating and maintaining the armed forces, establishing foreign policy, declaring war, and coining money. Powers reserved to the states include regulating trade within the state, establishing local government and schools, and providing for the public safety. Shared powers between the national and state governments include the power to build roads and collect taxes.

Topic Areas U.S. Government Institutions

The Constitution also provided a way for it to be amended, but deliberately made it a difficult process (because the consent of three-fourths of the states is required to amend - the Constitution has been amended only 27 times since 1788, The Twenty-seventh Amendment was ratified in 1992).

The first ten Amendments to the Constitution are known as the Bill of Rights (See [Appendix B](#)). The U.S. Bill of Rights was conceived as a list of natural rights belonging to all mankind. It does not give these rights; it simply states that the government cannot take away those rights. The first Amendment guarantees freedom of religion, speech, press and assembly. The second through the fourth Amendments deal with the rights of citizens to be secure in their persons and property from overbearing government. Amendments five through eight protect persons charged with crimes by insisting that they be tried fairly. The last two Amendments limit the federal government's powers to those enumerated in the Constitution.

Subsequent Amendments have protected and expanded the rights of all citizens while continuing to limit the powers of the national government. Its remarkable flexibility for over two hundred years has earned it the nickname, "our living Constitution", and it serves as a model for all peoples desiring the blessings of liberty and democracy.

ELECTORAL PROCESS

Electoral systems are the detailed constitutional arrangements and voting systems that convert the vote into political decision. The first step is to tally the votes, for which various different vote counting systems and ballot types are used. Voting systems then determine the result on the basis of the tally.

An election is a formal decision-making process by which a population chooses an individual to hold public office. Elections were used as early in history as ancient Greece and ancient Rome, and throughout the medieval period to select rulers such as the Holy Roman Emperor and the Pope. The modern "election" didn't emerge until the beginning of the 17th century when the idea of representative government took hold in North America and Europe.

Elections may fill offices in the legislature, executive and judiciary, and for regional and local government. Some positions are not filled through elections, especially those that require certain skills. For example, judges are usually appointed rather than elected to help protect their impartiality. There are exceptions to this practice, however; some judges in the U.S. are elected. There are a range of different types of election, corresponding to different layers of public governance or geographical jurisdiction. Some common types of election are presidential election, general election, primary election, by-election, and local election. A referendum is a democratic tool related to elections in which the electorate votes for or against a specific proposal, law or policy, rather than for a general policy or a particular candidate or party.

LEGISLATIVE PROCESS

The following is intended to provide a brief introduction of the numerous steps of our federal law-making process. The majority of laws originate in the House of Representatives

Legislation (or "statutory law") is law which has been enacted by a legislature or other governing body, or the process of making it. Before an item of legislation becomes law it is known as a bill, and may be broadly referred to as "legislation" while it remains under consideration to distinguish it from other business. Legislation can have many purposes: to regulate, to authorize, to proscribe, and to provide (funds), to sanction, to grant, to declare or to restrict.

Topic Areas U.S. Government Institutions

The chief function of Congress is the making of laws. In addition, the Senate has the function of advising and consenting to treaties and to certain nominations by the President. The Senate is composed of 100 Members—two from each state, regardless of population or area, and is elected by the people. Each Senator has one vote. The House of Representatives is composed of 437 Members elected every two years from among the 50 states, apportioned to their total populations. Each Representative has one vote. Both the Senate and the House of Representatives have equal legislative functions and powers with certain exceptions. For example, the Constitution provides that only the House of Representatives may originate revenue bills. By tradition, the House also originates appropriation bills.

Sources of ideas for legislation are unlimited and proposed drafts of bills originate in many diverse quarters. Primary among these is the idea and draft conceived by a Member. In addition, the Member's constituents, as individuals or through citizen groups, may avail themselves of the right to petition and transmit their proposals to the Member. In modern times, the "executive communication" has become a prolific source of legislative proposals. The most important of the regular executive communications is the annual message from the President transmitting the proposed budget to Congress.

The work of Congress is initiated by the introduction of a proposal in one of four forms: the bill, the joint resolution, the concurrent resolution, and the simple resolution. The most customary form used in both Houses is the bill. There are two types of bills—public and private. A public bill is one that affects the public generally. A bill that affects a specified individual or a private entity rather than the population at large is called a private bill. Joint resolutions may originate either in the House of Representatives or in the Senate—not, as is sometimes incorrectly assumed, jointly in both Houses. There is little practical difference between a bill and a joint resolution and the two forms are sometimes used interchangeably. A matter affecting the operations of both Houses is usually initiated by a concurrent resolution. In modern practice, concurrent and simple resolutions normally are not legislative in character since not "presented" to the President for approval, but are used merely for expressing facts, principles, opinions, and purposes of the two Houses. A matter concerning the rules, the operation, or the opinion of either House alone is initiated by a simple resolution.

Once a bill is introduced the real work begins. Referral to committee, reporting, oversight, consideration and debate, Senate actions, and enacting processes of bills and resolutions are lengthy and quite complex. A full explanation of the complexities would require a book-length description.

In summary, legislation is initiated by a "bill" or proposed law being introduced in either the House or the Senate (these proposed laws can come from a Congressman, his constituents (individuals or associations) or the executive branch). The bill is then referred to the appropriate House or Senate committee that specializes in the area the bill concerns. After holding hearings and making any necessary changes, the committee sends the bill "to the floor", where it is debated and voted upon by the entire house. If the bill passes, it then goes to the other House, where the process is repeated. If the bill is passed by the other House, but its terms are modified, both Houses confer and compromise on a single form of the bill. The final version of the bill then goes to the President who either signs it or vetoes it. If the President vetoes the bill, two-thirds of each House must vote to override the veto before the bill can become law.

CIVILIAN CONTROL OF THE MILITARY

Civilian control of the military is a doctrine in military and political science that places ultimate responsibility for a country's strategic decision-making in the hands of the civilian political leadership, rather than professional military officers. Control is not a fact but a process. Improvements in

Topic Areas U.S. Government Institutions

information technology and its application to wartime command and control (a process sometimes labeled the "Revolution in Military Affairs") has allowed civilian leaders removed from the theater of conflict to assert greater control over the actions of distant military forces.

The military serves as a special government agency, which is to implement, rather than formulate, policies that require the use of certain types of physical force. Speaking of government agencies, nuclear weapons in the U.S. are owned by the civilian U.S. Department of Energy, not by the Department of Defense.

The Constitution reserves to Congress (Article I, section 8) the power to raise and support the armed forces and the right to declare war. This latter power has been the source of controversy between the legislative and executive branches in regard to Congress' war-making power and the President's power as commander in chief. In 1973 Congress enacted the war powers resolution, which allows the President to use armed forces abroad, but requires that he consult with Congress, preferably in advance, when doing so, and that he report to Congress regularly on the ongoing use of armed forces without a declaration of war. The resolution also limits the use of force to 60 days unless Congress declares war or specifically authorizes the action. However, the Constitution also states (Article II, section 2) that the President is the commander in chief of the Army, Navy and of the militia when called into federal service. This has historically been interpreted as giving the President wide latitude in using armed force overseas. The armed forces operate under the doctrine of "civilian control", which means that only the President or his statutory deputies (the secretary and deputy secretary of defense) can order the use of force. The chain of command is structured so as to ensure that the military cannot undertake actions unilaterally and without civilian approval or knowledge. American Presidents have used the power to dismiss high-ranking officers as a means to assert policy and strategic control. Examples include Harry Truman in the Korean War and Abraham Lincoln in the American Civil War. An immensely popular hero of World War II, General Douglas MacArthur's public insistence on the need to expand the Korean War, over the objections of President Harry Truman, led to the General's termination.

The U.S. Posse Comitatus Act, passed in 1878, prohibits federal military personnel from engaging in domestic law enforcement activities (with certain exceptions, typically involving states of emergency, domestic unrest, and natural disasters).

PUBLIC ADMINISTRATION

Public administration is the translation of politics into the reality that citizens see every day. Any unelected, public employee is a public administrator: police officers, municipal budget analysts, human resource benefits administrators, city managers, Census analysts, and cabinet secretaries are public administrators. Public administrators are public servants working in public departments and agencies, at all levels of government. The goals of public administration are more closely related to those often cited as goals of the American founders and democratic people in general. That is, public employees work toward the democratic



Topic Areas U.S. Government Institutions

values of improving equality, justice, security, efficiency, effectiveness of public services usually in a non-profit, non-taxable venue. In the U.S., the academic field of public administration draws heavily on political science and law.

The multidisciplinary nature of public administration can be broadly described as the development, implementation and study of branches of government policy. The pursuit of the public good by enhancing civil society and social justice is the ultimate goal of the field. Though public administration has historically referred to as government management, it increasingly encompasses non-governmental organizations (NGOs) that also operate with a similar, primary dedication to the betterment of humanity. Additionally public administration is related to administrative duties. Public administrators work in public agencies, at all levels of government, and perform a wide range of tasks. Public administrators collect and analyze data (statistics), monitor fiscal operations (budgets, accounts, and cash flow), organize large events and meetings, draft legislation, develop policy, and frequently execute legally mandated, government activities. Regarding this final facet, public administrators find themselves serving as parole officers, secretaries, and note takers, paperwork processors, and record-keepers, notaries of the public, cashiers, and managers. Indeed, the discipline couples well with many vocational fields such as information technology, finance, law, and engineering. When it comes to the delivery and evaluation of public services, a public administrator is undoubtedly involved.

Governments are deploying new information and communications technology in response to the global financial crisis. Electronic government (E-government) technologies have the potential to deliver creative options for policy-making processes as well as for the debates that surround them. E-government can act as a means of enhancing the capacity of the public sector, together with citizens, to address particular development issues. E-government has progressed to the point where it is now a force for effective governance and citizen participation, both at national and local levels. A noted benefit of E-government is that it can be effectively leveraged for women's economic empowerment and employment, and online distance learning.

Additional Resources

Jean H. Baker, *United States Government*, Microsoft Encarta Online Encyclopedia, 2009.

Our Constitution and Government published by the U.S. Department of Justice, Immigration and Naturalization Services.

The National Academy of Public Administration website at "napawash.org"

The United Nations Public Administration Network (UNPAN) is a global networking tool that connects relevant international, regional, sub-regional, and national institutions worldwide for the promotion of better public administration.

C. U.S. GOVERNMENT INSTITUTIONS

FSP QUESTIONS AND ANSWERS

What is the Role of the Citizen in Our Government?

The citizen may take an active or passive role in the governmental process.

The U.S. today is even more of a participatory democracy than was envisioned by the founders when they established a government "of the people, by the people and for the people". Along with the Constitutional responsibilities which accompany citizenship, such as providing revenues to the government and serving in the armed forces, the citizen is afforded a wide range of opportunities to influence the making of public policy by the government.

At the most basic level, the right to vote gives the citizen a chance to help select those who will ultimately be responsible for determining public policy. Beyond the casting of the ballot, a citizen may actively assist in nominating and electing preferred public officials through volunteer activities and campaign donations. The participation of citizens in the electoral process contributes greatly to the sense of legitimacy of the government.

What are the Legislative Items with Which Congress Deals?

Acts - the term for legislation which has passed both Houses of Congress and has been signed by the President or passed over his veto, thus becoming law. Also used technically for a bill that has been passed by one House and engrossed.

Amendments - proposed of members to alter the language or stipulations in a bill or act. It is voted upon in the same manner as a bill. Many Amendments may be amended.

Bills - most legislative proposals before Congress are in the form of bills, and are designated as H.R. (House of Representatives) or Senate. (Senate) according to the House in which they originate and by a number assigned in the order in which they were introduced, from the beginning of each 2-year Congressional term. "Public bills" deal with general questions, and become public laws if approved by Congress and signed by the President. "Private bills" deal with individual matters such as claims against the government, immigration and naturalization cases, land titles, etc., and become private laws if approved and signed.

The introduction of a bill, and its referral to an appropriate committee for action, follows the process given in "how our laws are made". (House Document No. 96-352.)

Memorials - petitions received from state legislatures.

Nominations - appointments to office by the executive branch of the government, subject to Senate confirmation.

Petitions - requests or pleas sent to one or both chambers from an organization or private citizens' group asking support of particular legislation or favorable consideration of a matter. Petitions are referred to appropriate committees for appropriate action.

Topic Areas U.S. Government Institutions

Resolutions - simple resolutions, designated h. Res. Or s. Res., deals with matters entirely within the prerogatives of one House or the other. They require neither passage by the other chamber nor approval by the President, and do not have the force of law.

Most resolutions deal with the operations of one House.

Concurrent resolutions - concurrent resolutions, designated h. Con. Res. Or s. Con. Res., must be passed by both Houses but do not require the signature of the President and do not have the force of law. Concurrent resolutions generally are used to make or amend rules applicable to both Houses or to express the sentiment of the two Houses.

Joint resolutions - joint resolutions, designated "h.j. res." Or "s.j. res.", require the approval of both Houses and (with one exception) the signature of the President, just as a bill does, and have the force of law if approved. There is no real difference between a bill and a joint resolution. The latter is generally used in dealing with limited matters, such as a single appropriation for a specific purpose.

Joint resolutions also are used to propose Amendments to the Constitution by a two-thirds vote of each House. They do not require presidential signature, but become a part of the Constitution when three-fourths of the states have ratified them.

What are the Stages of a Bill in the Congress?

Following in brief are the usual steps by which a bill becomes law:

1. Introduction by a member, who places it in the "hopper", a box in the House chamber; the bill is given a number and printed by the government printing office so that copies are available the next morning.
2. Referral to one or more standing committees of the House by the Speaker, at the advice of the parliamentary.
3. Report from the committee or committees, after public hearings and "markup" meetings by subcommittee, committee, or both.
4. House approval of a special rule, reported by the House Rules Committee, making it in order for the House to consider the bill.
5. Consideration of the bill in committee of the whole, in two stages: first, a time for general debate on the bill; and second, a time for amending the bill, one part at a time, under a rule that limits speeches on Amendments to 5 minutes each.
6. Passage by the House after votes on Amendments adopted in committee of the whole.
7. Transmittal to the Senate, by message.
8. Consideration by the Senate - usually after referral to and report from a Senate committee, and after debate and Amendment on the Senate floor.
9. Transmission from the Senate back to the House, with or without Senate Amendments to the bill.
10. Resolution of differences between the House and the Senate, either through additional Amendments or the report of a conference committee.
11. Enrollment on parchment paper and then signing by the Speaker and by the President of the Senate.

12. Transmittal to the President of the U.S.
13. Approval or disapproval by the President; if the President disapproves, he usually returns the bill with a veto message that explains his reasons.
14. House and Senate action to override the veto by two-thirds votes; both chambers must vote to override the veto if the bill is to become law.
15. Filing with the administrator of the General Services Administration after approval by the President or passage by Congress over his veto.

What Courses are Open to the President When a Bill is Presented to Him?

The President has three choices. First, the President may sign it promptly, whereupon it becomes a law. Second, he may hold it, without taking any action, in which case it becomes law at the expiration of 10 days (Sunday excepted) without his signature if Congress is still in session, or does not become law if Congress has adjourned. (He might refuse to sign a bill because he recognizes that vetoing the bill would be politically unwise. He might also be undecided about its constitutionality and prefer not to commit himself.) Third, he may veto the bill; that is, return it with his objections to Congress, without his signature. In this case, it may be voted on again by Congress and if approved by two-thirds vote in both Houses, it becomes law despite the President's veto.

Who Defines the Congressional Districts - The Federal Government or the States?

The states define Congressional districts, within certain constraints established by the Congress. Congress fixes the size of the House of Representatives, and the procedure for apportioning the number among the states, but the states themselves carry on from there.

What is a Member of Congress?

A member of Congress is a person elected to either the Senate or the House of Representatives. A member of the Senate is usually referred to as Senator and a member of the House of Representatives as Representative or Congressman or Congresswoman.

What is a Party Leader?

A party leader is an individual selected by his party to advocate its policies and viewpoints on various issues. Party leaders play a prominent role in floor debates and help determine the legislative program. The leader of the party with the greater number of members is known as the Majority Leader. The leader of the Party in the minority is known as the Minority Leader. The Majority and Minority Leaders in the House and Senate are elected party officials, not Constitutional officers or officials of Congress.

What is a Quorum of the House? Of the Senate?

In the House of Representatives, a quorum is a simple majority of the members. Currently, when there are no vacancies in the membership, a quorum is 218. When one or more seats are vacant, because of deaths or resignations, the quorum is reduced accordingly. Because of members' other duties, a quorum often is not actually present on the House floor. But any member may insist that a quorum must participate in any vote that takes place in the House. If a member makes a point of order that a quorum is not present, and the speaker agrees, a series of bells ring on the House side of the capitol and in the House Office Buildings to alert members to come to the chamber and record their presence. A majority of the membership also constitutes a quorum to do business in the Senate.

Are the Proceedings of Congress Published and Preserved?

Each House, under the Constitution, keeps a journal of its proceedings, with the exception of the journal of the Senate while in executive session; these are published among the documents of each session. The Executive Journal is not published except as the injunction of secrecy is removed by order of the Senate. The Congressional record contains a complete record, taken steno graphically, of everything said on the floor of both Houses, including roll-calls on all questions. An appendix contains material not spoken on the floor but inserted by permission - the so called "extension of remarks". It also carries a brief resume of the Congressional activities of the previous day, as well as a future legislative program and a list of scheduled committee hearings.

Are There Time Limitations on Debate in Congress?

Yes. In the House, no member is permitted to speak for longer than 1 hour without unanimous consent. Moreover, in the House, a majority can call for the "previous question" and bring a bill to an immediate vote. Also, debate time is apportioned according to rules selected or approved for handling a given item. In the Senate, there is the chance of "filibuster" (delaying tactics designed to prevent action on a measure). A member can filibuster without speaking continuously; he may yield to a colleague for a question, or call a quorum without losing the floor. In the event a recess is called, he is entitled to regain the floor when the Senate reassembles. As a limit on this practice, in 1917, the Senate adopted the cloture rule. As amended in 1975, it provides that the Senate may end debate on a pending bill by a three-fifths vote of the entire Senate membership.

What is a Select Committee?

A select committee is one established by the House or Senate usually for a limited period and generally for a strictly limited purpose. The select committee automatically expires when that defined function has been carried out.

What are Joint Committees and How are They Established?

Joint committees are those which have members chosen from both the House and Senate, generally with the chairmanship rotating between the most senior majority party senator and representative. These committees can be created by statute, or by joint or concurrent resolution. However, all existing joint committees have been established by statute, the oldest being the joint committee on the library which dates from 1800.

Are Committee Hearings Open to the Public?

Hearings by the House committees and subcommittees are open to the public except when a committee, by majority vote while in public session, determines otherwise. Radio and television broadcasts are sometimes permitted.

What is the President's Cabinet?

In our form of government, the "President's Cabinet" is an institution whose existence rests upon custom rather than law. The Cabinet came into being because President Washington found it useful to meet with the chiefs of the several executive departments. While all subsequent Presidents have considered it necessary to meet with the Cabinet, their attitudes toward the institution and its members have varied greatly. Some Presidents have convened their Cabinet only for the most formal and routine matters while others have relied upon it for advice and support.

What is the Office of the Federal Register?

The office of the Federal Register was established in 1935 by the Federal Register Act and is administered by the national archives and records service of the General Services Administration. It is responsible for the publications of laws, presidential documents, and the U.S. Government organizations manual (official handbook of the federal government). The laws consist of both acts of Congress (statutes) and regulations which government agencies have issued under authority delegated by the Congress. Each act of Congress is published upon enactment in slip law form and public laws are cumulated for each session of Congress in the U.S. statutes at large. Regulations of government agencies, presidential proclamations, and executive orders having general applicability and legal effect are published in the Federal Register, which appears usually five times a week. All regulations currently in force are published in codified form in the Code of Federal Regulations, which is updated annually.

It is Constitutionally Mandated that the President is Commander in Chief of the Army and the Navy. What About the Other Uniformed and Military Services?

Organizationally, the U.S. Marine Corps is a part of the U.S. Navy just as the military service that became the U.S. Air Force was once part of the U.S. Army. These four military services are a part of the Department of Defense, an executive department. The Congress has provided that subject to the direction of the President and other applicable laws, the Secretary of Defense has authority, direction and control over the Department of Defense. During time of war or as directed by the President, the Commissioned Corps of the Public Health service may be declared to be a military service by executive order. Likewise, the Coast Guard operates as a part of the U.S. Navy in time of war or when directed by the President.

What is the Governmental Procedure to Commit the Countries Military Force to War?

The Constitution gives to the Congress the authority to declare war but the President as commander in chief, has implied powers to commit the nation's military forces to action. In World War II, the last war in which the Congress actually declared war, Congress was called into emergency joint session by President Roosevelt the day after Pearl Harbor and voted to declare war on Japan. More recently, Congress, concerned with Presidential military initiatives during the Vietnam War, has sought to place some controls on the President's power to commit American troops to combat.

The war powers resolution enacted on November 7, 1973, as public law 93-148 clarifies the respective roles of the President and the Congress in cases involving the use of armed forces without a declaration of war. The President "in every possible instance" shall consult with the Congress before introducing troops and shall report to the Congress within 48 hours. Use of the armed forces is to be terminated within 60 days (with a possible 30 day extension by the President) unless Congress acts during that time to declare war, enacts a specific authorization for use of the armed forces, extends the 60-90 day period, or is physically unable to meet as a result of an attack on the U.S. At any time before the 60 days expires, the Congress may direct by concurrent resolution that the armed forces be removed by the President.

D. POLITICAL PROCESSES

GENERAL EVENT PLAN

<p>Topic:</p>	<p>Political Processes</p> <p>American democracy and political reform, including opening the political process to all members of society, the practice of free elections, freedom of association, and the influence of various governmental and non-governmental organizations that promote democracy, the rule of law, transparency, and accountability in the political process.</p>
<p>Suggested activities:</p>	<p>A. Visits to Democratic/Republican Headquarters.</p> <p>B. Visits to Local Political Clubs.</p> <p>C. Visits to Federal, State and Local Legislative bodies.</p> <p>D. Political Speeches at Civic Clubs.</p> <p>E. Visits to Minority Political Organizations.</p> <p>F. Visits to Women’s Political Clubs.</p> <p>G. Education Seminar with a local university.</p> <p>H. If Election Scheduled, Visits to Polling Places (Arrange with Local Voting Commissioner Ahead of Time).</p>
<p>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</p>	<p>See Appendix A, ARTICLES I, II</p> <p>See Appendix B, AMENDMENTS XII, XIV, XV, XVII, XIX, XX, XXI, XXIII, XIV, XXVI</p>
<p>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</p>	<p>N/A</p>

Topic Areas Political Processes

<i>Other learning objective(s) or teaching point(s):</i>	<p>The subject matter on the American political process is too overwhelming to completely master without a lifelong study. Here you will learn basics about how the political process makes American democracy work.</p> <ul style="list-style-type: none">A. Democracy and the political processes which is open to all members of society.B. Free elections.C. Freedom of Association and the influence of various governmental and non-governmental organizations.D. The rule of law, transparency, and accountability in the political process.E. The language can be challenging, therefore the definitions provided in the FSP Event Information pages are conventional explanations that may be useful in allowing the international military students to better understand our political processes.
<i>Event Planning Checklist:</i>	See Appendix F for Sample Event Planning Checklist
<i>International Military Student Checklist:</i>	See Appendix G for Sample International Military Student Checklist

D. POLITICAL PROCESSES

FSP EVENT INFORMATION

DEFINITIONS

Affidavit: A sworn statement in writing usually made under oath or affirmation, before an authorized officer, notary or court official.

Attest: To witness the signing of a document.

Ballot: a sheet of paper or the like on which a voter marks his/her choice.

Caucus: Literally, it means "a meeting", and it is one of the main mechanisms used by modern American political parties to nominate their candidate for president. The purpose of a layered caucus system is to open political participation to as many people as possible.

Closed primary: A primary election in which a voter must declare a political party affiliation and vote that party's ballot in the primary election.

Congressional district: A division of a state, based on population, electing one member to the U.S. House of representatives. There are 435 congressional districts in the U.S.

Conservative: In American politics, someone who is right-of-center politically. In the U.S., conservatives usually emphasize free-market economic principles and often prefer state and local governmental power to federal power.

Constituent: Those citizens who are represented by the office holder they elect.

Constitutional Amendment: A proposed change or addition to a state constitution.

Convention: A meeting, at state or national level, of "delegates" from a political party. These delegates vote for the person they want their party to nominate for political office.

Delegate: An official representative selected by members of his or her party to a national or state political convention (see above).

Democratic Party: One of the two current major political parties. For the most part, Democrats have been considered the party of less affluent people, and have supported an activist role for the federal government in the economic and social sectors. The Democratic Party is generally considered to be more liberal or less conservative than the other major party: the Republican Party

Domicile (voting residence): The place where a person has a true, fixed, and permanent home or ties, and to which, whenever absent, has the intention of returning. It is the address that generally ties the voter into the precinct in which the voter intends to vote.

Electoral College/electoral vote: Is the group of electors, chosen by voters throughout the U.S. on a state basis, who then meet and formally select the next president of the U.S. The selection is by a majority of 270 votes out of the 538 electors. Traditionally, by law or custom, the candidate who wins the most popular votes in a state wins all of that state's electoral votes.

Topic Areas Political Processes

Elector: A qualified voter. Also used for those 538 members of the Electoral College.

Federal ballot: Lists federal candidates only - president/vice president, senate, and House of Representatives.

Federal write-in absentee ballot: A special ballot, available from voting assistance officers, enabling voters to write in their candidate preference for president/vice president, U.S. Senate, and U.S. Representative/delegate.

Full ballot: Lists federal, state and local candidates plus local questions and issues.

General election: An election held to choose candidates nominated in the primary (or by convention or caucus), for federal, state, and local office.

GOP: An abbreviated nickname for the Republican Party which stands for a now antiquated and little-used term, "grand old party".

Independent: A voter, who does not declare affiliation with the Republicans, Democrats, or other political parties or does not consider himself or herself to be a member of a political party. Likewise, the term can also refer to a candidate for office who is running on the basis of personal identity rather than party affiliation.

Liberal: Tends to be people who are somewhat ideologically left-of-center. They tend to favor more power at the federal level and federal intervention to regulate economic issues and certain social issues, particularly social issues involving civil liberties, and the rights of minority groups. Of the two major parties, the Democrats are generally considered more liberal.

Majority: A number greater than half of the total votes cast.

Municipal election: An election held in a city or town to vote for local officials or on questions of local interest.

Open primary: A primary election in which voters may vote for the candidates of any party listed on the ballot.

Party platform: A statement of basic principles put forth by a political party, usually at its national convention, to be adopted by its candidates in the election campaign.

Plurality: The number of votes cast for a candidate who obtains the greatest number of votes, though not a majority, in a contest of more than two candidates.

Popular vote: The numerical vote of the people, as distinguished from the electoral vote.

Presidential electors: In the presidential election held the first Tuesday after the first Monday in November of every fourth year, each state chooses as many presidential electors as it has senators and representatives in congress. The District of Columbia chooses three presidential electors. The electors comprise the Electoral College, which elects the president and vice president, the only elective federal officials not elected by direct majority vote of the people.

Topic Areas Political Processes

Primary or primary election: An election held before a general election to nominate a political party's candidates for office. In some states, other officials, such as delegates to party conventions, are elected at this time. Dates for primaries are set by the states and vary from state to state. In some, a separate primary is held by each of the principal parties; in others, only the major political parties hold a primary.

Proxy: A person authorized to request or complete registration forms or to obtain an absentee ballot on behalf of another person. A proxy may not cast a ballot for another person.

Referendum: A method of submitting a legislative measure to the voters for approval or rejection.

Registration: The process whereby a prospective voter is required to establish identity and residence prior to an election in order to be declared eligible to vote.

Republican Party: One of the two current major U.S. political parties. Republican Party has generally been the party of more affluent and conservative voters, and has favored economic and social policies that are somewhat less re-distributive than Democratic Party policies.

Runoff: An election held in some states if no one candidate for an office receives a majority (or specified percentage) of votes to win the election.

Special election: An election that is specially scheduled to fill an office that has become vacant before the term of its expiration.

State special write-in absentee ballot: Available from local election officials and used by certain voters who know in advance that they will not be able to receive and return the regular absentee ballot in time to be counted because of their remote location or special assignment.

Third party: Refers to political parties outside the two-party system which are perceived to have a significant base of support; party that is not the Republican Party or the Democratic Party and can play some role in influencing the outcome of an election.

Voting residence: The voter's domicile, generally. However, the voting residence of an American voting pursuant to the uniformed and overseas citizens absentee voting act and no longer domiciled in the U.S. will be the place in which he/she was last domiciled immediately prior to his/her departure from the U.S.

Write-in: A method of voting for a person whose name is not on the ballot.

POLITICAL PROCESSES

There are major differences between the political system of the U.S. and that of most other developed democracies. These include increased power of the upper house of the legislature, a wider scope of power held by the Supreme Court, the separation of powers between the legislature and the executive, and the dominance of only two main parties. The U.S. is one of the world's developed democracies where third parties have the least political influence.

The federal government of the U.S. was established by the Constitution. It is a federal republic, in which the President of the U.S. (the head of state and head of government), Congress, and judiciary share powers reserved to the national government, and the federal government shares sovereignty with the state governments. Federal and state elections generally take place within a two-party system, although this is not enshrined in law.

POLITICAL PARTIES

The U.S. Constitution is silent on political organizations, mainly because most of the founding fathers disliked them. Yet, major and minor political parties and groups soon arose. In partisan elections, candidates are nominated by a political party or seek public office as an independent. Each state has significant discretion in deciding how candidates are nominated, and thus eligible to appear on the election ballot. Typically, major party candidates are formally chosen in a party primary or convention, whereas minor party and independents are required to complete a petitioning process. The modern political party system in the U.S. is a two-party system dominated by the Democratic Party and the Republican Party. These two parties have won every U.S. presidential election since 1852 and have controlled the U.S. Congress since at least 1856. Several other third parties from time to time achieve relatively minor representation at the national and state levels. (Third parties include Unaffiliated, Green Party, and Libertarian Party.) At the federal level, each of the two major parties has a national committee (Democratic National Committee, Republican National Committee) that acts as the hub for much fund-raising and campaign activities, particularly in presidential campaigns.



**Visit to US Capitol Building,
Washington, DC**

The federal entity created by the Constitution is the dominant feature of the American governmental system. However, some people are also subject to a state government, and all are subject to various units of local government. The latter include counties, municipalities, and special districts. This multiplicity of jurisdictions reflects the country's history. The federal government was created by the states, which as colonies were established separately and governed themselves independently of the others. Units of local government were created by the colonies to efficiently carry out various state functions. As the country expanded, it admitted new states modeled on the existing ones. State parties exist in all fifty states, though their structures differ according to state law, as well as party rules at both

Topic Areas Political Processes

the national and the state level. A person can often become a "member" of a party, merely by stating that fact. In some U.S. states, a voter can register as a member of one or another party and/or vote in the primary election for one or another party. Such participation does not restrict one's choices in any way.

In our electoral system political parties are organized at the state level and are only loosely-knit state coalitions at the national level. Traditionally, our two major parties are coalitions of various sectional, economic, religious, ethnic, and other groups. Their pronouncements and platforms must be relatively vague so that no members of the coalition are offended. Election strategy is based upon the theory of "united we win, divided we fall", which often requires the sacrifice of consistency of principles. The result is the non-ideological nature of our parties and the frequent criticism by foreigners that parties are too ready to sacrifice principle for expediency. This criticism misses a major point about our party system and, indeed, about our whole form of government. That major point is the necessity for compromise within an accepted democratic framework. The establishment of a federal system of government and the separation of powers were great creative compromises of the constitutional convention. Without compromise - the ability of contending groups to give and take - the survival of democracy would be doubtful.

OPENING THE POLITICAL PROCESS TO ALL MEMBERS OF SOCIETY

Political tolerance means accepting and respecting the basic rights and civil liberties of persons and groups whose viewpoints differ from one's own. All citizens, including political leaders, have a responsibility to practice political tolerance in their words and actions. As a clear rejection of "might makes right", political tolerance is a key principle of democracy. Democracy implies respect for the plurality of views and virtues of dialogue as a means of resolving conflict. Voter registration is the individual's responsibility; however, several laws have been enacted which helped reach more voters and improved the voter process.

Throughout the history of the U.S., voting rights have been expanded repeatedly by Constitutional Amendments and legislation. Key Amendments and Federal Legislation include:

- 15th Amendment, 1870: The right of citizens of the U.S. to vote shall not be denied or abridged due to race, color, or previous condition of servitude (eliminates racial barriers)
- 19th Amendment, 1919: shall not be denied... on account of sex (eliminates sexual barriers).
- 23rd Amendment, 1961: District of Columbia (Washington D.C.) added electors.
- 24th Amendment, 1964: vote cannot be denied by reason of failure to pay taxes (eliminated poll taxes).
- 26th Amendment, 1971: granted voting rights to any citizen who is eighteen years old
- Voting Rights Act, 1965, as amended: gave voting rights to minorities.
- National Voter Registration Act, 1993: created wider voter registration procedures and broadened the base of American democracy.
- Help America Vote Act, 2002: required States to update voting practices to a national standard, makes voting easier for disabled persons.

FREE ELECTIONS

In a democratic nation there is probably no question more important than how political leaders are chosen. An "open" system which permits any qualified person to run for office and the holding of free elections at regular intervals are basic to the operation of our democratic government. These conditions are met within the framework of our political parties and electoral system, both of which are characterized by features which distinguish them from similar institutions in other countries.

The national party organization, centering on the national committee, is little more than a tenuous coalition of state organizations that unite every four years for the purpose of trying to elect a president. Between presidential elections the national committee, made up of representatives from each party, has little power and certainly cannot be regarded as the spokesman for party policy. If the party has the president, national party leadership falls to him or her. If the president is in the other party, then insofar as there is national leadership it comes from the defeated presidential candidate and more importantly from the party's leaders in congress. The chairman of the national committee is insignificant compared to those holding similar titles in other countries.

Party organization at the local level is of great importance. Party workers at this lowest level of the party hierarchy have the major responsibility for bringing out the votes on Election Day in support of party candidates. Regardless of how well organized the national and state parties may be, if party workers at this lowest level do not operate efficiently, a party's interests right up to the highest national level are jeopardized.

This is why nothing is more vital to our system of government than free elections. The right to determine what form our government will take and who will lead us is fundamental to a free people. As free people, Americans have an obligation to history to participate in the democracy that so many have died defending, beginning with the revolutionary war. It is important then that all Americans exercise their voting privileges

Never has free elections been more evident than when the 2008 Presidential election shattered more than 200 years of history by electing the first African-American president of the U.S. In his acceptance speech, President-elect Barack Obama spoke of "the power of our democracy".

ELECTORAL COLLEGE (Described in Article II, Section 1 of the Constitution)

The above information provides a fundamental basis of the American political processes. However, one of the most difficult areas in the political process to understand is our electoral college and how it functions. The following provides a look into the presidential and vice presidential selection process.

The founding fathers faced problems in how to elect a president in a nation that was composed of thirteen large and small states jealous of their own rights and powers and suspicious of any central national government, its people spread up and down a thousand miles of Atlantic seaboard barely connected by transportation or communication, who believed that political parties were mischievous if not downright evil, and felt that gentlemen should not campaign for public office (the saying was "the office should seek the man, the man should not seek the office").

The constitutional convention considered several possible methods of selecting a president. Some ideas were to have the congress choose the president, have the state legislatures select the president, or have the president elected by a direct popular vote. Finally, a so-called "committee of eleven" in the constitutional convention proposed an indirect election of the president through a college of electors

(borrowed from the Romans and the Catholic Church). The result was that each state was allocated a number of electors equal to the number of its U.S. Senators (always 2) plus the number of its U.S. Representatives (which may change according to each state's population). This arrangement built upon an earlier compromise in the design of the congress itself and satisfied both large and small states.

Then political parties emerged in the U.S. In the 1800 presidential election a tie vote resulted in the congress and the states hastily adopted the twelfth Amendment to the constitution by September of 1804 which fundamentally altered the design of the Electoral College and, in one stroke, accommodated political parties as a fact of life in American presidential elections. Since then several federal and state statutory changes have affected both the time and manner of choosing presidential electors but have not further altered the fundamental workings of the Electoral College. Electoral chaos followed as the process found its footing, but for the past hundred years, the Electoral College has functioned through two world wars, a major economic depression, and several periods of acute civil unrest. There have, in its 200-year history, been a number of critics and proposed reforms to the Electoral College system - most of them trying to eliminate it. There are also staunch defenders of the Electoral College who, though perhaps less vocal than its critics, offer very powerful arguments in its favor.

The fact is that the original design of our federal system of government was thoroughly and wisely debated by the founding fathers. State viewpoints are more important than political minority viewpoints. The collective opinion of the individual state populations is more important than the opinion of the national population taken as a whole. We should not tamper with the careful balance of power between the national and state governments which the founding fathers intended and which is reflected in the Electoral College. To do so would fundamentally alter the nature of our government and might well bring about consequences that even the reformers would come to regret. The Electoral College was originally designed to solve one set of problems, but today serves to solve an entirely different set of problems, is a tribute to the genius of the founding fathers.

In a formal sense, there are no national elections in the U.S. There are only state elections for national offices. It is the states that elect the U.S. Senators, the states that draw the geographic districts for and elect the U.S. Representatives, and the states that through the Electoral College elect the President of the U.S. As a result of this constitutional prerogative of the states to conduct all elections, there is no one federal code of law that prescribes how elections are to be conducted throughout the nation. There are 50 separate state election codes which, despite broad similarities, differ from one another in ways that reflect the unique political cultures, histories, and experiences of the various states.

This is not to say, however, that the federal government is entirely silent with regard to certain aspects of elections for federal offices. There is, for example:

- Federal Election Campaign Act (and the Federal Election Commission it created) which primarily regulates the financing of candidates seeking federal public office
- U.S. Department of Justice which houses two offices related to elections: the Voting Section of the Civil Rights Division (created to ensure the voting rights of certain minority groups in all elections) and the Election Crimes Branch (created to enforce federal laws designed to prevent various forms of election fraud)
- Bureau of Census that determines each decade the number of seats in the U.S. House of Representatives to which each state will be entitled and that provides state and local governments detailed population data to serve as the basis for redesigning congressional and

other political districts in accordance with the requirements of equal population, contiguity, and compactness.

In addition to these federal offices that are directly related to elections, there are other federal agencies that have a tangential connection to the election system such as the U.S. Postal Service (for conveying election materials and absentee ballots to and from voters, and for confirming the addresses of registrants) and the U.S. Department of Defense (for facilitating absentee voting by military and overseas citizens).

Finally, it should be noted that any election dispute involving a right guaranteed under the U.S. Constitution or involving the election of a federal official falls within the jurisdiction of the federal courts and, ultimately, the U.S. Supreme Court.

FREEDOM OF ASSOCIATION

The First Amendment does not specifically mention the right of association, but a right to peaceably assemble and petition the government. To petition the government effectively one might join others who have the same grievances. The First Amendment and the 'liberty' interest secured by the Fourteenth Amendment have been interpreted to protect a person's right to associate with others who share similar ideas, interests, and goals. Self-government is more than "Self". In many ways, America is a nation of joiners. Americans band together to seek friendship, cooperation, and concerted action. This liberty, then, was conceived to protect an association of people to achieve some lawful political end. The freedom of association protects one's membership in any organization that is not involved in criminal activity. Like freedom of speech and a free press, the right of peaceable assembly was considered by the Framers of our Constitution to lie at the foundation of a government based upon the consent of an informed citizenry – a government dedicated to the establishment of justice and the preservation of liberty.

GOVERNMENTAL AND NON-GOVERNMENTAL ORGANIZATIONS (NGO) are influential in shaping public perceptions of various issues, problems, their causes and potential solutions. NGOs are committed to addressing social needs and improving the human condition. By definition they are an organization that is not part of any government. A key distinction is between not-for-profit groups and for-profit corporations; the vast majority of NGOs are not-for-profit. The purposes of NGOs cover the entire range of human interests and may be domestic or international in scope. Many NGOs are key sources of information for governments on issues such as human rights abuses and environmental degradation. NGOs may be financed by private donations, international organizations, governments, or a combination of these.

Societies and their institutions are commonly divided into three sectors: public or governmental, for-profit or corporate, and nonprofit or independent. This number is sometimes reduced to two - public and private. The public sector includes governmental institutions, while the private includes both for-profit and nonprofit organizations. Institutions within the nonprofit or independent sector are often referred to as nongovernmental organizations (NGOs). This term is somewhat misleading, since it suggests a broader scope - that is, everything outside the governmental sector - than is usually intended. In general, the term refers only to nonprofits and does not include any organizations in the corporate sector.

Federal and state laws require certain types of organizations be established for specific purposes and these organizations do not solicit or accept funds from political parties or candidates, i.e. NGOs.

Topic Areas Political Processes

However, they can have a powerful effect on U.S. policy makers. Some NGOs work with state-based public policy organizations impacting public policy, and impacting good government through vigilance in the Legislative and Judicial process. Elected officials represent the people who have specific issues and concerns they want addressed and NGOs back the people. The list is long, but some current issues being addressed by both government and NGOs include: education, legislative activity and candidate campaigns, voter's political information, voter's rights, embryonic stem cell research, global warming, health care, illegal immigration, tribal sovereignty, etc. These organizations also accomplish accountability within the political process by keeping a watchful eye on the rule of law for the entire process and keeping special groups and the public aware of important issues and potential deficiencies. Although the entire U.S. political process is complex, it remains transparent.

The World Wide Web now offers a collection of information on U.S. Government political organizations. See [Additional Resources](#) at the end of the Section.

D. POLITICAL PROCESSES

FSP QUESTIONS and ANSWERS

How are Presidents and Vice Presidents of the U.S. Nominated?

Candidates for president and vice president are nominated by two methods - individual and party action declaration.

Presidential and vice presidential candidates nominated through the major parties are chosen at national political conventions, which traditionally meet in July or August of presidential election years. Delegates to those conventions are chosen through some form of presidential primary, some form of caucus/convention system, or a combination of both. The delegate selection process within the two major parties for the most recent presidential election began in 1980 in Iowa (on January 21) and was completed on June 28 (for republicans) and July 12 (for democrats).

The pre-nomination campaign may begin within the major parties as early as a candidate wishes to announce and begin organization and fundraising. Only funds raised after January 1 of the year preceding the presidential election year qualify for federal matching funds, however.

How are Presidents and Vice Presidents Elected?

The general election campaign for independent or non-major party candidates may begin as early as the candidates wish. Major party presidential campaigns traditionally begin on Labor Day and, therefore, last approximately 2 months.

The presidential election is actually a series of elections, by state and the District of Columbia, to fill the office of presidential elector. There are a total of 538 electors. In 47 states and the District of Columbia, electors are chosen by a winner-take-all, at large system, which awards all the electors from any one jurisdiction to the popular vote winner therein; in Mississippi and South Carolina, electors are elected as individuals; and in Maine, one elector is chosen in each (of two) congressional districts and two are chosen at large. In spite of these present opportunities - and other past opportunities - for a divided electoral vote in a state, electors pledged to different presidential candidates have not been elected from the same state since 1916.

Elector candidates pledged to non-major party- or independent - presidential and vice presidential candidates must satisfy individual state laws regarding ballot access. The requirements vary greatly from state to state. In 1980, although the federal election commission listed 21 presidential candidates appearing on 1 or more state ballots, only 4 candidates were on the ballot in all 51 jurisdictions choosing electors: Anderson (national unity and 6 other party or independent lines), Carter (democratic), Clark (libertarian), and Reagan (republican). These 4 tickets together received over 99 percent of all popular votes cast.

Who is Responsible for the Conduct of Elections in the U.S.?

The conduct of elections is the responsibility of the states subject to the requirements of the federal constitution. The constitution provides, and the Supreme Court has ruled, that Congress has the power to regulate federal elections in order to maintain the purity of the electoral process, and state elections in order that they are in conformance with constitutional requirements.

Topic Areas Political Processes

For most of our history, congressional regulation was minimal. In recent years, however, congress has enacted a number of laws to regulate elections. In addition, five Amendments to the constitution: the 14th, 15th, 19th, 24th and the 26th, directly bear on the electoral process. Since 1957, congress, exercising its constitutional authority, has enacted laws designed to prevent racial discrimination in the election process, namely the civil rights acts of 1957, 1960, and 1964. In 1965, congress passed the voting rights act which suspended for a stated period of time all tests and similar devices which had been used to discriminate against minority groups, particularly black citizens. This same legislation authorized federal officers to register voters and to observe elections to insure that there was no discrimination. In 1970, congress extended for an additional period of time the test suspension features of the 1965 act and reduced the residence requirements imposed by states as a prerequisite for voting for presidential electors. The 1970 Amendments also enfranchised all citizens between 18 and 21 years of age. A short time later the Supreme Court held that congress could lower the voting age only for federal elections. This ruling paved the way for the rapid adoption of the 26th Amendment to the U.S. Constitution. In 1975, congress again extended the voting rights act, placed a permanent nationwide ban on the use of literacy tests and devices and expanded the act to provide coverage for minority groups not literate in English and to require affected states and jurisdictions to offer certain kinds of bilingual assistance to voters.

Who Pays for Political Campaigns?

Most campaign funds of candidates for federal office are raised from private contributions by individuals and groups. Individuals are limited to contributions of \$1,000 to any candidate per election, and interest groups - in the form of multicandidate/political action committees (packs) - may contribute up to \$5,000 per candidate per election. The federal government provides incentives for individuals to make political contributions by allowing them to take a tax credit of half the amount of such donations (up to \$50 for an individual, or \$100 on joint tax returns).

Since 1976, candidates for president have been given the option of accepting public funding for their campaigns. During the primary election season, funds from the U.S. Treasury are payable to candidates on a basis which matches small, privately-raised contributions. Major political parties are eligible to receive a flat grant from the government to finance their nominating conventions, and their nominees are eligible for a much larger stipend for their general election campaigns. Provisions exist in the law for third party or new party candidates to be eligible for public funding on a proportional or retroactive basis.

Public funding is not available to candidates for Congress.

What is the Electoral College? What is its Role in the Election of the President and Vice President of the U.S.?

The president and vice president of the U.S. are actually elected by electors, chosen in the November general election, who meet on the first Monday after the second Wednesday in December to vote, separately, for president and vice president.

Each state chooses, in a manner determined by its legislature, a number of electors equal to the total of its senators and representatives in the U.S. congress. The District of Columbia, under the 23rd Amendment, chooses a number equal to the number chosen by the least populous state. The total membership

Topic Areas Political Processes

Of the Electoral College is 538, and the votes of 270, or a majority, are necessary in order for an individual to be elected president or vice president by the Electoral College.

All 51 jurisdictions provide that presidential electors be elected by popular vote. All but three states provide for winner-take-all, at-large elections. (See question: [How are presidents and vice presidents elected?](#)) The modern Electoral College almost always reflects the pre-election pledges of its members and does not, as the founding fathers anticipated, make independent judgments concerning who should be elected president and vice president. In six of the past nine elections, however, one elector has exercised his right to independent judgment and cast his electoral vote for someone other than the person to whom he was pledged.

The Electoral College never meets as one body, but in 51 smaller electoral colleges, in the state capitals and the District of Columbia, to cast their electoral votes. They vote separately for president and for vice president, but since they are almost always chosen by their political parties for their party loyalty and responsibility, the result of their voting can be predicted as soon as the results of the November general election are known.

Once the electors have voted and the results have been certified by the governor of each state, the results are sent to Washington to be counted before a joint session of the newly-elected congress, meeting the first week in January. If no candidate for president or vice president has received a majority, the house, voting by states, elects the president, and the senate, voting as individuals, elects the vice president.

Additional Resources

On the world-wide-web visit: <http://www.answers.com/topic/non-governmental-organization>

Examples of Non-governmental organizations:

American Red Cross

Amnesty International Greenpeace

World Wildlife Fund

The Center for Responsive Politics

FactCheck.org

Center for American Progress Judicial

Watch

The Free State Project

Citizens for Responsibility and Ethics in Washington Alliance for Justice

E. JUDICIAL SYSTEM

GENERAL EVENT PLAN

<p>Topic:</p>	<p>Judicial System</p> <p>The U.S. establishment of the rule of law and an effective judicial system, the role of the military justice system and its procedures, and the laws and institutions for addressing extremist violence and taking effective action to prosecute those who are alleged to have committed crimes.</p>
<p>Suggested activities:</p>	<ul style="list-style-type: none"> A. Visit to local Jail, prison, halfway house, probation officers. B. Attend criminal trial, court martial (arrange meetings with judge, jury, prosecutor, or defense counsel after hearing). C. Visit prosecutor and/or criminal defense lawyers. D. Visit to or by local installation JAG. E. Visit to police station, sheriff's office, state police. F. Visit to criminal law clinic at law school. G. Visit to public defender's office. H. Visit to local court house, circuit court, criminal or civil court, magistrate, Justice of the Peace. I. Visits to Homeland Security and Federal Bureau of Investigation (FBI) offices, Non-Government Organizations with missions to protect the U.S. against terrorist attacks, deter extremist violence, and prosecute criminals.
<p>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</p>	<p>See Appendix B, AMENDMENTS IV, V, VI, VII, VIII</p>
<p>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</p>	<p>See Appendix C, ARTICLES 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 14, 29</p>

Topic Areas Judicial System

<p>Other learning objective(s) or teaching point(s):</p>	<p>A. “Due Process” means that before the government can deprive a person of life, liberty, or property, a fair hearing must occur. Although the procedure must be fair, the constitution does not guarantee “fair” results.</p> <p>B. Every person has a right to be tried by a jury of his peers.</p> <p>C. A person cannot be forced to admit her/she committed a crime. Police must advise a person of his/her right to a lawyer when charged with a crime. If a lawyer is asked to be present and a lawyer is not provided before making a confession, any comments made cannot be used to convict any person.</p> <p>D. Before the police can stop/detain/arrest a person, they must have “reasonable suspicion” or “probable cause” to believe the person committed a crime (border searches different).</p> <p>E. Accused is presumed innocent until proven guilty and cannot be found guilty unless a jury unanimously agrees the accused is guilty “beyond a reasonable doubt”.</p> <p>F. The burden of proof is on the government to prove the defendant committed the crime charged against him/her.</p>
<p>Event Planning Checklist:</p>	<p>See Appendix F for Sample Event Planning Checklist</p>
<p>International Military Student Checklist:</p>	<p>See Appendix G for Sample International Military Student Checklist</p>



Visit to Monterey Court

E. JUDICIAL SYSTEM

FSP EVENT INFORMATION

LEGAL TERMS

Acquittal: Verdict that a criminal defendant has not been proven guilty beyond a reasonable doubt.

Appeal: A request made after a trial, asking a higher court to decide whether the lawsuit or trial was conducted properly. To make such a request is "to appeal".

Appellant: One who appeals.

Appellate: Related to appeals. An appellate court has the power to review the judgment of another lower court or tribunal.

Arraignment: A proceeding in which an individual who is accused of committing a crime is brought before a judge, told of the charges, and asked to plead guilty or not guilty.

Bail: Security (usually in the form of money) given for the temporary release of a criminal defendant from custody to ensure his appearance in court on the day and time appointed.

Brief: A written statement submitted by the lawyer for each side that explains that side's position on a question of law.

Capital offense: A crime punishable by death.

Case law: A compilation of law based on the decisions of appellate courts.

Circumstantial evidence: Evidence that leads to a certain conclusion even though it is not direct evidence of a fact. For example, a wet street is circumstantial evidence that it rained.

Common law: A legal system based on judicial decisions rather than legislative action. The American common law system originated in England.

Conviction: A judgment of guilt against a criminal defendant.

Counsel: Legal advice or a term used to refer to lawyers in a case.

Court: Government entity authorized to resolve legal disputes.

Court reporter: A person who makes a word-for-word record of what happens in a trial.

Damages: Money paid by defendants to successful plaintiffs in civil cases to compensate the plaintiffs for their injuries.

Defendant: In a criminal case, the person accused of the crime. In a civil case, the person complained against.

Defense attorney: A lawyer who presents a defendant's side of a case in a criminal trial.

Evidence: Information presented in testimony or in documents that is used by the judge or jury to decide a civil lawsuit or criminal trial.

Felony: A crime with a penalty of more than one year in prison.

Topic Areas Judicial System

Grand jury: A group of citizens who listen to evidence of criminal allegations, presented by the government, to determine whether there is probable cause to believe a crime was committed and whether the accused person should be brought to trial.

Indictment: The formal charge issued by a grand jury stating that there is enough evidence that the defendant should be brought to trial; it is used primarily for felonies.

Information: A formal accusation by a government attorney that the defendant committed a misdemeanor.

Judge: Government official with authority to decide civil or criminal cases brought before courts.

Judgment: The official decision of a court finally determining the respective rights and claims of the parties to a lawsuit.

Jurisdiction: (1) The legal authority of a court to hear and decide a case. (2) The geographic area over which the court has authority to decide cases.

Jury: Persons selected according to law and sworn to listen to evidence in court and declare a verdict on matters of fact.

Jurisprudence: The study of law and the structure of the legal system.

Lawsuit: A legal action by a plaintiff against a defendant based on a complaint that the defendant did or did not do something that resulted in harm to the plaintiff.

Litigation: A case, controversy, or lawsuit. Participants in trials and lawsuits are called **litigants**.

Misdemeanor: Usually a petty offense, punishable by less than a year in jail.

Parole: Early release from prison, usually based on good behavior as a prisoner.

Plaintiff: The person who files the complaint or claim in a civil lawsuit.

Plea: In a criminal case, the defendant's statement that he is "guilty" or "not guilty" of the charges.

Probable cause: A reasonable belief that an accused person committed a crime.

Probation: A sentencing alternative to imprisonment in which the court releases convicted defendants under supervision and under certain conditions.

Prosecute: To charge and try someone with a crime.

Prosecutor: A lawyer who tries a criminal case on behalf of the government.

Reasonable doubt: An honest misgiving about whether a person committed a crime. A criminal conviction requires proof of guilt "beyond a reasonable doubt".

Sentence: The punishment ordered by a court for a defendant convicted of a crime.

Settlement: Parties to a civil lawsuit resolve their difference without having a trial. Settlements often involve the payment of compensation by one party to the other.

Statute: A law passed by a legislature.

Topic Areas Judicial System

Testimony: Evidence presented orally by witnesses during trials or before grand juries.

Tort: A civil wrong or breach of a duty to another person, as outlined by law. For example, careless operation of a motor vehicle that results in property damage or personal injury in an automobile accident is a tort.

Trial: A civil lawsuit or criminal proceeding in a court.

Verdict: The decision of a jury or a judge.

Witness: A person called upon by either side in a lawsuit or trial to give testimony in court.

RULE OF LAW

The rule of law is by no means a modern or exclusive western ideal. It was discussed by Ancient Greek philosophers such as Plato and Aristotle around 350 BC. Plato wrote:

“Where the law is subject to some other authority and has none of its own, the collapse of the state, in my view, is not far off; but if law is the master of the government and the government is its slave, then the situation is full of promise and men enjoy all the blessings that the gods shower on a state.”

Likewise, Aristotle endorsed the rule of law, writing that “law should govern”, and those in power should be “servants of the laws”.

In the Chinese philosophical school of Legalism in the 3rd century BC, Han Fei Zi articulated three principles of law, the first of which is “law or principle” which states that laws, rather than rulers, run the state, and that laws be written and public.

In 1776, the notion that no one is above the law was popular during the founding of the U.S. and our government was established based on that principle.

Belief in the primary of law is basic to our way of life. The law is the ultimate arbiter; the courts and its judges are its guardians. All actions of other branches of government at all levels must be consistent with the law. The penalty for breaking a law is the same for a general as it is for a private or seaman. Often the media will report on scandals involving the powerful or rich who break the law and are held accountable.

U.S. CIVILIAN AND MILITARY JUDICIAL SYSTEM

All countries have laws—settled bodies of rules which govern the relationships among people. There are also other kinds of rules by which human relationships are ordered, such as custom, accepted morality, and religion. Law is distinguished from custom and morality in that it is the formal system of societal rules; its breach implies a formal sanctioning process. Adherence, unlike church attendance, isn't optional, it's required.

The U.S. legal system is structured into two levels: the federal level and the state level. The sources of authority for our legal system are the federal constitution and the state constitutions. Sources of specific laws are executive regulations, legislative statutes, and judicial case decisions.

Topic Areas Judicial System

The federal level legal system is generally characterized by a three tier court system. At the lowest level of the federal system are district courts which cover parts of, or whole states, depending on population and size of area. Next are the courts of appeal, which consist of groups of states. Decisions made in district courts may be appealed to the circuit court under which that particular court falls. Finally, there is the U.S. Supreme Court, the highest in the land. It has nine justices, appointed by the President, who serve for life.

At the state level, the legal system consists of both civil and criminal courts and is divided into regions determined by population and geography. A state court has jurisdiction over disputes with some connection to a U.S. state, as opposed to the federal government. State courts handle the vast majority of civil and criminal cases in the U.S. with minimal federal court supervision. State courts are usually located in the county seat. Most states have courts of limited jurisdiction, presided over by a magistrate or justice of the peace who hears criminal arraignments and tries petty offenses and small civil cases. Larger cities often have city courts which hear traffic offenses and violations of city ordinance. There is also an appeal system at the state level. When appeals within the state are exhausted, cases can then be appealed to the U.S. Supreme Court if there is federal jurisdiction of the case. The state has its own lawyers, called state prosecutors, to try cases. A defendant pays a private defense counsel, though there is a system in which the judge may appoint a defense counsel if the defendant cannot afford a lawyer.

The U.S. Judicial System is characterized by the right of the accused to a trial by a jury of his/her peers. The court randomly selects a panel of people (often 12, but the number is set by law) from the voter registration or driver's license lists in the area to hear the evidence at the trial and decide the guilt or innocence of the accused. The most important point in all this is that no matter how great or powerful, no one in this country stands outside or above the law.

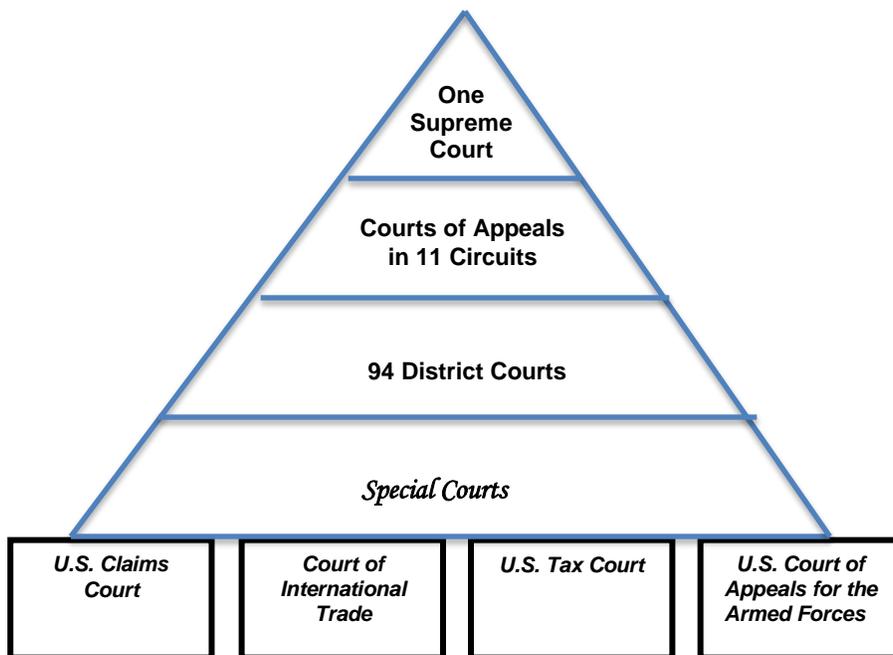
All U.S. military members fall under a separate federal system with a criminal code applicable to all Armed Services. This code is called the Uniform Code of Military Justice (UCMJ). Local military trials, called courts martial, are held at each military base. Decisions may be appealed to the Court of Military Review and then to the Court of Military Appeals. The final appeal is to the U.S. Supreme Court if specific requirements are met.

A court martial is similar to a civilian trial. A military judge will preside over the proceedings and the evidence is considered by a jury, usually of officers. However, the jury will typically consist of 3-5 members rather than the 12 in civilian trials. The required number varies depending on the type of court martial (special vs. general). Defendants in this military legal system also have full protection of their constitutional rights. Improper command influence is prohibited and the system requires a lawyer to serve as defense counsel.

THE JUDICIAL BRANCH OF THE U.S. FEDERAL GOVERNMENT

The Courts Explain the Laws

The Supreme Court is the Highest Court in the Land



“Equal Justice Under Law”

EXTREMIST VIOLENCE

Extremism is a term used to describe the actions or ideologies of individuals or groups outside the perceived political center of a society; or otherwise claimed to violate common moral standards.

The U.S., as well as other countries around the world, has seen an increase in extremist violence in recent years. The danger of extremism comes from groups both inside and outside our country. At the root of extremism are radical ideologies, radical religious beliefs and pent-up anger and frustration. All of this can lead to violent acts ranging from hate crimes to terrorism, such as the Oklahoma City Bombing and the terrorist attacks on 9/11/2001.

Hate crimes include criminal acts such as physical assault, damage to property, bullying, harassment, verbal abuse, insults or offensive graffiti or letters. Hate crime laws in the U.S. protect against hate crimes (also known as bias crimes) motivated by enmity or animus against a protected class. Although state laws vary, current statutes permit federal prosecution of hate crimes committed on the basis of a person's protected characteristics of race, religion, ethnicity, nationality, gender, sexual orientation, gender identity, and disability.

Extremist groups inside the U.S. comes from the right, most in the form of racist and anti-Semitic hate groups, or anti-government groups. Others come from the far left, including environmental and animal

Topic Areas Judicial System

rights extremists. Some groups may focus around a single, narrow issue, such as abortion. Others share beliefs that stress racial superiority, fanatic religious beliefs, or radical political views. Whatever their nature, many extremist groups have members who are so committed to their vision, that they are willing to break the law and use violence to achieve their goals. These extremist groups use publications, rallies, the internet and other means to share their beliefs and to recruit members.

Some in our nation argue for legislation that restricts extremist speech. Most legal scholars and many experts on extremist speech do not support that approach as it is difficult to balance the desire to protect our right to freedom of expression with the desire to avoid bloodshed. Others believe you can't legislate "hate" and it is better to allow "hate" speech as a safety valve than to suppress it, which could result in increased violence.

Although there are many definitions of terrorism, the definition contained in Title 22 of USC, Section 2656f(d) is that the term "terrorism means premeditated, politically motivated violence perpetrated against noncombatant targets by sub national groups or clandestine agents, usually intended to influence an audience. In addition to domestic groups, there are international and global organizations that are considered terrorist or potential terrorist groups. These groups have initiated terrorist attacks, engaged in planning and preparation for possible future acts, or retain the capability and intent to carry out terrorist attacks.

There are a number of U.S. Government and Non-Government Organizations that have a mission of monitoring, apprehending, and prosecuting extremist groups, domestic and international, to deter violence and terrorism at home and abroad.

The Department of State's Office of the Coordinator for Counterterrorism monitors the activities of groups active around the world considered potentially terrorist. This office, in consultation with the Attorney General and the Secretary of the Treasury, identify and designate organizations for the U.S. State Department List of Foreign Terrorist Organizations (FTO). Once designated as a FTO, it is unlawful for a person in the U.S., or subject to the jurisdiction of the U.S., to knowingly provide material support or resources to that organization. If representatives and members of an FTO are aliens, they are not admitted to the U.S. and, in circumstances, removable from the U.S. In addition, any financial institution that becomes aware it has possession of or control over funds of an FTO must retain possession of or control over the funds and report the funds to the Office of Foreign Assets Control of the U.S. Department of the Treasury.

The Department of Homeland Security (DHS) is the Federal agency with the primary responsibilities of protecting the territory of the U.S. from terrorist attacks. While the Department of Defense is charged with military actions abroad, the DHS works in the civilian sphere to protect the U.S. within, at, and outside its borders. It has a number of agencies and advisory groups charged with homeland security functions. For example, the Transportation Security Administration (TSA) is responsible for the safety of airline travel. The U.S. Coast Guard is a military service under DHS with responsibility for law enforcement, maritime security, national defense, maritime mobility, and protection of natural resources. In addition, its Office of Operations Coordinator works to deter, detect, and prevent terrorist acts by coordinating the work of federal, state, territorial, tribal, local and private sector partners. It also collects and fuses information from a variety of sources.

The Attorney General is responsible for ensuring the development and implementation of policies directed at preventing terrorist attacks domestically and will undertake the criminal prosecution of

Topic Areas Judicial System

these acts of terrorism that violate U.S. law. The Department of Justice has charged the Federal Bureau of Investigation (FBI) with execution of its Lead Federal Agency responsibilities for Federal response to terrorist incidents.

The Federal Bureau of Investigations' (FBI) mission is to protect and defend the U.S. against terrorist and foreign intelligence threats and to enforce the criminal laws of our country. Counterterrorism, including international, domestic, and weapons of mass destruction, is a top national security priority. Civil Rights, is another priority, which include hate crimes.

The core responsibility of the Department of Defense is to defend the U.S. from attack upon its territory at home and to secure its interests abroad. The U.S. Armed Forces protect the physical integrity of the country through an active layered defense. They also deter attacks upon it, directly and indirectly, through deployments at sea, in the air, on land, and in space. The military also provides assistance in some domestic terrorist situations that involve weapons of mass destruction, when so requested by the Attorney General.

There are also many non-government organizations, such as the Anti-Defamation League, the Southern Poverty Law Center, Coalition for Human Dignity, and the Center for Democratic Renewal, which monitor, expose, and report on hate groups.

Together, the above agencies and organizations work with state and local law enforcement agencies to monitor, apprehend, and prosecute extremist who commit criminal acts. Their ability to combat terrorism was expanded under the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act, commonly known the USA PATRIOT Act, signed into law on October 26, 2001, after the terrorist attack of 9-11.

The USA Patriot Act was enacted in response to the terrorist attacks of 9-11. It increased the ability of law enforcement agencies to search telephone, e-mail communications, medical, financial, and other records; eases the restrictions on foreign intelligence gathering within the U.S., expands the Secretary of the Treasury's authority to regulate financial transactions, particularly those involving foreign individuals and entities; broadens the discretion of law enforcement and immigration authorities in detaining and deporting immigrants suspected of terrorism-related acts. While its main targets are aliens, the act also expanded the definition of terrorism to include domestic terrorism. This increases the number of activities to which the USA PATRIOT Act's expanded law enforcement powers can be applied.

In addition, the Intelligence Reform and Terrorism Prevention Act (IRTPA) of 2004 requires the DHS to take over the conducting of pre-flight comparisons of airline passenger information to Federal Government watch lists for international and domestic flights.

E. JUDICIAL SYSTEM

FSP QUESTIONS and ANSWERS

RULE OF LAW

Is the Rule of Law a recent ideal?

No, the ideal that “laws should govern and the government and its leaders should be servants of the law, was endorsed by Ancient Greek and Chinese philosophers as far back as the 3rd century BC.

Is there a difference between Rule of Law and Rule by Law?

Yes, Rule by Law is very different. In rule of law, the law is something the government serves; in rule by law, the government uses law as the most convenient way to govern.

What is the Main Principle of the System of Justice in the U.S.?

The guiding principle of the U.S. system of justice is engraved in the Vermont marble pediment above the portico of the U.S. Supreme Court building, "equal justice under law".

THE COURTS

By What Authority are the U.S. Federal Courts Established?

Article III of the Constitution provides that there shall be one Supreme Court and such inferior courts as the Congress may ordain and establish. Additionally, Article I, section 8 provides that Congress has the power "to constitute tribunals inferior to the supreme court".

What is the Highest U.S. Court and How is it Organized?

As mandated by the Constitution, the supreme court of the U.S. is the highest court. Since 1869, the court has been composed of the chief justice of the U.S. and eight associate justices. Congress, which governs its organization by legislation, has varied the number of associate justices from 6 to 10. Congress now requires six justices for a quorum.

What is the Process by Which the Supreme Court Reaches a Decision and Who Sets This Process or Procedure?

The internal review process of the court has largely evolved by custom while the procedures to be followed by petitioners to the court are established in rules set forth by the court. After individually examining each case submitted, the justices hold a private conference to decide which cases to schedule for oral argument, which to decide without argument, and which to dismiss. If at least four justices agree, a case will be taken by the court for a decision, with or without oral argument, and the other requests for review will be dismissed. If oral argument is heard, a total of 1 hour is generally allowed the parties to argue the issues and respond to questions of the justices. Later, in conference, the justices make their decision by simple majority or plurality vote. A tie vote means that the decision of the lower court is allowed to stand. Such a vote could occur when one or three justices do not take part in a decision.

Why is So Much Importance Placed on a Supreme Court Decision?

Article VI of the Constitution provides that the Constitution and the laws of the U.S. made "in pursuance thereof" shall be the supreme law of the land. Thus when the Supreme Court decides a case, particularly on Constitutional grounds, it becomes guidance for all the lower courts and legislators when a similar question arises.

With All the Decisions Appealed From the State and Federal Courts, How Can the Supreme Court Possibly Review and Decide Them All?

Each year, the court receives for review nearly 4,000 decisions from lower state and federal courts. The justices examine each case submitted and agree to hear arguments on less than 200 each term. Another 100 or so lower court decisions are disposed of by decision of the court without oral argument and the rest of the petitions for review are either denied or dismissed.

What Are the U.S. District Courts and How Are They Organized?

These courts, created by Congress, are the trial courts in the federal judicial system. It is in these courts that most federal cases are first tried and decided. There is at least one district court in each state as well as the District of Columbia, Puerto Rico, Guam, the Virgin Islands, the Northern Mariana Islands. Each court has 1 to 27 judges and trials in these courts are generally heard by 1 judge.

What Are the U.S. Courts of Appeals and How Are They Organized?

They are the intermediate appellate courts, often called circuit courts, in the U.S. judicial system. There are 12 circuits, each having 4 to 24 judges. Principally, the jurisdiction of these courts is over appeals from the U.S. district courts and appeals from action of government agencies. Cases are generally presented to the courts sitting with three-judge panels.

What Other Federal Courts Are There?

There are several special courts of the U.S., so called because they have jurisdiction over special subject matter. The title of each generally indicates its jurisdiction. For example, the U.S. Claims Court has jurisdiction to render money judgments upon any claims against the U.S. Other examples of special courts include the Court of International Trade, the U.S. Court of Appeals for the Armed Forces, and the U.S. Tax Court. Judges are appointed to sit on these courts. Additionally, there are several other courts composed of regular U.S. district and appellate judges who render this service in addition to their regular duties.

What are the Qualifications Required to be a Justice of the Supreme Court?

There are neither Constitutional nor statutory qualifications for appointees to the Supreme Court. Determining the qualifications of the individuals selected is left up to the president who nominates, and the members of the Senate, who confirm individuals to the court.

What is the Tenure of a Federal Judge?

Judges of the U.S. court of military appeals and the U.S. tax court have terms of 15 years and judges of the district courts in Guam, the Virgin Islands, and the Northern Mariana Islands have 8-year terms. Otherwise, the judges of the courts mentioned in the preceding questions have "good behavior" tenure as specified in the Constitution. This is generally considered to be life tenure.

Why do Most Federal Judges Have Good Behavior Tenure?

The framers of the Constitution believed that by allowing this tenure and protecting a judge's compensation while in office, the independence of the federal judiciary could be preserved. If a judicial

decision displeased the executive or legislature, or even a majority of the population, the judges could not be punished for it. This judicial independence was considered to be a key part of the system of checks and balances established by the Constitution.

How, and for What Reasons May Judges be Removed From Office?

As officers of the U.S., such judges may be removed from office by impeachment for treason, bribery, or other high crimes and misdemeanors. One statute specifically states that justices or judges appointed under the authority of the U.S. who engage in the practice of law are guilty of a high misdemeanor. Otherwise, it is up to Congress to determine if certain judicial misbehavior meets the definition of a high crime and misdemeanor.

EXTREMIST VIOLENCE

Is the Speech of Extremist Groups Protected by the 1st Amendment of the Bill of Rights?

Yes, in our democratic society, we pride ourselves on being allowed the freedom to gather and espouse whatever we wish so long as we do not incite others to commit acts of violence.

Give Examples of Extremist Groups.

A few examples of domestic extremist groups include: Racist skinhead groups (e.g. American Front, Hammerskin Nation); Holocaust denial groups (Institute for Historical Review); anti-government groups (Militia of Montana, Patriots for Freedom Foundation); and environmentalist groups (Earth First, Earth Liberation Front). A few examples of international or global terrorist groups include: the Palestine Liberation Front (Palestinian), al-Jihad (Egyptian Islamic Jihad), and al-Qu'ida (global).

Which type of Extremist Group has Experienced the Most Growth?

Anti-government or patriot groups have increased significantly in the last few years. These groups have been fueled by anger over the changing demographics of the U.S., the soaring public debt, the troubled economy and an array of government initiatives that have been branded as socialist or even fascist.

Do All Extremist Groups Advocate Violence?

Not all extremist groups advocate violence. However, some of their members may feel so strongly about their vision that they resort to violence.

What are Primary Organizations with Missions to Protect the U.S. from Extremist Violence by Domestic and International Extremist Groups?

The primary organizations with responsibility to protect the U.S. from Extremist Violence by domestic and international extremist groups are the Department of State, the Department of Homeland Security, the Attorney General, the Federal Bureau of Investigation, and the Department of Defense.

F. FREE MARKET SYSTEM

GENERAL EVENT PLAN

<p>Topic:</p>	<p>Free Market System</p> <p>The success of the U.S. economy due to land reform, reform in tax systems, encouragement of private enterprise and individual initiative, creation of favorable investment climates, curbing corruption where it exists, and spurring balanced trade; the independent roles of labor and management in negotiating pay, working hours, and conditions, and other benefits associated with employment; the factors underlying industrial and agricultural production, and how environmental protection has altered each; and the role of environmental protection.</p>
<p>Suggested activities:</p>	<p>A. Economy: Industry guest speaker visits - working lunches, panel group discussions; visits to local Chamber of Commerce, Small Business Administration field offices; visits to manufacturing organizations; service organizations; financial organizations (banks, credit unions, savings and loan associations), federal housing administration offices, brokerage houses; affiliates of large national corporations; "mom and pop" stores; large and small construction firms; U.S. Government operated institutions (dams and hydroelectric institutions), transportation centers (rail, air, water, truck, or pipeline).</p> <p>B. Labor and Management: Visits to business and industries to show the independent roles of labor and management in negotiating pay, working hours and conditions, and other benefits associated with employment; discussions with labor unions.</p> <p>C. Agriculture/Industry/Environment: Visits to crop, cattle, dairy, and other farms; visits to industrial plants; visits to colleges/universities offering programs in agriculture and environmental programs.</p> <p>D. Environmental protection: Speakers from environmental protection groups; visits to utilities (electric, water), recycling centers; tours of waste water treatment plants; local industry visits that incorporate voluntary and legally required environmental protection measures; visits to water purification plants, rehabilitated landfills.</p>
<p>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</p>	<p>See Appendix A, ARTICLE I, VI</p> <p>See Appendix B, AMENDMENTS IX, X, XVI</p>

Topic Areas Free Market System

<p>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</p>	<p>See Appendix C, ARTICLES 17, 20, 23 and 24</p>
<p>Other learning objective(s) or teaching point(s):</p>	<p>A. The contemporary meaning of a free market is a market without economic intervention and regulation by government except to regulate against force or fraud (i.e. property rights and contracts); equitable exchange and balance between sellers who supply goods and services and buyers who demand goods and services. The involved parties do not coerce each other, in the sense that they obtain each other's property rights without the use of physical force, threat of physical force, or fraud, nor are they coerced by a third party (such as by government via transfer payments). Free markets contrast sharply with <i>controlled markets</i> or <i>regulated markets</i>, in which governments directly or indirectly regulate prices or supplies, which according to free-market theory causes markets to be less efficient. Where government intervention exists, the market is a mixed economy.</p> <p>B. The economy of the U.S. is the world's largest nominal economy and is about three times that of the world's second largest national economy, Japan. Historically, the U.S. economy has maintained a stable overall gross domestic product (GDP) growth rate, a low unemployment rate, and high levels of research and capital investment funded by both national and, because of decreasing saving rates, increasingly by foreign investors. Many U.S. citizens see our country and themselves in an economic crisis.</p> <p>C. Land reform is deliberate change in the way agricultural land is held or owned, the methods of its cultivation, or the relation of agriculture to the rest of the economy. The most common political objective of land reform is to abolish feudal or colonial forms of landownership, often by taking land away from large landowners and redistributing it to landless peasants. Other goals include improving the social status of peasants and coordinating agricultural production with industrialization programs.</p> <p>D. Reform in the U.S. tax system is as complex as the U.S. tax laws themselves. Change in our tax system addresses a wide variety of subjects: what will be taxed, who will be taxed, how much tax will be levied, and how to file individual and corporate tax reports (i.e. returns). Each tax topic is complex into itself and is the subject of much debate. Recent tax reform measures by U.S. Government are intended to encourage both individual citizens and enterprises to spur our economy and investment climate and trade.</p> <p>E. Labor unions in the U.S. are legally recognized as representatives of workers in many industries. The most prominent unions are among public sector employees such as teachers and police. Activity by labor unions in the U.S. today centers on collective bargaining over wages, benefits, and</p>

	<p>working conditions for their membership and on representing their members if management attempts to violate contract provisions. Today most unions are aligned with one of two larger umbrella organizations: the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) and the Change to Win Federation, which split from the AFL-CIO in 2005. Both advocate policies and legislation on behalf of workers in the U.S. and Canada, and take an active role in politics. The AFL-CIO is especially concerned with global trade issues (made up of 56 national and international unions representing more than 11 million workers.) The Labor-Management Reporting and Disclosure Act of 1959 (LMRDA) provides standards for the reporting and disclosure of certain financial transactions and administrative practices of labor organizations and employers; the protection of union funds and assets; the administration of trusteeships by labor organizations; and the election of officers of labor organizations. The Act also guarantees certain rights to all union members.</p> <p>F. The Industrial Revolution, which began with the invention of the cotton gin in 1794, mechanized means of production. Industrial agriculture is a form of modern farming that refers to the industrial production of livestock, poultry, fish and crops. Both have enabled the greater production of food and goods to meet the needs of the human population, but have caused widespread ecological damage and negative human health effects. This has resulted in the passage of federal laws that are intended to protect the health of all Americans and preserve and protect our natural environment.</p> <p>G. The U.S. Environmental Protection Agency (EPA) was established in 1970 (under Title 40 of the Code of Federal Regulations that deals with protecting human health and the environment) as an independent regulatory agency responsible for the implementation of federal laws designed to protect the environment. The EPA administers the Clean Air Act, Clean Water Act, Atomic Energy Act, and several other laws and Presidential Executive Orders (EOs). The National Environmental Policy Act (NEPA) (Title 17) is the U.S. environmental law that established a U.S. national policy promoting the enhancement of the environment. It requires federal agencies to integrate environmental values into their decision making processes by considering the environmental impacts of their proposed actions and reasonable alternatives to those actions.</p>
<p>Event Planning Checklist:</p>	<p>See Appendix F for Sample Event Planning Checklist. (Not applicable for Sponsor Program).</p>
<p>International Military Student Checklist:</p>	<p>See Appendix G for Sample International Military Student Checklist</p>

F. FREE MARKET SYSTEM

FSP EVENT INFORMATION

ECONOMY

The American economy is the product of a complicated and unusual series of historical conditions and trends. However, the motivation of our people, our political and social institutions, and our ideals are equally important. We have been lucky, but we have also made much of our opportunities. Our success and our problems are partly due to the peculiar nature of our society. Our economy is dynamic, full of seething changes which reflect the energy, vitality, and needs of most of our people.

Concepts of individual freedom, private property and individual liberty were cherished, and the protection of both was a major concern in writing the Constitution. The Constitution and new government did more than just protect these rights. The Constitution has further economic significance because it eliminated many of the economic barriers between the separate states, creating what amounted to a great common market in which all of the former colonies participated. It also created a strong government which aided in the westward expansion of territory stretching to the Pacific Ocean, so the geographical size of our market continued to grow. As innovations in transportation and communications spread across this land, they broke down local isolations and gradually created a single, national market in which regions, states, and individual businessmen and farmers competed with each other. In other words, we achieved all the advantages of removing barriers to the free flow of labor, goods, and capital a full century and a half before the movement to a common market in Western Europe and other places in the world.

Paralleling the growth of our natural resources base was a growth in population. Natural growth was combined with heavy immigration between 1840 and 1920, when almost 20 million people (mostly from Europe), added substantially to our labor supply. Yet our growth was rapid enough not only to absorb this labor force, but to run a chronic relative shortage of labor. We had enough workers, but not so many as to prevent them from being among the highest paid in the world. This condition in turn put a premium on labor-saving technology and made our businessmen search for ways to increase labor productivity. Furthermore, the self-selective process in immigration and the rise in educational opportunities in our communities resulted in a fairly high quality of labor at the same time that technological advances required more workers of this type. In addition to these advantages, we had a highly motivated and enterprising group of businessmen, quick to seize their opportunities, and often to make those opportunities by introducing new ways of organizing their enterprises and of turning out products.

A vigorous people spread across a relatively empty continent, rich in natural resources, at the time when people and capital were moving out of the advanced countries with a minimum of restrictions. Our timing was fortunate in one other sense as well - we founded our national economy just at that moment in man's long history when the so-called "industrial revolution" was being launched. The new technology found a friendly environment in America. The inventor, the tinkerer, and the experimenter have ever since been among the folk heroes of our culture.

The period from the revolutionary war to the 1940's was based on steam power, progressive agriculture, iron technology, the standardization of machine parts, and the mechanized production of cotton textiles. It marked the beginning of the industrial revolution in the U.S. and the introduction of the factory system, especially in the northeast. Each period was marked by an increase in the resource

Topic Areas Free Market System

base, a wave of technological innovations, and the opening up of new fields of investment opportunities which induced high rates of capital formation. The period from the late 1700's to the end of the 19th century was marked by agricultural mechanization, railway construction, the development of a telecommunications system, and the development of the machine-tool and steel industries.

The beginning of the 20th century saw the use of electricity as an energy source for lighting and for power driven machinery and the birth of the automotive and petroleum industries. This period also saw the refinement of the assembly line and other elements of mass-production technology, as well as the development of aviation and a wide variety of business machines. Chemical industries took on new importance. Then the developments in such basic sciences as chemistry, physics, electronics engineering, mathematics, and biology began. These developments laid the groundwork for the age of nuclear energy, space exploration, and electronically operated systems of automation, and computers.

The interaction of these various developments naturally brought great changes in the character of American business. The opportunities for production on a large scale, for a large market, were not only attractive but made necessary by the larger pressures of competition.

In 1901, the U.S. Steel Corporation was organized, the first billion dollar concern in America. It was followed by many more. Most industries remained comparatively decentralized and competitive, however, and the changing conditions of production manifested themselves in other ways for them. Following new procedures, as in the rise of "scientific management" was one response, with greater efficiencies within the plant, from personal selection to buying operations, to inventory control and bookkeeping. The constant objective was to increase productivity and cut costs in order to meet and conquer the competition. The scale of business operations also had its impact on distribution and marketing.

Our money and banking system provided the bloodstream which carried these changes throughout the economy. When we declared our independence from Great Britain in 1776 there was not a single bank in the country, and by the 1830's we abandoned efforts to operate a central bank until the idea was put into force as the Federal Reserve System in 1913. But privately operated financial "intermediaries" grew rapidly in number and size throughout the 19th century. These institutions, banks, insurance companies, securities markets, and so forth were vital in the task of mobilizing American savings and capital from abroad for use by our growing businesses. They contributed greatly to resource and industrial development by helping to provide the funds borrowers wanted while providing private savers various kinds of attractive financial assets. Banking, in particular, had become an enterprise which "created" money, and in so doing helped to create American industry.

The result of all these advantages, and the willingness of our society to seize them, was a rate of industrial growth in the late 19th and early 20th centuries which was one of the fastest in history. It transformed our society and made us into an urban, industrialized nation which led the world in the production of material goods. Change has continued to be the essence of American economic experience, and our business sector is constantly shifting in its adjustment to new conditions. Large-scale organizations have increased in both size and number, but so have the smaller firms and individual enterprises.

Based on 2006 census figures, there are over 13 million firms and establishments in the U.S. These include businesses of all sorts and sizes. The high rate at which new businesses are formed each year - several hundred thousand in such varied fields as small factories, shops, construction companies,

Topic Areas Free Market System

insurance agencies, taxi services, laundries, beauty parlors, resorts, technical consulting firms, and the like - attests to the diversity and range of opportunity in which a minimum of capital and labor expense is required for entry, if not enduring success.

To expand the range of alternatives and to provide necessary minimum levels of security, Americans have supplemented the workings of the private sector of the economy with governmental action. While attention focuses mainly on the activities of the national government, all levels of government participate in practically all of the types of activity discussed below. Aside from specific activities, government has a tremendous impact on the economy, generally through the money it spends (and collects). The national government is the biggest spender of all. In recent years it has spent



Visit to Aerospace Industry Company

about three times as much as all state and local governments combined. Of course, national defense, foreign aid, and other security programs account for about one-fourth of federal spending.

Programs to promote economic growth are older than the nation. The government is a heavy investor in research and development activities, directly through work done by government agencies and indirectly by contracts and grants to researchers in the private sector. Various aids and subsidies to private business and agriculture and such welfare programs as the social security system also fall within this category. To maintain the purchasing power of consumers so that they can buy the products of our agriculture and industries has come to be regarded as a legitimate function of government. Through their votes the American people have authorized the government to enact and enforce legislation to achieve this end.

As indicated in earlier discussions, Americans have a deeply ingrained fear of the concentration of power. This is as true in economic as in political life. While large-scale business organization has contributed much to our economic growth, there is always the danger that this concentration of economic power may be used in antisocial ways. Two means of coping with the problem have been developed. One is by recognizing certain industries as "natural monopolies" in which competition would adversely affect the public interest. For such industries the remedy is considered to be government regulation. The other means is by breaking up large concentrations of economic power through antitrust laws and, when necessary, court action.

Antitrust laws are intended to encourage competition in the marketplace. These laws make illegal certain practices deemed to hurt business or consumers or both, or generally to violate standards of ethical behavior. Government agencies, along with private litigants, apply the antitrust and consumer protections laws in hopes of preventing market failure. In addition, in 1988 Congress rewrote mail and wire fraud laws to include schemes designed to "deprive another of the intangible right of honest

Topic Areas Free Market System

services." This law presumes a public official owes the public a duty of honest services. When the official fails and does so using the mail or telephones — or perhaps e-mail or BlackBerry — while concealing a financial interest, it becomes a crime. This law has been applied by federal prosecutors in cases of public corruption as well as in cases in which private individuals breached a fiduciary duty to another.

Governments at all levels have increasingly passed laws designed to promote the general welfare. At the state and local levels, the authority for such legislation comes from the powers "reserved" to the states and from the general police powers. Laws regulating wages and hours, workmen's safety and compensation, the employment of women and children, and health and safety, as well as social security and unemployment insurance measures, are examples of government activity in this area. Until the Great Depression of the 1930's, depressions came and went, and few people considered it the government's responsibility to do anything about them. Since then, however, public opinion has supported government action to cope with depressions should they occur and better yet, to prevent them if possible - that is, to "even out" the business cycle. Today most people believe the government is responsible for maintaining a stable monetary system, a fiscal system designed to stabilize the economy, and a social welfare program designed to keep purchasing power at or near normal levels.

Since the 1990s, the U.S. has experienced record trade deficits that have made the U.S. the largest debtor country in the world. Balanced trade is an alternative economic model to free trade. Under balanced trade nations are required to provide a fairly even reciprocal trade pattern; they cannot run large trade deficits. Under the balanced trade concept, a country should import only as much as it exports so that trade and money flows are balanced. A country can balance its trade either on a trading partner basis in which total money flows between two countries is equalized or it can balance the overall trade and money flows so that a trade deficit with one country is balanced by a trade surplus with another country. In 2005, the merchandise trade deficit of the U.S. was a record \$767B. Since the surging trade deficits could create a balance of payments crisis for the U.S. and wreak havoc with our economy, there is growing support for balanced trade. The idea of balanced trade was first introduced legislatively in the *Balanced Trade Restoration Act of 2006*. Since the proposed legislation was introduced in the Senate, there has been no action on the bill. However, there is growing concerns on the U.S. trade deficit. The U.S. continues dialog with its trading partners to promote trade balance as an alternate to imposing import restrictions on countries with large trade surpluses with the U.S.

American business and government are joined as inseparable parts of a functioning mixed economy. Our historic traditions of individualism, private enterprise, and distrust of the concentration of power are observed as much as possible within a Constitutional framework designed to promote the public welfare. Government is the agency through which compromises are hammered out when conflicts arise, as they inevitably must, between individual interests and the public good.

The American economy is a unique mixture of private and public enterprise, of individual initiative and government promotion, of personal responsibility and public regulation. There are no easily discerned boundaries between public and private sectors of the economy. In a complex industrial society like ours, compromises between property rights and individual rights, including the right to some security, are inevitable. The concentration of economic power which came with the large-scale business organization is balanced by the large-scale organization of labor and of agriculture and by the action of government in regulating, promoting, and managing the economy.

LAND REFORM

Land reform means the deliberate change in the way agricultural land is held or owned, the methods of its cultivation, or the relation of agriculture to the rest of the economy.

Our country began through agriculture when the earliest settlers harvested wood and produced tobacco for exported to England. The westward movement of the American people was largely agricultural. After about 1815 the settlement of rich, relatively empty regions was particularly rapid. As a result, the basic feature of our agriculture until the 1930's was the growth in the number of farms and the amount of land under cultivation. Federal land laws made settlement easy, and the new territories and states granted legal and political concessions to migrants, to attract population. From the earliest time migration was attributable to government action as well as individual enterprise. From the outset American farmers were commercially oriented and self-sufficient as settlers sought to build successful and profitable farms.

However, there has also been a significant amount of tenancy. This was particularly true in the south where "sharecrop" tenancies arose after the Civil War because of the financial stringencies of both the former slaveholders and the newly freed slaves. Many other groups gradually fell into this category as well. By the 1930's about 40 percent of our farmers were tenants of some kind. Since then, government programs to assist farm purchase and the movement of tenants into other occupations have sharply reduced the total. The vast

majority of farms and ranches in the U.S. are family owned and operated. USDA classifies family farms as "any farm organized as a sole proprietorship, partnership, or family corporation. Family farms exclude farms organized as nonfamily corporations or cooperatives, as well as farms with hired managers" (USDA, Economic Research Service 2007 Family Farm Report). Under this definition, the National Agricultural Statistics Service's 2007 Census of Agriculture reported that family farms account for almost 96 percent of the 2,204,792 farms in the U.S.



As the need for capital in farming grew, so did the demand for more credit facilities of all kinds. Local storekeepers, banks, mortgage companies, and implement dealers were some of the private agencies, which always provided a sizable proportion of the needed capital. Until the 1920's, much of it was provided from the farmers' own savings. Since the turn of the century, these have not been enough to meet the growing requirements of capital-intensive agriculture. To deal with these problems government increasingly has intervened to direct and support agricultural credit facilities. The principle adopted has been to isolate the interest rates available to farmers from the general interest rate.

Government action on behalf of our farmers is a very old story. From the beginning of the republic it made land cheap and easily available to settlers, helped finance internal improvements (roads, canals, railroads, etc.) aimed at benefiting the farmer, and sought to aid him in many other ways. The principle has always been there. If some of the policies adopted in recent times are new, so are the problems with which they deal. Once again it is important to be reminded that we have solved the oldest problem of mankind - providing an abundant, cheap diet, with a minimum of effort for society as a whole. Equally important, this has been achieved with a minimum of restrictions on the freedoms, economic or political interests of that society.

REFORM IN THE U.S. TAX SYSTEM

Taxation in the U.S. is a complex system which may involve payment to many different levels of government and many methods of taxation. U.S. taxation includes local government, possibly including one or more of municipal, township, district and county governments. It also includes regional entities such as school and utility, and transit districts as well as state and federal government. Several organizations and individuals are working for tax reform in the U.S. including Americans for Tax Reform, Citizens for an Alternative Tax System, Americans for Fair Taxation, and Libertarian Party (U.S.). Various proposals have been put forth for tax simplification in Congress including the fair tax and various flat tax plans. Proposals have also been put forth to completely abolish the Federal Income Tax for individuals.

Statute 3018, Bipartisan Tax Fairness and Simplification Act of 2010, has been referred to the Senate committee and read twice and referred to the Committee on Finance. If enacted, its purposes is to: (1) make the federal individual income tax system simpler, fairer, and more transparent; (2) reduce the income tax rate on corporations, repeal the individual and corporate alternative minimum tax and eliminate special tax preferences; and (3) reduce the federal budget deficit. In essence it would encourage private enterprise and individual initiative, create favorable investment climates, curb corruption and spur balanced trade.

The global economy has changed markedly over the past half century. Trade and investment flow across borders in greater volume and with greater ease. Increasingly, the ability of U.S. companies to grow and prosper depends on their ability to do business globally. In the 1960s, international trade and investment flows were much less important to the U.S. economy and the decisions of U.S. companies than they are today. Thus, the U.S. was free to make decisions about its tax system based primarily on domestic considerations. Moreover, our trading partners generally followed the U.S. lead in tax policy. The growing interdependence of countries - resulting from increasing integration of trade, finance, investment, people, information, and ideas in one global marketplace - has resulted in increased cross-border trade and the establishment of production facilities and distribution networks around the globe. Businesses now operate more freely across borders, and business location and investment decisions are more sensitive to tax considerations than in the past.

With a higher cost on investment, business taxes play a particularly key role in the economy because they influence the incentive to acquire and use capital - the plants, offices, equipment, and software that corporations employ to produce goods and services. In general, an economy with more capital is more productive and ultimately attains a higher standard of living than economies that have accumulated less capital. Workers gain when businesses have more capital.

In 1960, trade in goods to and from the U.S. represented just over 6 percent of Gross Domestic Product (GDP). Today, it represents over 20 percent of GDP, a three-fold increase, while trade in goods and services amounts to more than 25 percent of GDP. Cross-border investment represented just over 1

percent of GDP in 1960, but in 2006, it was more than 18 percent of GDP, representing annual cross-border flows of more than \$2.4 trillion, with the aggregate cross-border ownership of capital valued at roughly \$26 trillion. In addition, U.S. multinational corporations are now responsible for more than one-quarter of U.S. output and about 15 percent of U.S. employment.

LABOR AND LABOR MANAGEMENT RELATIONS

In tracing the changes in the U.S. agricultural system, we can show that growing productivity has reduced the number of farmers. Greater agricultural efficiency has freed a larger and larger proportion of our population from working on the land. In the continuing process of industrialization in America, we have been transformed from a nation of farmers to a nation of workers—white collar, blue collar, and specialists. Most of us are wage earners, dependent on the paycheck as the main source of support for ourselves and our families. A large proportion of the labor force belongs to trade unions of various kinds, and these organizations have come to play an important role, and a controversial one, in our politics, our economy, and our society as a whole. It is therefore necessary for anyone seeking a balanced picture of American life and institutions to understand the status of our workers and the nature of their organizations.

Many people have many incorrect notions about both the position of workers in America and the functions of their unions. Most foreigners come from countries with rigid, often insurmountable, class distinctions, with the ordinary workingman on the bottom rung of the ladder both socially and financially. Even in industrial, democratic England, for example, a man's "class" is "branded on his tongue", a theme recently revived in the play, "My Fair Lady", and it can seem very difficult for people of talent to find "room at the top". In the less-developed countries the differences between classes are often much sharper. It is difficult for people with this background to grasp the remarkably fluid nature of our society, the fact that "classes" have very vague boundaries. People can move in and out of them with relative ease. On the other hand, many foreigners are also likely to have ideas about workingmen's lives in an industrial society based on the dismal picture of the early 19th century shown by writers like Charles Dickens or Karl Marx. Some might be inclined to think of labor unions in such a society as basically political organizations, dedicated to the radical overthrow of the existing regime, as indeed they are in some countries.

These difficulties are compounded by the fact that the great gains of American labor unions since 1933 and the powerful role of labor organizations in our national life remain emotional issues for many Americans. The idea of organizing the workingman for collective action jars against the image of "rugged individualism", which has had such appeal in our history. Some Americans are alarmed by labor's power, which they feel could be used irresponsibly under certain circumstances. But, right or wrong, they reflect an old theme in our society: a distrust of any great concentration of power.

To understand American unions and to avoid being ensnared in the controversy which still surrounds them, the topic must be placed in a sound perspective. Bigness is an unavoidable feature of modern industrialism. We have seen the same trend in the evolution of American business and on our farms. Big labor has grown up for many of the same reasons. Its growth came only after a long struggle, marked by the kinds of compromises which are typically American. One such compromise involved our strongly held conviction about the sanctity of private property. Industrial growth often brought this into conflict with our equally strong ideals about the sanctity of individual rights. We have tried to preserve both of these ideals and bring them into harmony in our new "mixed economy". There are very rich and very poor people in the U.S. as there are in almost all societies; and, as we might expect, more of the latter than the former. The great majority, however, fall somewhere between the extremes. Sociologists and

Topic Areas Free Market System

other experts have shown that our people are divided to some degree by "status" or "class". There can be no denial that almost every community has both a country club and a shantytown. But the great majority of Americans, including most of those who work at tough jobs for a living, regard themselves as "middle class", and rightly so.

Over the course of the last five generations there has been a more equitable distribution of the national income, a change that has taken place slowly and gradually. More important, perhaps, than the share of income each occupational group may achieve is the fact that individuals can move from one group to another in the quest for greater opportunity. This was a land settled and populated by those who sought the opportunity to improve their lot in life, and that of their children, by escaping from rigid class distinctions and restrictions. A democratic government and labor-short economy provided ideal conditions for realizing those aspirations. The result, as one scholar has pointed out, is that "America has had a greater measure of social equality and social mobility than any highly developed society in human history". Work has always enjoyed respect in America, and we have constantly sought to make sure that no permanent barriers were ever placed before individual effort.

Relatively few workers belonged to labor organizations before the 1930's, although such institutions have existed since the beginning of our republic. Only the American Federation of Labor (AFL), begun in 1886, succeeded in forming a permanent widespread organization. A loose confederation of existing national craft unions, the AFL turned away from political and social objectives and concentrated on immediate economic benefits for its members. Its membership reached three million by the 1920's, about 10 percent of the labor force. Even these gains required great effort and were made in the face of a rather suspicious public and hostile courts. Although fairly successful, the AFL provided little or no protection for unorganized workers in the great mass industries. These unskilled workers were most vulnerable to technological change and the swings of the business cycle. The Great Depression of the 1930's underlined that vulnerability. This was the background of the drive to organize unskilled labor during the 1930's, led by the Congress of Industrial Organizations (CIO).

With mass unemployment and real distress among the workingmen, public opinion, which had long looked upon unions as "radical" outfits, came to sympathize with their purposes for the first time. Reflecting that public opinion, the Congresses passed the Wagner Act of 1935 which favored organization and recognition of labor unions. Meanwhile, the courts, which had taken a restrictive view of the rights of labor when they seemed to conflict with those of private property, rendered more favorable decisions and upheld the new laws.

The growth of the CIO was rapid and its political and economic influence was powerful. Since World War II many Americans feel that, having so successfully encouraged labor's gains, the time has come that it should be placed under tighter control. In the 1930's unions were left almost completely free from government interference and were given certain great advantages in their bargaining position with management. Since 1947 several laws, notably the Taft-Hartley Act of 1947, have been passed, subjecting unions to the same kind of government regulations that business bears. There has also been a drive - both inside and outside the labor movement - to eliminate any communist influence from unions and to bring corrupt union officials to account. All these efforts have sought to strike a new and fairer balance between labor and management - not to destroy labor's position. It remains as much as ever an established force in our society. It is no longer an underdog. It is legal, respectable for the most part, often powerful, and increasingly businesslike.

Topic Areas Free Market System

The gains of the American wage earner have been particularly notable in the economic prosperity that has generally prevailed since World War II. Take-home pay in manufacturing industries rose from an average of \$70 per week in 1950 to about \$82 in 1959 (all in 1960 prices), an impressive record for a decade of only moderate growth. The increase in take home pay has continued to today; however, the effective buying power in terms of real dollars has been diminished because of inflationary increases in the cost of goods and services. There has also been a reduction in the proportion of the population in low income groups. This kind of improvement means that a large proportion of our working families can afford many of the goods and services which in other societies are restricted to the very well-to-do. There are still many glaring inequities and social problems; but the improvement is very real and something that all Americans not only expect, but take for granted.

Better wages have been a principal aim of labor organizations, and working conditions are equally important to the workingman. Under 19th century conditions he worked a 12- to 14-hour day, 6 days a week. He had little, if any, security in the event of injury or death on the job. He could be fired or laid off without recourse at almost any time. Labor leaders have sought to establish two clear rights. First, they seek the right to represent the workers - either locally or nationally - in bargaining with employers over wages and conditions. Second, to enforce their bargaining position, they claim the right to withdraw the labor force (that is, to strike) and to prevent, forcibly if necessary, the hiring of other laborers to take their place in the meantime. It is on the last count that labor met most criticism - from public opinion and the courts as well as management. Through combined action by unions and government, the wages and working conditions of American labor today have become among the best in the world.

The federal government established the Department of Labor in 1913, the Social Security Act of 1935, and the Full Employment Act of 1946 to facilitate these and other efforts. But generally it contented itself with providing a good example through treatment of its own employees. It also passed the Fair Labor Standards Act - still a basic law which sets minimum conditions of employment.

While union membership grew vigorously during the 1930's and World War II, after the war it increased very slowly, and now remains practically stationary. In December 1955, the two major groups (AFL and CIO) merged into a loose federation and were joined by several other smaller, independent unions. This has eliminated much of the jurisdictional rivalry so harmful to both labor and the public. However, several national unions have remained outside of the AFL-CIO. Therefore, the AFL-CIO can "speak for labor", but sometimes it cannot say too much.

Little has changed since then. A federation like the AFL-CIO is made up of national unions, but it is not comparable to the federal level of government. It more closely resembles the U.S. in that it is not a governing unit but a league which cannot dictate to the member national unions. This is why it is so often difficult for the federation to impose its policy on a defiant member.

In recent years there have been greater efforts to avoid strikes. When negotiations break down, the National Labor Relations Board (NLRB) is available to act as an impartial arbiter. In some industries, there have been experiments with year-round committees of labor and management which negotiate issues well in advance of contract expiration. Negotiations have become more complicated, including extensive "fringe benefits" for workers, profit-sharing plans, wage scales tied to the cost-of-living index or to increases in productivity, and a host of other complicated provisions. Such matters are difficult to negotiate successfully under a strike deadline. The Taft-Hartley Act gave the President authority to intervene in work stoppages which threaten "national health and safety" and impose an 80-day "cooling-off" period.

American labor unions, like our corporations, are an integral part of our economic and social life and of the private enterprise system we have created. They have made the American wage earner a full partner in our social democracy and the recipient of its material blessings. There is still much to be done to aid the bottom 20 to 30 percent of our income groups. Despite the shortcomings and the serious new problems arising alongside our increasing wealth, we have achieved a considerable measure of economic justice while retaining an open, fluid society with few restrictions on liberty and opportunity for the individual worker.

FACTORS UNDERLYING INDUSTRIAL AND AGRICULTURAL PRODUCTION AND HOW ENVIRONMENTAL PROTECTION HAS ALTERED EACH

Agricultural Practices

Agriculture is the production of food and goods through farming. Agriculture was the key development that led to the rise of human civilization. With the breeding of farm animals and crops, food surpluses were created that enabled increase in human population.

Agriculture encompasses a wide variety of specialties and techniques. One technique is to expand the lands suitable for raising plants by digging water-channels and other forms of irrigation. Growing crops on suitable land and the herding of livestock on rangeland remain at the foundation of agriculture. In the past century there has been increasing concern to identify and quantify various forms of agriculture. In the developed world the range usually extends between sustainable agriculture (e.g. organic agriculture) and intensive farming (e.g. industrial agriculture).

Tillage is the practice of plowing soil to prepare it for planting, for nutrient incorporation, or for pest control. Tillage varies in intensity from conventional to no-till. Tillage may improve productivity by warming the soil and incorporating fertilizer and controlling weeds. However, it also makes soil more prone to erosion, triggers the decomposition of organic matter which in turn releases carbon, and lastly reduces the abundance and diversity of soil organisms.

Modern agronomy (the study of crops, crop production and soil), plant breeding, pesticides and fertilizers, and technological improvements have sharply increased crops yields. At the same time, they have caused widespread ecological damage and negative human health effects.

Agriculture and the Environment

The future of our climate is inextricably linked with the future of agriculture. For the bulk of human history, we've grown food and fiber without reconfiguring the atmosphere. But the rise of industrial agriculture changed the equation. Agriculture now emits more greenhouse gases (GHGs) than it absorbs. It contributes about six percent of the U.S.'s total GHG emissions, and 13 percent of global emissions. The majority of these emissions come from industrial livestock operations. Perhaps more important, however, are the contributions agriculture makes to changes in land use patterns. The destruction of forests, grasslands and other carbon sequestering landscapes to convert them to agricultural use is a major factor in increased concentrations of GHGs in the atmosphere.

Selective breeding and modern practices in animal breeding such as intensive pig farming (and similar practices applied to the chicken) have similarly increased the output of meat. However, they also have raised concerns about animal cruelty and the health effects of the antibiotics, growth hormones, and other chemicals commonly used in industrial meat production.

Industry and the Environment

Industrial pollution is one of the leading causes of pollution worldwide. In the U.S., for example, the Environmental Protective Agency (EPA) estimates that up to 50% of the nation's pollution is caused by industry.

This form of pollution dates back to antiquity, but widespread industrial pollution accelerated rapidly in the 1800s, with the start of the Industrial Revolution. The Industrial Revolution mechanized means of production, allowing for a much greater volume of production, and generating a corresponding increase in pollution. The problem was compounded by the use of fuels like coal, which is notoriously unclean, and a poor understanding of the causes and consequences of pollution.

There are a number of forms of industrial pollution. One of the most common is water pollution, caused by dumping of industrial waste into waterways, or improper containment of waste, which causes leakage into groundwater and waterways. Industrial pollution can also impact air quality, and it can enter the soil, causing widespread environmental problems.

Industrial pollution hurts the environment in a range of ways, and it has a negative impact on human lives and health. Pollutants can kill animals and plants, imbalance ecosystems, degrade air quality radically, damage buildings, and generally degrade quality of life. Factory workers in areas with uncontrolled industrial pollution are especially vulnerable.

Environmental Laws Impacting Agriculture and Industry

Since the late 1800s, the U.S. Congress has been writing and passing laws that are intended to protect the health of all Americans and preserve and protect our natural environment. The Environmental Protection Agency (EPA), with its inception in 1970, took over responsibility for implementing those environmental laws. The EPA is an agency of the federal government of the U.S. charged with protecting human health and the environment, by writing and enforcing regulations based on laws passed by Congress. The EPA was proposed by President Richard Nixon and began operation on December 2, 1970, after legislation establishing it was passed by Congress and signed into law by Nixon. Today's environmental laws that address facets of the environment, including air, water, and other natural resources, and that impact agriculture and industry include:

Clean Air Act. The U.S. federal government has enacted a series of clean air acts, beginning with the Air Pollution Control Act of 1955, and followed by the Clean Air Act of 1963, the Air Quality Act of 1967, the Clean Air Act Extension of 1970, and Clean Air Act Amendments in 1977 and 1990. Numerous state and local governments have enacted similar legislation, either implementing federal programs or filling in locally important gaps in federal programs.

The Clean Air Act Amendments of 1990 proposed emissions trading, added provisions for addressing acid rain, ozone depletion and toxic air pollution, and established a national permits program.

Clean Water Act. The Clean Water Act is the primary federal law in the U.S. governing water pollution. Commonly abbreviated as the CWA, the act established the goals of eliminating releases to water of high amounts of toxic substances, eliminating additional water pollution by 1985, and ensuring that surface waters would meet standards necessary for human sports and recreation by 1983.

Topic Areas Free Market System

The principal body of law currently in effect is based on the Federal Water Pollution Control Amendments of 1972, which significantly expanded and strengthened earlier legislation. Major amendments were enacted in the Clean Water Act of 1977 and the Water Quality Act of 1987.

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA). The FIFRA is a U.S. federal law that set up the basic U.S. system of pesticide regulation to protect applicators, consumers and the environment. It is administered by the EPA and the appropriate environmental agencies of the respective states. The current version of FIFRA underwent a major revision in 1972 and superseded the Federal Insecticide Act of 1910 and the Federal Insecticide, Fungicide, and Rodenticide Act of 1947. The act was amended somewhat in 1996 by the Food Quality Protection Act. In 1988, it was amended again to change pesticide registration laws and to require re-registration of certain pesticides that had been registered before 1984.

The Federal Food, Drug, and Cosmetic Act (FFDCA) authorize EPA to set maximum residue levels, or tolerances, for pesticides used in or on foods or animal feed.

The Food Quality Protection Act of 1996 (FQPA) amended FIFRA and FFDCA setting tougher safety standards for new and old pesticides and to make uniform requirements regarding processed and unprocessed foods. It amended both the FIFRA and FFDCA, significantly changing the way EPA regulates pesticides and establishes a single safety standard under FFDCA by which the EPA is able to set tolerances - not a risk/benefit standard (with some exceptions). The assessment must include aggregate exposures including all dietary exposures, drinking water, and residential exposures. When assessing a tolerance, EPA must also consider cumulative effects and common mode of toxicity among related pesticides, the potential for endocrine disruption effects, and appropriate safety factor to incorporate. In addition, the FQPA requires a special finding for the protection of infants and children and must incorporate a 10-fold safety factor to further protect infants and children unless reliable information in the database indicates that it can be reduced or removed.

The Environmental Debate

There are costs associated with environmental protection. The EPA's "Cost of Clean" report (EPA 1990) set the stage for a national debate about environmental costs with an estimate that the country spends approximately 2.1% of its gross national product complying with environmental regulations. Beyond these direct costs, there has been concern that environmental regulation may lead to job loss, reductions in international competitiveness, and declines in economic growth.

At the same time, claims are made that environmental regulations generate positive externalities and result in a net benefit to society. Some suggest that investments in new processes and technologies to comply with environmental regulation often result in increased productivity, higher-quality output, greater employment, and increased competitiveness. Others highlight export opportunities in the growing international market for green technologies as a benefit of environmental regulations.

The U.S. Government strives to regulate agricultural and industrial practices in order to protect the environment while meeting the needs of the economy and society.

THE ROLE OF ENVIRONMENTAL PROTECTION

Environmental protection is the policies and procedures aimed at conserving the natural resources, preserving the current state of natural environment and, where possible, reversing its degradation. The U.S. Environmental Protection Agency (EPA) is the independent U.S. Government agency with jurisdiction over existing and under-development chemicals (such as pesticides) that affect the environment. It regulates their manufacture, processing, distribution and use, and sets tolerance levels of their presence in food and feed. EPA has wide ranging punitive powers, and also screens all chemical products before their commercialization to assess their effect on health and environment.

In proportion to the earth's size, the layer of air that surrounds our globe is no thicker than the skin on an apple. A shallow crust on the earth's surface provides a limited supply of water and other resources. The tiny envelope of air and this shallow crust of earth and water are the biosphere - that part of our world that supports life. It is a closed system in which all things are recycled and reused in support of the life process. Human beings are a part of this closed life system and depend on it for survival. Of all living things, however, they alone are capable of consciously cooperating with nature to insure their survival and progress.

Since the industrial revolution, the accelerating growth of science and applied technology has given us increased power and new tools to alter this planet as we choose. Our scientific discoveries and technological developments have enhanced life, but too little thought has been given to the second- or third order consequences of our actions. As the following paragraphs will show, we have failed to anticipate that the environmental modifications accompanying our actions have a global impact on human health and welfare in both direct and indirect ways, as well as on generations to follow.

Our waters used to be clean. But industry and population growth have produced more and more industrial and human waste - more than nature's own purification system can handle; and our waters are overloaded with impurities. Thousands of industrial plants discharged billions of gallons of wastes into our waterways each day. Much of it was inadequately treated; some was not treated at all. Public sewer systems dumped another 40 billion gallons of waste daily, including untreated sewage from more than 1,400 cities and towns and inadequately treated sewage from another 2,300 communities. An additional 50 billion gallons a day - most of it untreated - came from agricultural sources including pesticides and fertilizers from farmlands as well as bacteria and chemicals from cattle and hog feedlots.

A huge volume of storm water drains into waterways every day, bringing with it tons of pollutants and eroded soil. More than 62 million tons of garbage, sludge, chemicals, explosives, debris, and dirt are dumped off our coast annually. About 8,500 accidental and deliberate oil spills contaminate our coastal and inland waters each year. Examples include the 1989 Exxon Valdez oil spill in Prince William Sound, Alaska, and the 2010 Deepwater Horizon oil spill in the Gulf of Mexico. These two oil spills are the largest in U.S. history and caused massive damage to the ecosystem of their waters.

Besides damaging marine life, water pollution affects the source water from which drinking water must be processed. The quality of source water usually determines the treatment processes required to produce safe, acceptable drinking water. In 1978, an EPA survey of public drinking water supplies in 80 cities found that small quantities of organic chemicals were present in drinking water systems in all parts of the country. Although the survey found them in very low concentrations, their presence was cause for concern. Most conventional treatment plants, originally built to produce water from less polluted sources, may be ineffective in the removal of increasing amounts and varieties of these chemical contaminants, trace metals and radioactive materials.

Topic Areas Free Market System

Most Americans are now familiar with air pollution alerts and most are aware of the causes of air pollution. Automobiles and airplanes burn fuel and discharge millions of tons of pollution into the air every year. Factories, while producing goods for households and businesses, also pour poisonous smoke into the air, power plants produce electricity, but the coal and oil they burn cause air pollution. We are able to buy more goods than ever before, but when we are finished with them, we burn many of them and further pollute the air. The air pollution settles on land and on buildings, making them dirty. It smells bad and stings our eyes. The health costs and damage to property are estimated in the billions of dollars every year. Scientists are convinced that air pollution is a very real contributing factor to the three major diseases that cause sickness and death in our society - heart disease, lung disease and cancer.

Pesticides, like many other discoveries, have the capacity for great good or great harm, depending on how they are used. They have saved millions of lives through control of disease-carrying insects. They have minimized catastrophic crop damage from insects, weeds, plant diseases, rodents and other pests. They have preserved valuable forest and parkland from insect destruction; and they have protected households against damaging beetles, moths, and other bugs. Used in plant regulators, they prevent premature dropping of fruit. In defoliants, they stimulate uniform plant maturity so that mechanical harvesting can be used more effectively. Pesticides retard the growth of fungi in asphalt, paint, plastics, and jet fuel, and they are used in products that sterilize, disinfect, and sanitize.

On the other hand, certain pesticides, if not handled properly, present an immediate danger to the user. Some are highly toxic and may cause serious illness and even death if they are spilled on the skin, inhaled or otherwise carelessly used. Even more perilous are pesticides that persist in the environment over long periods of time and move up in the food chain. Pesticides can be widely dispersed in the environment, mainly by the action of wind and water. The most significant concentrations are around the areas of intensive use, but traces have been found in the Antarctic and other areas far from the area of application.

Each year U.S. households and commercial sources generate over 230 million tons of solid waste: bottles, cans, newspapers, deodorant containers, insect spray cans, gasoline rags, packaging material, and so forth. Although some of this waste is recovered for productive uses, most of it is disposed of in landfills, incinerators, and open dumps; is littered on city streets and country landscapes; or is carried out to sea and dumped. In addition, sewage sludge, demolition waste, construction refuse, and recycled junked autos add to the municipal solid waste disposal burden. This does not even include runoff from mining and agricultural activities. Nor does it include waste from industrial processing activities.

Although consumers enjoy the benefits of industrial productivity, they also share the problems of disposal. Wastes that are deposited in open dumps breed rats and insects, and rains may wash chemicals from these dumps into streams. Wastes that are covered in a sanitary landfill may seep into a spring below and into a large river where they kill fish and wildlife. Those wastes that are burned cause air pollution.

Hazardous wastes are the particularly dangerous discards of our highly industrialized society. Although they should be disposed of with special care, sometimes they are not. They can poison, burn, maim, blind, and kill people and other living organisms. They may snuff out life immediately when inhaled, swallowed, or brought into contact with the skin. Some are non-degradable and persist in nature indefinitely. Some may accumulate in living things. Some may work their way into the food chain. Hazardous wastes are with us as solids, liquids, gases, and sludge. They may catch fire or explode when

Topic Areas Free Market System

exposed to normal temperatures and pressures or when exposed to air or water. Some may be set off by an electrostatic charge, others by being dropped or jarred.

A major culprit in the hazardous waste arena is the computer monitor and television cathode ray tube (CRT). The CRT, as it is commonly called, often contains from five to eight pounds of lead. In addition, computers may also contain lead, silver, cadmium, mercury, selenium, and chromium. These are items best kept out of our landfills. Estimates of the numbers of televisions and computers considered obsolete, unwanted, or unusable every year vary widely, with some estimates as high as tens of millions. Regardless of the actual numbers, there is no doubt that they are enormous. And enormous numbers mean an enormous problem, if it is all just considered waste and handled as trash.

Although no absolute evidence exists that adverse health effects are caused by low levels of radiation, EPA assumes that even the smallest amounts of radiation are potential causes of cancers or other health damage. Besides being open to natural radiation from the sun, humans are exposed to radiation from x-ray equipment, color television sets, luminous dial watches, microwave ovens, fallout from past testing of nuclear weapons in the earth's atmosphere, and radiation from jet flights.

The most controversial sources, however, are nuclear plants that use uranium as fuel to generate electricity. A sufficient supply of clean energy is essential if we are to sustain healthy economic growth and improve the quality of our national life. Utilities are turning to nuclear power stations to fill expanding needs. Although they avoid many of the environmental problems of fossil-fueled plants, nuclear plants present their own potential hazards that must be controlled.

Safety problems in nuclear reactors will become more complicated as larger reactors are built. Moreover, the day-to-day operation of nuclear reactors results in radioactive waste. The serious problems of how the very hazardous, high-level wastes will be stored, reduced in volume, and finally disposed of has not been fully resolved.

Although most of the waste at present comes from the production of nuclear weapons and related research, the expanded construction of nuclear power reactors will further complicate the problem. As of 2007, the U.S. had accumulated more than 50,000 metric tons of spent nuclear fuel from nuclear reactors.

While we have enjoyed the extensive economic and social benefits of chemicals, we have not always realized the risks that may be associated with them. In recent years, many chemicals commonly used and widely dispersed have been found to present significant health and environmental dangers. Vinyl chloride, which is commonly used in plastics, has caused the deaths of workers who were exposed to it. Asbestos, used in flame retardants and insulation, has been known to cause cancer when inhaled. Mercury, another substance in everyday products, has caused debilitating effects in Japan.

The first steps toward achieving a cleaner environment and protecting human health have been fruitful. Americans are learning how to use modern technology for the service of civilization. A deeper respect is being developed for the nature of the biosphere. The belief that industry cannot endure the restrictions of environmental controls is being replaced by an awareness of industry's role in taking care of the environment.

Federal standards are being established to protect citizens from unnecessary exposure to radiation. EPA has set noise standards for new heavy duty trucks and for portable air compressors. The agency is also

developing regulations for new buses, loaders, motorcycles, garbage compactors and truck refrigeration units.

Through the municipal construction grant program for wastewater treatment, the water discharge permit program, and the industrial water pollution control program, many of our rivers and lakes, such as Lake Erie, one of the most threatened waterways, are becoming cleaner.

The growing problems of ocean spills and ocean dumping have become matters of special concern. The marine protection, research and sanctuaries act authorized EPA to regulate ocean waste disposal, and accordingly the agency has carried out a permit program to limit the kinds and amounts of waste that can be dumped. The need for improved international cooperation to protect the oceans from oil and other pollution hazards is recognized, as demonstrated by the ocean dumping convention adopted at London in 1972. Additional laws followed and continue to be introduced.

Certainly EPA could not have begun the job on its own. The agency has always emphasized that positive environmental action demands public participation. State and local governments, citizen organizations, and countless private individuals, many of whom have been working on pollution control for years, continue working with the agency.

The realization that the U.S. is part of an ecosystem that must not be destroyed has forced Americans to ask some fundamental questions: where and how do we want economic and urban growth? How can we best use and re-use our natural resources? How can we adjust our priorities to ensure that we fulfill our energy, transportation, housing, recreation, and personal consumer needs without intensifying environmental problems? It is up to Americans to develop a new pattern of environmental management. It is up to all of us to become the first generation to work with nature instead of against her.

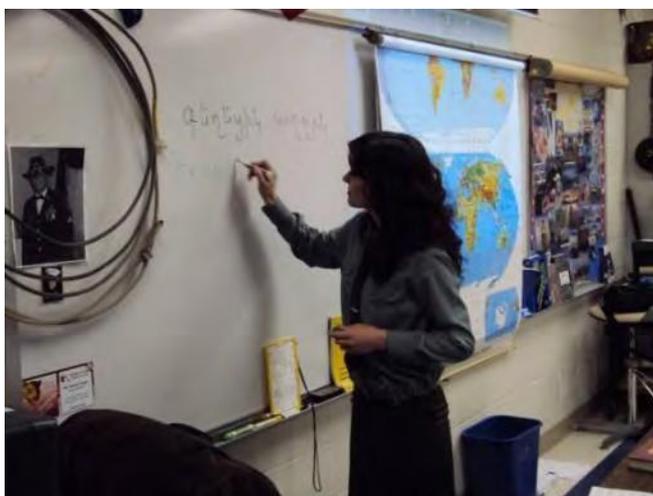
G. EDUCATION

GENERAL EVENT PLAN

<p>Topic:</p>	<p>Education</p> <p>The purpose and range of educational institutions, the value of an educated and responsible citizenry, and the education opportunities available to all citizens.</p>
<p>Suggested activities:</p>	<ul style="list-style-type: none"> A. Visits to high schools (inner city, private schools, parochial, single-sex); magnet schools specializing in sciences or arts. B. Visits to GED and special education classes (shows high school dropouts and disabled persons have a second chance). C. Visits to night school classes (working adults can continue education). D. Visits to adult education classes at community centers and trade/vocational schools (adults can improve career skills or pursue hobbies, e.g. ceramics, welding). E. Visits to Teaching English as a Second Language (TESOL) classes (immigrants can learn English for citizenship, improve job prospects, participate more fully in American life). F. Visits to community college classes (affordable bridge between high school and higher education; career classes or liberal arts). G. Visits to college (include black, single-sex, religious higher education with more personal attention). H. Visits to universities (great diversity of course offerings; master’s and doctorate degree offerings). I. Visits to specialized schools (blind, deaf, learning disabled, and technical). J. Visits to military academies.
<p>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</p>	<p>See Appendix B, AMENDMENT X</p>
<p>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</p>	<p>See Appendix C, ARTICLE 26</p>

Topic Areas Education

<p>Other learning objective(s) or teaching point(s):</p>	<ol style="list-style-type: none"> 1. Education in U.S. is seen as one of strongest components of citizenship (law: even though no right to publicly-funded education, state cannot deny child education because illegal immigrant or belongs to unpopular group). 2. Higher education enables one to participate more fully in civil life - better informed voter. 3. Educational system offers something for everybody: <ul style="list-style-type: none"> • Free public education from kindergarten to grade 12. • Parochial schools (Catholic, Protestant, etc.) and private schools provide alternatives. Home schooling also allowed. • Public and private higher education provides career and liberal arts training. Scholarships based on merit (academic and athletic) and need for help to defray costs. • Continuing education programs help adults gain additional career training and pursue hobbies. 4. The American school system, like American government itself, can be said to operate under a decentralized system of division of powers and checks and balances. Like the American government, the school system is in the hands of the citizens.
<p>Event Planning Checklist:</p>	<p>See Appendix F for Sample Event Planning Checklist</p>
<p>International Military Student Checklist:</p>	<p>See Appendix G for Sample International Military Student Checklist</p>



IMS Translating from Native Language to English at Local High School

G. EDUCATION

FSP EVENT INFORMATION

The American commitment to education is much older than the nation. It began in early colonial times and was best expressed in New England, particularly in Massachusetts, by colony, where church and state were one and the same. Here an educational system arose designed to meet religious and social ends to produce good Christians and good citizens. The aim was to create a bible-reading society with common ethical standards, devotion to local political institutions, pride in local achievements, and loyalty to local interests. Education to assure the fullest development of each individual's personality and potential came later, as the democratic impulse developed and flowered in the U.S.

The colonists brought definite ideas about education from their European background, especially from England. Among these were the notion that schools were designed to teach the basic skills of reading, writing, and ciphering under the auspices of churches, craft guilds, municipal governments, and charitable organizations. The first colonial schools were established in accordance with this idea. The first universities - Harvard (1636), William and Mary (1693) and Yale (1701)- also followed European models, mainly Oxford and Cambridge. Their curricula were narrow, aimed primarily at providing an educated clergy.

Before long, changes had to be made in the European pattern to reflect American circumstances. As early as the 1640's, Massachusetts passed two laws that set the pattern for the American system of universal, free, and compulsory education. Other colonies followed this example, and the pace quickened during the early national period, particularly after the war of 1812. By the 1850's, public elementary secular education was an accepted institution in the east and north and was carried to the west by emigrants from these areas. In the south, however, it was not until after the civil war that this development took place.

The extension of free education to the high school level came more slowly. Massachusetts again led the way, establishing the first public high school in 1821. The general public, however, was not yet ready to underwrite the cost of secondary education. It was not until the 1870's that the movement for free public high schools developed rapidly.

Although higher education began as early as 1636, it progressed slowly. The first colleges were private institutions. (Even today two-thirds are privately owned and controlled.) During the colonial period, nine colleges were founded by religious groups. After the American Revolution, the establishment of state institutions with much lower tuition fees and the broadening of the curriculum to include practical subjects augmented these older colleges. Expansion occurred more rapidly after the civil war. In 1980 over 11.5 million students were attending some 3,152 different institutions of higher learning. Currently, there are over 15 million students attending over 7,000 higher education institutions in the U.S.

Although attendance at colleges and universities is not provided free, there are scholarships offered by schools, employers, individuals, private companies, nonprofits, religious groups, and professional and social organizations. Some scholarships are merit based. You earn them by meeting or exceeding certain standards set by the scholarship-giver. They might be awarded based on academic achievement, or a combination of academics and a special talent, trait or interest. Other scholarships are based on financial need. Those not qualifying for scholarships can explore grants and student loans to help fund their higher education.

The American public school system is organized on a single track ladder basis, beginning with the elementary school and ending with postgraduate work at the professional level. Graduation from each lower rung is a requirement for entrance to the next higher rung.

Elementary schools are usually six- or eight-year institutions which a child enters at the age of six and normally completes at the age of 12 or 14. Attendance is compulsory, except in the kindergarten or nursery school which some school systems operate for those under six years of age.

Secondary schools include the junior and senior high schools (grades 7-12). Vocational education is an integral part of such schools, which generally can be classified as comprehensive, academic, vocational or technical. About half of the graduates of these schools enter college, while many others enroll in commercial, trade, and technical schools not associated with colleges and universities.

A more recent trend is homeschooling. In 2009, 1.5 million children were learning at home usually taught by a parent, an increase of 75 percent since 1999.

The Department of Education's National Center for Education Statistics reported homeschooling has risen by 36 percent in just the last five years. There are several reasons parents choose to home school their children. A 2007 survey asked parents why they choose to home school and allowed them to provide several reasons. The following are the most popular responses:

- Concern about the school environment, including reasons such as safety, drugs or negative peer pressure.
- A desire to provide religious or moral instruction.
- A dissatisfaction with academic instruction at other schools.
- Non-traditional approach to children's education - or "unschoolers" who consider typical curriculums and standardized testing as counterproductive to quality education.
- Other reasons, such as family time, finances, travel and distance.
- Child has special needs (other than physical or mental health problems) that schools cannot or will not meet.
- Child has a physical or mental health problem.

Elementary and secondary school funding comes from a variety of federal, state, and city finances. About 46 percent of public spending on elementary and secondary schools is derived from local government budgets. The size of the local tax base is one reason for a disparity in spending and the quality of education between states and within metropolitan areas.

Higher education schools include over 3,600 two-year junior colleges, technical institutes, four-year colleges and universities, and postgraduate and professional schools.

Federal, state, and local governments provide three-fourths of the funds for the colleges and universities under their jurisdictions. The students provide about one-eighth of the total through tuition and fees. The remaining eighth comes from organized activities related to educational departments, such as clinics or sales of farm produce, and from gifts, endowments, and other sources.

In the case of privately-controlled institutions, student tuition and fees account for almost two-fifths of the funds for current operations. State, federal and local governments contribute about one-fifth in the form of grants for various purposes; endowment income provides about one-sixth on the average, as do gifts; the remainder comes from activities related to educational departments and other sources. Many receive substantial support from religious denominations with which they are affiliated. All institutions, whether publicly or privately controlled, are tax-exempt if operated on a nonprofit basis.

The ideal of continuing education throughout life is becoming a part of our educational philosophy. Adults are increasingly finding education the avenue through which they can become more effective in their vocational, social, economic, cultural, recreational, and citizenship activities.

There is no special school system for adults. In cities and larger towns, the public schools often conduct special classes open to adults. It can be free or can charge a small tuition fee. Some offer courses which enable adults to complete their high school work, but most offer courses of professional or cultural interest. Education beyond the secondary school, for which college credit is granted, as well as work leading to college degrees, is generally handled by the evening division of local colleges or universities.

Although education is constitutionally a state and local function, the federal government influences it both directly and indirectly. Former land grants, aid to vocational education, and current participation in school lunch programs are examples of direct influence and so are Supreme Court decisions dealing with such matters as segregation, academic freedom, loyalty of teachers, and religious instruction in the schools. Indirect influence is exercised through the Department of Education, which collects and disseminates information and supports research, and through other administrative agencies, such as the Department of Defense, the National Science Foundation, and the Peace Corps. These agencies control loan and scholarship funds, contract with colleges and universities for research and special teaching assignments, and operate schools of their own for special kinds of training.

There are several schools operated by the federal government including the U.S. Military Academy at West Point, New York, established in 1802; the U.S. Naval Academy established at Annapolis, Maryland, in 1845; the U.S. Coast Guard Academy established at New London, Connecticut, in 1910; the U.S. Merchant Marine Academy established at Kings Point, New York, in 1942; and the U.S. Air Force Academy established at Colorado Springs, Colorado, in 1955. The academies were founded to give professional leadership to what have always been in this country basically a citizen Army and Navy. More emphasis on officer education has probably been necessary than is customary elsewhere, for leadership in a citizen Army and Navy is in many ways a more demanding job than leadership of a professional force. Although the academies stress technical education, with emphasis on engineering, the social sciences and humanities are not neglected.

Among the better-known schools are those for American Indian and Native American children and for children of military personnel. The Administration of Indian Education is under the Bureau of Indian Affairs of the Department of the Interior. Children attend different types of schools: government reservation and non-reservation boarding schools, government day schools, state public schools, and mission and private schools. The majority go to public schools, with the federal government paying their tuition if they are not residents of the school district.

Schools for children of military personnel are operated on military installations both in the U.S. and abroad by the military departments concerned. This situation occurs mainly where existing public school facilities are inadequate or unavailable. Because of the unusual factors connected with their location

and other matters, military dependents' schools have been criticized as substandard, but within available resources, they provide the same quality of education found in regular public schools.

Most laws affecting schools come from state legislatures and concern such matters as the nature of school districts, state financial aid for local schools, and standards of teacher certification. Most states have a chief administrative officer, usually called the superintendent of schools or of public instruction, whose office supervises and consults with local schools and recommends a broad educational policy for the state. The superintendent usually works with a state board of education, a basically nonpolitical group of lay persons. State tax laws usually affect local tax structures and therefore indirectly affect local schools. Most states also support teacher training programs, either in universities or in special institutions.

Local governments have major responsibility for operating the nation's schools and generally work through local school districts. Most of these have a school board, consisting of lay people, which hires administrative personnel, authorizes major school expenses, and sets a broad educational policy. The school superintendents and principals select teachers and other school personnel and supervise the day-to-day operation of the schools. Local legislative units levy and collect taxes to provide the school board with funds to operate the schools. Local administrative officers also work with school officials, other public agencies, and civic organizations on matters of broad educational concern.

In some states, county officials, midway between the state and local leaders, have considerable educational function and importance. There is usually a politically-elected county superintendent of schools and often an elected or appointed county board of education. In some cases the county acts as an intermediate administrative unit between the state and local school districts, exercising some supervision over actual instruction, particularly in rural areas. In New England and in Indiana, the township is the smallest operating unit of school control. In some areas, a mixture of administrative units is found.

Americans generally agree that the schools should produce citizens who participate intelligently and actively in decisions of public policy. This requires both basic knowledge and skill in solving problems. Schools usually try to design their programs to achieve both of these goals.

Attempts to balance curricular goals result in controversy. Those who advocate knowledge urge that problem solving curricula lack discipline, permit too many "frills" and fail to take advantage of our cultural heritage. Those who advocate problem-solving argue that curriculum based on knowledge fail to recognize the importance of student interest and motivation as a basis for learning, lead to undue acceptance of authority, and result in inability to think independently.

As a result of the above controversies, most public schools try to be comprehensive and follow both impulses. Most schools, especially high schools and colleges, require all students to take certain basic courses in the sciences, social sciences, English, and mathematics. They also offer a wide range of "academic" and "vocational" electives. Private schools tend to be more consistent with one position or the other. Since most of them are religiously oriented, they emphasize traditional knowledge and values.

The American system of free public education with opportunity for all qualified persons at all school levels, publicly and locally owned and operated, is a complex social institution. Its many parts do not

always mesh smoothly, and from time to time outright breakdowns occur in one area or another. Our rapidly evolving society makes great and changing demands upon the schools. This is because of our society, probably more than any other, looks to the schools to perform the major task of imparting its cultural heritage to the younger generation. As they struggle to meet these vast and changing demands, the schools face tremendous problems and criticism from many sources. To say that all these problems have not been solved, nor all the criticism met, in no way detracts from the role of the schools as a major factor in molding American society.

The present explosion of knowledge has added a new dimension to the above controversy that may well make it meaningless. New discoveries and methods, particularly in the sciences and mathematics, require teachers better grounded in subject matter than ever before. Teacher education institutions are responding to this need by broadening their curricula and in most cases requiring a four-year course with bachelor's degree for graduation. State certification requirements are also rising, spurred in part by pressure from both professional and lay groups.

Since there is no one American school system, but literally thousands of local systems, the problem of maintaining adequate standards of pupil achievement, teacher competence, administrative procedures, and school equipment is both great and complex. Despite this, American school policies and practices do reveal surprising uniformity, and students transfer easily from one school or system to another without feeling much sense of change of discontinuity. There are three reasons for this:

1. The states' legal responsibility and the federal government's interest in education provide some standards. State requirements in such matters as teacher certification, curriculum content, and requirements for state aid have tended to produce uniform practices within a state. Imitation, the exchange of information, and the need for cooperative arrangements between states, produced in part by our mobile society, have resulted in greater conformity among the states. The increasing influence of the federal government is seen in research, land and money grants, and court decisions.
2. The professionalization of teaching and school administration, encouraged by teacher-training institutions, state and national associations of educators, and accrediting bodies, has greatly improved standards. Curricula for the education of teachers are remarkably similar throughout the country. Research bulletins, educational journals, books, monographs, and conferences all help to develop a professional point of view and lines of communication among teachers and others engaged in education. Accrediting agencies foster uniformity through their standards for pupil, teacher, and school performance. The evaluation of students, sponsored partly by professional groups and partly by lay groups interested in quality of education, has led to standardized college entrance examinations, proficiency tests, and examinations for special scholarships, whether publicly or privately sponsored. These national examinations exert further pressure for uniformity across the country.
3. The nationwide interest of lay persons in education, evidenced by parent organizations, citizen group activities, and mass media reports on education is another factor. The latter present much information about education, from highly literate journals to newspaper editorials and television shows. The resulting praise and criticism tend to standardize educational theories and practices. The organization of groups especially interested in education, such as the Parent-Teacher Association, lends to the promotion of goals and projects on a national scale.

We are deeply committed to education as an ideal, but for various reasons strongly rooted in our history and temperament, we have always tended to look upon education as utilitarian - as a vehicle for certain

Topic Areas Education

social and personal purposes rather than as the pursuit of truth and excellence for their own sakes. We consider education pragmatic and cherish and support it for what it does for us, not for what it is. Hence when quantity clashes with quality, the former has tended to win out.

H. HEALTH and HUMAN SERVICES

GENERAL EVENT PLAN

<p>Topic:</p>	<p>Health and Human Services</p> <p>The U.S. institutions that provide quality health care and voluntary family planning services, housing, and other services, and the policies that are components of a social safety net, particularly for infants, children, the elderly, and people with disabilities.</p>
<p>Suggested activities:</p>	<p>A. Visits to religious charities.</p> <p>B. Social Services guest speaker visits - working lunches, panel group discussions, etc.</p> <p>C. Visits to community charities.</p> <p>D. Visits to local university and colleges offering programs in Human Services.</p> <p>E. Visits to Services Offices at local hospitals.</p> <p>F. Visits to health and rehabilitative services departments (food stamps/welfare/Women, Infants and Children (WIC), etc.).</p> <p>(Above list is by far not all inclusive - there are literally hundreds of volunteer and support groups, and local government offices associated with human services that fall under this topic area).</p>
<p>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</p>	<p>See Appendix A, ARTICLE I</p> <p>See Appendix B, AMENDMENT X</p>
<p>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</p>	<p>See Appendix C, ARTICLES 22, 23, 25</p>
<p>Other learning objective(s) or teaching point(s):</p>	<p>A. Discuss the impact of the March 2010, H.R. 3590: Patient Protection and Affordable Care Act signed by the President. A landmark health care overhaul - the most expansive social legislation enacted in decades (Public Law No: 111-148). A vote in the House of Representatives to agree with the other chamber's changes passed by roll call vote. The totals were 219 Ayes, 212 Nays.</p> <p>B. Discuss the fact that there was a small margin of votes to pass the Act; democratic ideals of an elected government that reinforce the</p>

Topic Areas Health and Human Services

	<p>government.</p> <p>C. The roles and interrelationships of a culturally, ethnically, economically, and socially diverse population in a democratic society.</p> <p>D. How the welfare systems interact (and depend) on volunteers. America is a "nation of joiners". Not only do Americans participate in civic life by petitioning government, they joint organizations that support causes they believe in or want to help.</p>
<i>Event Planning Checklist:</i>	See Appendix F for Sample Event Planning Checklist
<i>International Military Student Checklist:</i>	See Appendix G for Sample International Military Student Checklist

H. HEALTH and HUMAN SERVICES

FSP EVENT INFORMATION

The emphasis in this country has usually been on the goal of economic success and individual attainment; however, we have also been faced from the beginning with the problem of providing for groups and individuals unable to achieve a commonly accepted minimum standard of living. For much of our history, this function was regarded as a matter for state and local governments and for religious and other private charitable groups.

A principle which still underlies public and private action in the social welfare field is that the individual bears the primary responsibility for himself and his family. However, it was recognized early in our history that society had a responsibility to supplement individual efforts when they proved insufficient.

In the overwhelmingly rural environment before the mid-19th century, government action in the social welfare field meant little more than the setting up of almshouses or country "poorhouses" for the infirm or aged. These were the responsibility of local governments. The federal role in welfare functions was primarily limited to special areas beyond the competence of the states or occasionally to indirect support of state action. For example, when the care of merchant sailors at foreign ports presented a problem, the federal government created the U.S. marine hospital service, an agency which eventually became the U.S. Public Health Service. The central government also assumed some responsibilities for the welfare of American Indian or Native American Indian tribes, whose treaties gave them special status as wards of the nation, and for the veterans of military service.

By the mid-19th century, the rapid development of industrialization, the growth of cities, and the sharp increase in immigration created new social problems which in turn fostered social ferment and a spirit of social reform. The result was an expansion of state and municipal activity in such areas as prison reform; establishing homes for the blind, deaf, and other handicapped persons; establishing hospitals for the care of the poor; and establishing institutions for the humane care of the insane. By the 1860's the welfare activities of some states were so broad and widespread that they required centralized administration. Massachusetts, for example, took the lead in creating a board of state charities which worked closely with private agencies in coordinating statewide welfare services.

A progressive movement of the early 20th century many states acted as the seedbed of new ideas in welfare legislation. By the 1920's, some of them had gone beyond the regulation of working conditions for women and children to experiment with old age pension schemes, unemployment insurance, and other approaches to alleviate difficult conditions. The shock of the Great Depression overwhelmingly demonstrated the inadequacy of the traditional reliance on local government and private efforts to relieve individual distress. Men and women who had believed that the spirit of charity and mutual self-help in each community should look after the needs of those who were in trouble, found that whole communities were without enough cash or facilities to meet the situation.

With a large group of "new poor" joining those already impoverished, the demand for federal action became irresistible. Congress passed a series of laws giving federal guarantees and insurance to protect various groups, from banks to farmers, against the vagaries of economic change. In this same atmosphere, Congress passed the first general law creating a nationwide system to aid individuals in the quest for economic security. This was the Social Security Act of 1935.

Topic Areas Health and Human Services

While some Americans remain outside the social security system or find its benefits inadequate, it is considered an extremely useful and permanent institution; it forms a major part of their plans for economic security. One of its great strengths is its means of financing, for it operates independently of the federal government's general budget. People are entitled to social security benefits not as a form of charity but as a matter of right, for they have paid toward those benefits over their working life. A payroll tax is levied with equal weight on employers and employees, and this money goes into a separate fund, where the "miracle of averages", to use Winston Churchill's apt phrase, goes to work in providing insurance for all who contribute. Recent concerns over the adequacy of the fund to meet long-range demands are likely to continue.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS)

The HHS is the principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves. The roots of the Department of Health and Human Services go back to the earliest days of the nation. HHS' history begins in 1798 when a Federal Act provided for the care of merchant seamen, forerunner of today's U.S. Public Health Service. Then chemists, a supervising surgeon, quarantine functions, and research on disease were added tasks. The passage of immigration laws adding responsibility for medical examinations of arriving immigrants, passage of the Pure Food and Drugs Act, responsibility for combating exploitation of children, Indian health affairs, hygienic laboratory and the passage of other laws such as the Social Security Act, continued to shape the U.S. Welfare system. The Cabinet-level Department of Health, Education and Welfare was created under President Eisenhower, officially coming into existence April 11, 1953. In 1969, the Department of Education Organization Act was signed into law, providing for a separate Department of Education.



Needs HEW became the Department of Health and Human Services, officially arriving on May 4, 1980. From the early beginnings, growth and the public's need have resulted in separation of functions and establishment of separate specialized agencies. Today, HHS employs over 64,700 people and operates with an annual budget near \$707 billion.

HHS is comprised of the Office of the Secretary and 11 operating divisions including eight agencies in the U.S. Public Health Service and three human services agencies. These divisions are: Administration for Children and Families, Administration on Aging, Agency for Healthcare Research and Quality, Agency for Toxic Substances and Disease Registry, Centers for Disease Control and Prevention, Centers for Medicare and Medicaid Services, Food and Drug Administration, Health Resources and Services Administration, Indian Health Service, National Institutes of Health, Office of the Inspector General, and Substance Abuse and Mental Health Services Administration.

The HHS programs provide for equitable treatment of beneficiaries nationwide, and they enable the collection of national health and other data. These agencies and programs provide a wide variety of tasks and services, including research, public health, food and drug safety, grants and other funding, health insurance, and many others. Additionally the HHS operates ten regional offices situated to provide services across the entire U.S. HHS includes more than 300 programs covering a wide spectrum of activities as evidenced by the following brief description of their primary agencies. Recognizing the

Topic Areas Health and Human Services

extent and variety of HHS effort will help you understand to extent and types of health and human service activities available in the U.S.

The Administration for Children and Families (ACF) is an agency funding state, territory, local, and tribal organizations to provide family assistance (welfare), child support, child care, Head Start, child welfare, and other programs relating to children and families. Actual services are provided by state, county, city and tribal governments, and public and private local agencies. ACF addresses topics such as adoption and foster care, child abuse and neglect, family and domestic violence, as well as fun stuff for kids.

The Administration on Aging (AOA) mission is to develop a comprehensive, coordinated and cost-effective system of home and community-based services that help elderly individuals maintain their health and independence in their homes and communities. AOA and the national aging services network annually serve nearly 11 million seniors and their caregivers. AOA's services are especially critical for the nearly three million seniors who receive intensive in-home services, half a million of whom meet the disability criteria for nursing home admission. These services help to keep these individuals from joining the 1.7 million seniors who live in nursing homes.

It is important to note that from 2010 to 2015, the population age 60 and older will increase by 15 percent, from 57 million to 65.7 million. During this period, the number of seniors with severe disabilities who are at greatest risk of nursing home admission and Medicaid eligibility (through the "spend down" provisions) will increase by more than 13 percent. Further, demographic trends indicate at least 100,000 more seniors will be living in poverty in FY 2011. AOA addresses topics such as health, prevention and wellness programs, elder rights protection such as legal assistance, and Medicare outreach.

The Agency for Healthcare Research and Quality's (AHRQ) responsibilities are to improve the quality, safety, efficiency, and effectiveness of health care for all Americans. Information from AHRQ's research helps people make more informed decisions and improve the quality of health care services. AHRQ supports health services research that will improve the quality of health care and promote evidence-based decision making. Their primary customers are hospitals and medical care providers.

The Agency for Toxic Substances and Disease Registry (ATSDR) serves the public by using the best science, taking responsive public health actions, and providing trusted health information to prevent harmful exposures and diseases related to toxic substances. Among their many duties, education for the public and health professionals is a priority.

The Center for Disease Control and Prevention (CDC) is dedicated to protecting health and promoting quality of life through the prevention and control of disease, injury, and disability. It is committed to programs that reduce the health and economic consequences of the leading causes of death and disability, thereby ensuring a long, productive, healthy life for all people. Current topics being addressed include childhood obesity, HIV/AIDS, cutting-edge research, and disease investigation.

The Centers for Medicare and Medicaid Services (CMS) has ten field offices organized based on the agency's key lines of business: Medicare health plans, Medicare financial management, Medicare fee for service operations, Medicaid and children's health, survey and certification and quality improvement.

The Food and Drug Administration (FDA) is responsible for protecting the public health by assuring the safety, efficacy, and security of human and veterinary drugs, biological products, medical devices, our nation's food supply, cosmetics, products that emit radiation, and tobacco products. The FDA is also

Topic Areas Health and Human Services

responsible for advancing the public health by helping to speed innovations that make medicines and foods more effective, safer, and more affordable; and helping the public get the accurate, science-based information they need to use medicines and foods to improve their health.

The Health Resources and Services Administration (HRSA) is responsible for improving access to health care services for people who are uninsured, isolated or medically vulnerable. Comprising six bureaus and 13 offices, HRSA provides leadership and financial support to health care providers in every state and U.S. territory. HRSA grantees provide health care to uninsured people, people living with HIV/AIDS, and pregnant women, mothers and children. They train health professionals and improve systems of care in rural communities. HRSA oversees organ, bone marrow and cord blood donation. It supports programs that prepare against bioterrorism, compensates individuals harmed by vaccination, and maintains databases that protect against health care malpractice and health care waste, fraud and abuse.

The Indian Health Service (IHS) is responsible for providing federal health services to American Indians and Alaska Natives. The provision of health services to members of federally-recognized tribes grew out of the special government-to-government relationship between the federal government and Indian tribes. This relationship, established in 1787, is based on Article I, Section 8 of the Constitution, and has been given form and substance by numerous treaties, laws, Supreme Court decisions, and Executive Orders. The IHS is the principal federal health care provider and health advocate for American Indian or Native American Indian people, and its goal is to raise their health status to the highest possible level.

The National Institutes of Health (NIH) mission is to seek fundamental knowledge about the nature and behavior of living systems and the application of that knowledge to enhance health, lengthen life, and reduce the burdens of illness and disability. Their research programs are designed for support in the causes, diagnosis, prevention and cure of human diseases; human growth and development; biological effects of environmental contaminants; understanding mental, addictive and physical disorders; and directing information programs to include medical libraries and health specialists.

The Substance Abuse and Mental Health Services Administration's (SAMHSA) mission is to reduce the impact of substance abuse and mental illness on America's communities. Behavioral health is an essential part of health service systems and community-wide strategies that work to improve health status and lower costs for families, businesses, and governments.

HHS represents almost a quarter of all Federal outlays, and it administers more grant dollars than all other federal agencies combined. HHS' Medicare program is the nation's largest health insurer, handling more than 1 billion claims per year. Medicare and Medicaid together provide health care insurance for one in four Americans. HHS works closely with State and local governments, and many HHS-funded services are provided at the local level by state or county agencies, or through private sector grantees.

OTHER HEALTH AND HUMAN SERVICES

Family Planning

The Title X Family Planning program ["Population Research and Voluntary Family Planning Programs" (Public Law 91-572)], was enacted in 1970 as Title X of the Public Health Service Act. Title X is the only federal grant program dedicated solely to providing individuals with comprehensive family planning and related preventive health services. The Title X program is designed to provide access to contraceptive services, supplies and information to all who want and need them. By law, priority is given to persons from low-income families.

Topic Areas Health and Human Services

The Title X Family Planning program is administered within the Office of Public Health and Science, Office of Population Affairs (OPA) by the Office of Family Planning (OFP). In fiscal year 2007, Congress appropriated approximately \$283 million for family planning activities supported under Title X. At least 90 percent of the appropriation is used for clinical family planning services as described in the statute and regulations (45 CFR Part 59).

In fiscal year 2006, 88 Title X grantees provided family planning services to approximately five million women and men through a network of more than 4,400 community-based clinics that include State and local health departments, tribal organizations, hospitals, university health centers, independent clinics, community health centers, faith-based organizations, and other public and private nonprofit agencies. In approximately 75% of U.S. counties, there is at least one clinic that receives Title X funds and provides services as required under the Title X statute.

Over the past 30 years, Title X family planning clinics have played a critical role in ensuring access to a broad range of family planning and related preventive health services for millions of low-income or uninsured individuals and others. In addition to contraceptive services and related counseling, Title X-supported clinics provide a number of related preventive health services such as: patient education and counseling; breast and pelvic examinations; breast and cervical cancer screening according to nationally recognized standards of care; sexually transmitted disease (STD) and Human Immunodeficiency Virus (HIV) prevention education, counseling, testing and referral; and pregnancy diagnosis and counseling. By law, Title X funds may not be used in programs where abortion is a method of family planning.

The Title X program also supports three key functions, authorized under the Title X statute aimed at improving the quality of family planning services and assisting clinics with responding to client needs. These functions include: (1) training for family planning clinic personnel through ten regional general training programs and three national training programs that focus on clinical training, enhancing quality family planning services for males, and/or coordination of training activities on the national level; (2) data collection and family planning research aimed at improving the delivery of family planning services; and, (3) information dissemination and community based education and outreach activities. These functions help to ensure that family planning services are evidence-based and of high quality.

The Title X family planning program is intended to assist individuals in determining the number and spacing of their children. This promotes positive birth outcomes and healthy families. The education, counseling, and medical services available in Title X-funded clinic settings assist couples in achieving these goals.

Food Assistance

Federal, state and local governments provide many programs designed to help meet the nutritional needs of people with low incomes and their families.

Supplemental Nutrition Assistance Program (SNAP)

The SNAP helps people buy food by providing grocery credit. Formerly known as the Food Stamp program, today all recipient households receive the benefits through the use of electronic benefit transfer (EBT) cards. These are Automated Teller Machine (ATM)-like debit cards that recipients use to purchase food from authorized grocery stores and supermarkets. The benefit is adjusted annually for changes in food costs. The SNAP eligibility unit is the household, defined as an individual or group of people who live, buy food, and prepare meals together. This contrasts with SSI, which is determined on an individual, and not household, basis.

Topic Areas Health and Human Services

Households with elderly or disabled members, including all households that have an SSI recipient, are advantaged in evaluation of SNAP eligibility. To be eligible for the program benefit, households without elderly or disabled members must have gross (before tax) monthly incomes less than 130 percent of federal poverty guidelines for the previous year. After certain allowed deductions for living, working, dependent care, child support, and excess shelter costs, countable income cannot exceed 100 percent of the poverty standard. Households must not have more than \$2,000 in countable assets such as cash, savings deposits, stocks and bonds, and certain nonessential vehicles. Certain adults are required to register for work, and some adults without dependents are required to work or to participate in training as a condition of assistance.

Special Supplemental Nutrition Program for Women, Infants and Children (WIC)

- The WIC program provides nutritious foods to supplement the diets of low-income pregnant, postpartum and breast-feeding women, infants and children up to five years of age. It also provides nutrition education and referrals to health services and other assistance programs.
- WIC is administered by the Department of Agriculture through state health departments. Eligibility is based on income and on nutritional risk as determined by a health professional.

Nutrition Services Incentive Program (NSIP)

- NSIP (formerly Nutrition Program for the Elderly or NPE) is a food program designed to help older people. It is run by the Department of Health and Human Services through the state agencies on aging. NPE is part of the Grants for State and Community Programs on Aging, which also authorizes in-home services for frail elderly people, support services and senior center operations. The nutrition services program provides elderly Americans with nutritious meals.



Local Community Food Pantry

- If you are age 60 or older, you are eligible for the program and so is your spouse, even if he or she is not 60 years old. Age is the only factor used to decide if you are eligible. You do not have to meet any income limits to get meals through the program.
- Neighborhood centers for the elderly serve well-balanced, hot or cold meals at least once a day, five days a week. When possible, transportation is offered to and from the sites for those who need it. Home-delivered meals, usually called “Meals on Wheels”, are provided to elderly people who are homebound.

There are other food programs administered by the **Department of Agriculture**.

- Several food distribution programs give commodities to needy households or to organizations that provide meal service to low-income people, including soup kitchens, churches and homeless shelters.

- The Child and Adult Care Food Program offers meals and snacks to children in eligible day care centers, family day care homes and other care centers, as well as to functionally impaired adults and elderly people in day care situations.
- The School Lunch and Breakfast Programs offer meals at schools to children. Low-income children get these meals free or at a reduced price, while other children have access to reasonably priced meals.
- The Summer Food Service Program offers free meals and snacks to needy children during the months when school is not in session.
- The Senior Farmers' Market Nutrition Program provides low-income seniors (individuals who are at least 60 years old) with coupons during the harvest season that can be exchanged for eligible foods at farmers' markets, roadside stands and community supported agriculture programs.
- In addition to these government programs, most communities have church and non-profit organization sponsored food pantries which provide food assistance.

Housing Assistance

The Housing Choice Voucher Program is a type of Federal assistance provided by the U.S. Department of Housing and Urban Development (HUD) dedicated to sponsoring subsidized housing for low-income families and individuals. It is more commonly known as Section 8, in reference to the portion of the U.S. Housing and Community Development Act of 1974 under which the original subsidy program was authorized.

Federal housing assistance programs began during the Great Depression to address the country's housing crisis. In the 1960s and 1970s, the federal government created subsidy programs to increase the production of low-income housing and to help families pay their rent. In 1965, the Section 23 Leased Housing Program amended the U.S. Housing Act. This subsidy program, the predecessor to the modern program, was not a pure housing allowance program. Housing authorities selected eligible families from their waiting list, placed them in housing from a master list of available units, and determined the rent that tenants would have to pay. The housing authority would then sign a lease with the private landlord and pay the difference between the tenant's rent and the market rate for the same size unit. In the agreement with the private landlord, housing authorities agreed to perform regular building maintenance and leasing functions for Section 23 tenants, and annually reviewed the tenant's income for program eligibility and rent calculations.

In the 1970s, when studies showed that the worst housing problem afflicting low-income people was no longer substandard housing, but the high percentage of income spent on housing, Congress passed the Housing and Community Development Act of 1974, further amending the U.S. Housing Act of 1937 to create the Section 8 Program. In the Section 8 Program, tenants pay about 30 percent of their income for rent, while the rest of the rent is paid with federal money.

Currently, the main Section 8 program involves the voucher program. A voucher may be either "project-based" (where its use is limited to a specific apartment complex; public housing agencies (PHAs) may reserve up to 20% of its vouchers as such) or "tenant-based" (where the tenant is free to choose a unit in the private sector, is not limited to specific complexes, and may reside anywhere in the U.S. or Puerto Rico where a PHA operates a Section 8 program, PHAs are required to send tenants portion, unless proven budget restrictions prevent them).

Under the voucher program, individuals or families with a voucher find and lease a unit (either in a specified complex or in the private sector) and pay a portion of the rent (based on income, but generally no more than 30% (40% being the maximum at time of lease-up) of the family's income).

There is an asset test in addition to earned income. Over a certain amount, HUD will add income even if the Section 8 tenant doesn't receive any interest income from, for example, a bank account. HUD calls this "imputed income from assets" and in the case of a bank account, HUD establishes a standard "Passbook Savings Rate" to calculate the imputed income from the asset. This makes the tenant's contribution higher since his gross income is made higher.

The PHA pays the landlord the remainder of the rent over the tenant's portion, subject to a cap referred to as "Fair Market Rent" which is determined by HUD.

Whether voucher or project-based, all subsidized units must meet HUD's housing quality standards, thus ensuring that the family has a healthy and safe place to live. This improvement in the housing stock is an important by-product of this program, both for the individual families and for the larger goal of community development.

Families who participate in the program must abide by a series of rules and regulations, often referred to as "family obligations", in order to maintain their voucher, including accurately reporting to the PHA all changes in household income and/or family composition so the amount of their subsidy (and the applicable rental unit size limitation) can be updated accordingly.

In many localities, the PHA waiting lists for Section 8 vouchers may be thousands of families long, waits of three to five years to access vouchers is common, and many lists are closed to new applicants.

Financial Assistance for the Disabled, Aged, and Blind

Monthly cash benefit programs like Social Security provide an important economic safety net for many Americans, such as the disabled.

Social Security Disability Insurance (SSDI) is a payroll tax-funded, federal insurance program of the U.S. Government. SSDI, managed by the Social Security Administration, is designed to provide income to people who are unable to work because of a disability. SSDI is intended to be provided until their condition improves, and is intended to guarantee income if the individual's condition does not improve.

SSDI is a social insurance program, and benefits are only granted after a lengthy determination process, whereby the applicant must prove that they are disabled. SSDI is contrasted with **Supplemental Security Income (SSI)**.

SSI is a welfare, or needs-based program administered by the Social Security Administration for people who demonstrate financial and resource poverty, in addition to medical disability. Applicants for SSDI are often required to concurrently apply for SSI if they may qualify, and vice versa. SSI is a Federal income supplement program funded by general tax revenues (not Social Security Taxes). It is designed to help aged, blind, and disabled people, who have little or no income. It provides cash to meet basic needs for food, clothing, and shelter.

The family is the primary social unit in practically all societies. Although patterns of family organization around the world vary widely, the family usually performs two major social functions: it perpetuates the

Topic Areas Health and Human Services

species and transmits the basic cultural elements of a society from one generation to the next. Family customs and behavior patterns grow out of the unique social history of a people. Because they deal with people's most intimate experiences, they are viewed emotionally, and those which differ from one's own concepts tend to be regarded as inferior or "bad". Closer acquaintance with different family patterns and behavior helps to develop an attitude of tolerance and open-mindedness, even though one remains devoted to the value systems of his or her own society.

In most industrialized societies there has been a general loosening of family ties and a period of painful adjustment during which society seems to suffer from a lack of values as old standards are adjusted to fit new conditions. Since the U.S. leads the world in industrial development, it perhaps exhibits more than other countries both the good and the bad effects of these modern trends. In making these adjustments, it is greatly aided by an aroused social awareness of the need for cooperative action by all members of society. The existence of many public and private welfare agencies and programs is evidence of the increasing sense of social responsibility among the American people. Through the social security system and other federal programs, as well as a vast array of state and local social welfare programs supplemented by the efforts of private philanthropy, the American people are close to succeeding in their goal of providing for the welfare of all without impinging on the traditional freedoms and opportunities of the individual.

The problem of providing for groups and individuals unable to achieve a commonly accepted minimum standard of living is present in the national conscience of the U.S. There is no simple solution to the problem. Many public and private health and human services organizations are deeply involved in helping the needy and providing for all Americans. The public and social organizations are doing so much with so little; however, the reality of the situation is that all our problems will not be solved in the immediate future.

I. MEDIA

GENERAL EVENT PLAN

<p>Topic:</p>	<p>Media</p> <p>The role of a free press and other communications media in American life; how diversity of media ensures people of all races, creeds, and political persuasions can be heard (e.g., editorials, letters to the editor) and ensures diverse, pluralistic culture.</p>
<p>Suggested activities:</p>	<ul style="list-style-type: none"> A. Visits to community and regional newspaper offices and printing plants (arrange to meet editor-in-chief or news editor to discuss freedom of the press; also can talk with union employees. B. Visits to ethnic publishers (Black, Jewish, Polish, etc.). C. Visits to military newspaper (base publication) office. D. Visits to radio, TV and cable stations (mainstream, ethnic, public broadcasting stations) (try to visit "talk radio" program since its great example of democracy in action). E. Visits to bookstores (mall, independent, off-beat). F. Visits to news dealer (especially one that sells foreign or specialized newspapers). G. Visits to student newspapers at high school, college, etc. H. Visits to trade newspapers, magazines, publishers.
<p>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</p>	<p>See Appendix B, AMENDMENT I</p>
<p>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</p>	<p>See Appendix C, ARTICLES 12, 19</p>
<p>Other learning objective(s) or teaching point(s):</p>	<ul style="list-style-type: none"> A. Free press is essential to participation in American life (e.g., facts brought out by press in Watergate, President Kennedy's assassination that government reluctant to disclose). B. Free press acts as watchdog to guard against potential abuses of government power or government suppressing embarrassing information. C. Diversity of media ensures people of all races, creeds, and political

	<p>persuasions can be heard (editorials, letters to the editor) and ensures diverse, pluralistic culture.</p> <p>D. Censorship disfavored except with certain exceptions during wartime (e.g., warship's sailing schedule) or civil disturbances (speech inciting to riot immediately can be punished). Some censorship is intended to protect children from being used or exposed to pornography. Lively controversies are ongoing regarding violence on TV, use of women in violent pornography. Laws restrict commercial speech like liquor ads and cigarette ads on TV. War censorship (e.g., Persian Gulf): balance public's right to know with military necessity).</p> <p>E. Free flourishing and exchange of ideas based on premise airing all viewpoints will result in "good" driving out "bad" in marketplace of ideas, so generally, no prior restraint on "hateful" ideas (Ku Klux Klan (KKK), American Nazis, and Black Panthers).</p>
<p>Event Planning Checklist:</p>	<p>See Appendix F for Sample Event Planning Checklist</p>
<p>International Military Student Checklist:</p>	<p>See Appendix G for Sample International Military Student Checklist</p>



Visit to Cable News Network (CNN)

I. MEDIA

FSP EVENT INFORMATION

The primary mission of a free press is to report the news and inform the public. Individual papers may differ in emphasis, but members of the press share a core belief that free and full reporting on topics of public concern is both a Constitutional right and an essential public service of newspapers.

The framers of the Constitution believed a free press is essential to a democratic government, and they expressly enjoined Congress to "make no law abridging the freedom of speech, or of the press". With that freedom, the press fills a fundamental need of a self-governing people by creating a marketplace for ideas and information regarding government, its leaders and the social systems they create.

The role of the press is not always understood or appreciated by government officials, members of the bar and bench, the military or the public at large.

The press thinks of itself as a watchdog, and the role is well taken. In the U.S., it is the people who possess absolute sovereignty, not the government. People, and the press on their behalf, thus enjoy the right to freely examine what their government is doing, in all its manifestations.

James Madison asserted it some 200 years ago: the press has a right to freely examine public officials and public acts and to freely communicate its findings and opinions. He said this was the "only effective guardian of every other right". Justice Louis Brandeis wrote in 1927 that "those who won our independence believed that freedom to think as you will and to speak as you think are means indispensable to the discovery of political truth; that the greatest menace to freedom is an inert people; that public discussion is a political duty".

Accordingly, the press takes a critical and skeptical role in reporting on matters of public concern. No apology is required for vigorous reporting. The presumption is that informed citizens are best able to support or oppose public programs or policies. A free press may sometimes be an annoyance, but a tamed press hurts democracy.

Freedom of the press carries heavy responsibilities. The press has to want that freedom enough to work for it, espousing the free-speech rights even of those who would subdue the press. The press should demonstrate that it is a fair and honest instrument for stimulating public debate on the full range of issues that engage society. It must recognize public suspicions that it is exploitive, arrogant and insensitive.

Some of the press' rights and responsibilities are well defined.

- *Non-interference by government.* The government can't tell the press what it should or shouldn't publish. The press and government are separate entities. Obviously, the press is mindful of national security concerns and freely acknowledges that, in some instances, government has the right to keep secrets. But the press has the right to publish information the government fails to keep secret. This is a political, not legal, tension.
- *No prior restraint.* Editors, not judges or government officials, should decide what is newsworthy. Though editors may abuse this privilege, society should tolerate this risk to preserve the free flow of information. The press needs the right to be wrong - and has an obligation to accept responsibility for its errors.

- *Honest, fearless reporting.* The press obviously should not falsify information or print news with serious doubts as to its truth. At the same time, the press has a right to reveal truthful facts about a newsworthy person without threat of suits for invasion of privacy.
- *Unpopular reporting.* The press has a right to report without intimidation. It has the right to express unpopular, even abhorrent ideas. It has an obligation to seek out the voices of dissent. For every view offended, another may be encouraged.
- *Confidential sources.* The press believes that it must from time to time rely on informants in government or knowledgeable private citizens who will speak only if promised confidentiality. The press is not an investigative arm of the government. The public interest is best served when press notes and sources remain confidential. This encourages the free flow of information.

The communications industry is the largest private-sector employer in the U.S., and the news media make up the largest segment of that industry. Generating information, not just delivering it, is a growth business in the U.S.

The American news business used to be a largely domestic enterprise, but no longer. Satellite delivery of 24-hour Cable News Network (CNN) broadcasts and same-day publication of the Wall Street Journal in Asia and Europe are symptomatic of the U.S. media's global reach.

Change has occurred in other aspects of the industry besides mere growth. American journalism itself has undergone a fundamental transformation in recent years, partly as a result of new technology and partly as a result of the changes in the society it has chosen to mirror. This is not surprising, since change itself is a hallmark of American culture. Whether it chooses to call itself an observer or not, the American news industry is a full-fledged participant in that culture, as well as in its country's democratic political system and its free-market economy.

Protected from government interference by a brief, 200-year-old clause in the American Constitution, the press has emerged as the self-appointed monitor of official life, recorder of public events and even the unofficial arbiter of public behavior.

The American press started in the 18th century as a small instrument of the literate elite, and an unapologetic participant in partisan politics. It was a pamphleteering press, operated by colonial postmasters and opinionated printers. It was not for at least another century that the American press had transformed itself into a fairly non-ideological communications instrument, in step with the desires, dynamism and diversity of the country itself.

The American press has maintained two fundamental constants over the past two centuries:

1. Independence from government.
2. Reliance on public acceptance - if not approval - for its financial survival.

Today, the press is better known as the media - the plural for "medium" (or means of conveyance) and a reflection of its many components in the electronic age. Because it is no longer the written word, but sight and sound that dominate the communications industry. American newspapers face competition not only from network TV, but from a whole spectrum of targeted and specialized media, including personalized web services, local cable programming, inter-active television, special-interest publications, catalogs and other direct-mail initiatives. Newspapers are relying on new technology to meet the

challenge. Through the internet, electronic newspapers can be transmitted to hand-held computers and printed using personal computers.

The story of the American press is a complex one, reflecting the pluralism of the country itself. A favored description is diversity. Nevertheless, there are some common threads that bind the media in the U.S. Here are some of the most important of its common traits:

- American news industry is a business
- industry views itself as a public trust
- news industry is largely unregulated
- there is no uniform definition of news
- mainstream press is generally non-ideological
- America's press tradition is community based

The American press and broadcast industries are mostly profit-seeking enterprises, and must be financially healthy in order to survive. Only a small percentage is subsidized media. Most depend upon commercial advertising for the bulk of their income. A newspaper owner/publisher is often more a businessman than a journalist, while the editor is usually the keeper of the paper's news mission. The publisher, who has the ultimate say in what the product looks like, may not want to carry news that will hurt his business, while the editor in the American system is usually ruled by the dictum: "if it's news, publish it". In the best of the business, the publisher gives the editor ultimate authority over the news.

The overwhelming criterion for success in America's group-owned media is profitability. This fact, coupled with the fear that Americans are spending less time reading the news, has radically changed the look of the American paper. Following a format started by the Gannett-owned USA Today, most newspapers have introduced more color, eye-catching graphics, shorter stories and more entertainment news to appeal to the television generation.

This is not to suggest that group ownership and a growing preoccupation with profitability are intrinsically harmful to journalism. As ironic as it may seem, some of the most profitable news organizations are also the best ones, because they have used their expanding income to finance better quality coverage.

Treating itself as both a business and a public trust can cause conflict, if not confusion, within the news industry itself, not to mention in the eyes of the public. Nevertheless, the "public's right to know" remains at the core of America's free-press philosophy, and guides the way it conducts itself, particularly in relations with government. Some call this relationship "adversarial". Others prefer to think of it more benignly as simply a monitoring role, without the inference of opposition.

It is a relationship in which officials try to tell their version of events or avoid publicity altogether, while the press looks for mistakes and fights attempts to suppress information. Largely in response to pressure from the media, a number of state legislatures have passed "sunshine" laws that require government meetings to be held in public. There is also a federal Freedom of Information (FOI) Act, which gives requesting citizens - usually journalists - access to government records and documents not classified for security reasons.

In short, the American press enjoys its role as the "watchdog of government". The power that comes from this largely self-appointed role has earned the press the honorific title, "the fourth estate", after the three official branches of government (legislative, judicial and executive). It is also this role that prompted Thomas Jefferson, one of the founders of American democracy, to say some 200 years ago: "If I had a choice between government without newspapers or newspapers without government, I should not hesitate for a moment to choose the latter".

It was this vision of how a democracy should work that prompted the framers of the U.S. Constitution to make free expression the First Amendment of the "Bill of Rights". In reality, the amendment simply said that Congress cannot enact a law infringing free speech or a free press. That brief clause has been the beacon and the shield for the American press for over two centuries, but it is not carved in stone for eternity. It is tested almost daily in the courts, on the streets and in the corridors of power. So far, this First Amendment protection has withstood these tests.

As part of this protection, the American news media enjoy immunity from official reprisal. It is extremely difficult, for example, for a public official to win a libel suit against the media, because the courts have ruled that government servants must be open to special scrutiny and accountability in a democratic system. American journalists have also won a number of battles to protect the anonymity of news sources from government inquiry, but that war periodically erupts.

One area of continuing uncertainty is that of national security and government secrecy. Historically, American journalists have enjoyed more latitude in this arena than, for example, the British press. Periodically, the federal government warns journalists they



Visit to Local Television Station

can be prosecuted under existing law for compromising American intelligence-gathering efforts. But, this has not been seriously enforced or pursued in recent years.

The American media is far more vulnerable to legal action from private citizens, whose right to privacy can be in direct confrontation with what the press calls the public's "right to know". Libel is a civil, rather than a criminal offense in the U.S., but the enormous size of monetary awards and penalties levied by the courts has had a "chilling" effect on journalistic enterprise, according to many in the news industry.

A serious publication like the New York Times and a fictional tabloid sold in supermarkets, both call themselves newspapers. There is no law, no government agency and no person to say otherwise, because there is no licensing requirement for newspapers to operate and no enforceable definition of what constitutes a legitimate news publication.

In addition, the American news industry and journalistic profession do not regulate themselves in the same sense as the legal or medical professions. The press does not require minimum standards for membership, does not issue or revoke licenses and does not regulate professional standards. Each news organization and journalistic association adheres to its own codes and standards.

The decision as to whether one is eligible and qualified to be a journalist in America is also solely up to the employer. However, more and more American journalists are graduates of journalism schools, a trend which helps standardize minimum qualifications throughout the country.

Despite the individualism and diversity, there is a remarkable similarity of values and practices in the mainstream news industry. These values stress the importance of public service, impartial reporting, and balance of opinion. Most American newspapers also take pains to separate information from opinion, by clearly differentiating the news columns from the editorial section.

An editorial is an opinion piece written by the senior editorial staff or publisher of a newspaper or magazine. Editorials are usually unsigned and may be supposed to reflect the opinion of the periodical. Typically, a newspaper's editorial board evaluates which issues are important for their readership to know the newspaper's opinions. Most print publications feature an editorial, or letter followed by a Letters to the Editor (LTE) section.

The subject matter of letters to the editor varies widely. However, the most common topics include:

- Supporting or opposing an editorial stance, or to responding another writer's letter to the editor.
- Commenting on a current issue being debated by a governing body – local, regional or national depending on the publication's circulation. Often, the writer will urge elected officials to make their decision based on his/her viewpoint.
- Remarking on materials (such as a news story) that have appeared in a previous edition. Such letters may either be critical or praising.
- Correcting a perceived error or misrepresentation.

LTEs always have been a feature of American newspapers. Much of the earliest news reports and commentaries published by early-American newspapers were delivered in the form of letters, and by the mid-18th century, LTEs were a dominant carrier of political and social discourse. Many influential essays about the role of government in matters such as personal freedoms and economic development took the form of letters - consider "Cato's Letters" or "Letters from a Farmer in Pennsylvania", which were widely reprinted in early American newspapers. Through the 1800s, LTEs were increasingly centralized near the editorials of newspapers, so that by the turn of the century LTEs had become permanent fixtures of the opinion pages.

Modern LTE forums are not much different from those earlier counterparts. A typical forum will include a half-dozen to a dozen letters (or excerpts from letters). The letters chosen for publication usually are only a sample of the total letters submitted, with larger-circulation publications running a much smaller percentage of submissions and small-circulation publications running nearly all of the relatively few letters they receive. Editors generally read all submissions, but in general most will automatically reject letters that include profanity, libelous statements, personal attacks against individuals or specific organizations, that are unreasonably long (most publications suggest length limits ranging from 200 to 500 words), or that are submitted anonymously.

Although primarily considered a function of print publications, LTEs also are present in electronic media. In broadcast journalism, LTEs have always been a semi-regular feature of 60 Minutes and the news programs of National Public Radio. LTE's also are widespread on the Internet in various forms.

By the early 21st century, the Internet had become a delivery system for many LTEs via e-mail and news Web sites (in fact, after several envelopes containing a powder suspected to be anthrax were mailed to lawmakers and journalists, several news organizations announced they would only accept e-mail LTEs). Because the Internet broadly expanded the potential readership of editorials and opinion columns at small newspapers, their controversial editorials or columns could sometimes attract much more e-mail than they were used to handling — so much so that a few newspapers had their e-mail servers crash. Another Internet-borne problem is “Astroturf”, or “fake grass-roots” letters that are posted on the Web sites to be copied and submitted as personal letters. “Astroturf” LTEs gained national attention in late 2003 when scores of published LTEs praising U.S. President George W. Bush had actually been written by the president’s campaign and posted on its Web site for supporters to copy. The practice also was used by business organizations, environmental-protection groups, and religious campaigns.

Although LTE management gets little attention in trade journals, one organization, the National Conference of Editorial Writers (NCEW), often includes essays on LTE management in its newsletter, The Masthead, and at its annual meetings. Among the NCEW’s strongest champions for LTEs was Ronald D. Clark of the St. Paul Pioneer Press, who wrote, “Consider letters as a barometer of how well (you are) engaging readers or viewers. The more you receive, the more you’re connecting. The fewer you receive, the stronger the sign that you’re putting the masses to sleep”.

On the other hand many editors will allow the publication of anonymous letters where the details of name and address of the author are not printed, but are disclosed to the editor. This can promote a debate of issues that are personal, contentious or embarrassing, yet are of importance to bring up in a public debate.

Sometimes a letter to the editor in a local newspaper, such as the Dear IRS letter written by Ed Barnett to the Wichita Falls Times Record News in Wichita Falls, Texas will end up receiving attention from the national media.

Although there is no official regulation of the press, there are unofficial “checks and balances” against journalistic excess, both outside and inside the industry. The external checks include libel laws and self-appointed press monitors. Competition also tends to help keep news organizations “honest”. The internal checks include the appointment by some newspapers of an “ombudsman” to investigate public complaints, publish self-criticism and enforce internal standards.

Different from the print media, the broadcast media in the U.S. require a government (federal) license to operate, because the space-limited airwaves are regarded as public property. There are, however, safeguards against political discrimination in the licensing process, and there have been remarkably few examples of ideological or political bias in issuing or revoking licenses. Government decisions on broadcast licensing are primarily aimed at ensuring competition and diversity.

There is no universally accepted definition or set of definitions for “news” in the American media. This is because there is no single role designated for the press. Among the roles the American press has chosen for itself are to inform, to educate, to reform, to entertain, to incite or all of the above.

Within a broad range of definitions there is general agreement as to what is news-worthy and what is not. The most prevalent characteristics include: the activity of officials and celebrities, government action of any kind, events that are new or bizarre (i.e. crime and disaster), revelations that are titillating or shocking (i.e. sex and scandal) and new social trends.

Emphasis on the unusual is a mainstay of modern American journalism, explained by the adage: "if a dog bites man, it is not news; if a man bites dog, that's news". The public tends to have a love-hate relationship with this definition. On one hand, the audience is entertained or provoked by the news; on the other hand, it is resentful that "normal life" tends to be ignored.

There was a time in America when few would argue with the cantankerous editor who declared: "News is what I say it is". With renewed attention to the desires of the buying public, such editors are hard to find today.

In an effort to be more useful and relevant to the buyer, one of the most successful innovations in recent years has been to enlist the press in the cause of consumer service investigating buyer complaints, exposing business fraud, and offering marketplace advice.

Perhaps the greatest source of pride in American journalism is the tradition of investigative reporting, largely aimed at exposing abuses of power. The Pulitzer Prize, the most coveted award in American journalism, is given annually for superior investigation and public service. In recent years, the business community has come under the kind of press scrutiny that was traditionally reserved for government, even though access to business information is usually harder to obtain.

During this century, the mainstream media in the U.S. have remained largely non-ideological. Very few mass-circulation papers, magazines or broadcast stations are affiliated with political organizations, parties, or movements. It was not always so, but purposeful non-affiliation has been a hallmark of the American press for more than a century. This characteristic - both a source of professional pride and a result of economic self-sufficiency - is one of the main features that distinguish the American press from many others around the world.

Although most papers, and some stations, voice a political preference in their editorials, news reporting is generally non-partisan. Editorial opinion is often based on the merits of an issue, and it is not unusual for these opinions to stray outside a particular ideological framework.

Not everyone believes the American press is free of ideology. Conservative critics say the American news media - particularly those based in New York and Washington - reflect a "liberal bias". By that, they generally mean that the press is too quick to criticize authority and does not support America's interests.

Left-of-center critics, on the other hand, accuse the press of government cronyism and uncritical reporting about Washington's policies and practices. American journalists tend to feel most comfortable when attacked by both sides of the ideological spectrum. They believe it confirms their impartiality.

In fact, there is a pattern of political preference within the news industry, albeit undeclared. Studies have shown that American reporters tend to be more liberal than editors and program directors, which in turn tend to be more liberal than publishers and station owners. These leanings may rarely be visible to the public, but are part of the dynamic tension that pervades the American newsroom.

Traditionally, the U.S. Government has stayed out of the news business. The only government-owned/controlled media in the U.S. are those that broadcast overseas, such as the Voice of America and Radio Free Europe. By law, these stations are not allowed to broadcast within the borders of the U.S., so most Americans have had only peripheral exposure to them.

There is partial government subsidy of public television and radio in the U.S., but safeguards have built against political interference. As a matter of fact, public broadcasting news programs tend to be more anti-establishment than those of commercial broadcasting, and are thus perceived as being more critical of government.

The American press has always had a local, rather than a regional or national character. Although new technology has broadened this horizon considerably, the U.S. media still concentrate to a large degree on the needs and interests of viewers, listeners and readers in the immediate neighborhood. There are strong economic reasons for this, but it is also a reflection of American provincialism.

One of the most common complaints of visitors to the U.S. is that there is so little international news, relative to America's strong presence around the world.

In fact, there is a great deal of international news reaching America, but only a small portion of it is carried by the community-focused mass media. And that portion carried in one community may not be carried in another, because of the different interests of the residents. For example, in Chicago there is a large Polish-American population, and consequently, the press there gives prominence to news of Eastern Europe. Also, much of the international news reaching the states finds its way to specialized publications with limited circulation.

It is true that the American correspondent corps is based in less than one-half of the world's nations. Consequently, most foreign news is reported from and written under these datelines.

More than 90 percent of America's daily newspapers depend upon the news agencies (wire services), primarily the associated press, for news of the world outside their own regions. This is because only a handful of the largest newspapers have their own national and foreign staff. (They include the New York Times, The Wall Street Journal, The Washington Post, the Chicago Tribune, the Los Angeles Times, the Baltimore Sun, the Boston Globe and the Christian Science Monitor.) Most of these papers have established their own news services, giving newspapers more choices than they have had in the past. This profusion of select services is given as a prime reason that United Press International (UPI) has lost so many customers in recent years.

As a general rule, the American press does a fairly thorough job of covering the "big story" overseas, tailored to an American audience. It gives little attention to the day-to-day news abroad, and does not cater to the foreign audience.

In just a handful of years, the American news business had already undergone tremendous changes as a result of a transformation in technology, market forces and public tastes. Too many new players have entered the information field for journalism to ever be the same as it was. The profession never really stood still for long anyway.

The daily newspaper industry, trying to catch up with the electronic media and other newcomers, seems to have suffered most in this recent transformation. But as long as the American press remains largely immune from government interference, there will always be new opportunities for the industry and new choices for the public. Whatever happens, it will be the public that decides the future of the American news industry. That, free-press advocates say, is the beauty of the system.

The vast majority of radio programming in this country consists of various types of recorded popular music. In major cities, some stations emphasize news and talk formats, but most exist to play records

and provide short newscasts - and lots of advertisements! Radio networks were important until the 1950s, when television competition killed them off. In recent years, use of satellites to distribute radio program formats has revived some degree of national programming.

Some surveys suggest most Americans get most of their news (especially national and international) from television. With the rise of Cable News Network (CNN) and other cable information services, this may be even truer now than before. Many Americans get their view of the world from five-minute radio newscast, or bits and pieces on network or local station programs and on-line from the internet. News is popular with audiences and advertisers.

Other serious information programming - interviews and public affairs programs - is in decline in America. Fewer such programs are offered today because audiences are small, and advertisers are thus not very interested. Public television, which does not rely on advertising, shows most documentaries. For example, the Public Broadcasting System (PBS) is a member organization which supplies programming, distribution and technical services to 355 member stations and makes 2000 hours of programming and thousands of companion web sites available to 99% of people in the U.S. PBS endeavors to treat complex social issues with journalistic integrity and compassion and to provide accurate, impartial information and to provide the community with content that values diversity and equality, as well as individual strengths and struggles to generate understanding and acceptance.

On the rise in information programming is independent broadcast stations that focus on documentaries and specific types of information and programming such as "The History Channel" and "Black Entertainment Television". Additionally, more and more U.S. television programming is available in only Spanish.

For adults, exposure to other cultures, such as the Black and Hispanic cultures, has largely been through situational comedies (sit-coms). However, there are a number of children's' television programs that expose children to multiple cultures, languages, and traditions. One examples is Sesame Street (a PBS program), which feature racially diverse characters and characters with disabilities who work together to promote the overall message of acceptance and togetherness. Another is Dora the Explorer, and Go Diego Go (Nickelodeon programs), educational cartoon featuring multi-lingual, Hispanic characters that teach, among other things, Hispanic traditions. Nickelodeon also recently launched a series with an Asian-American leading Lady, "Ni Hao, Kai Lan" which focuses on social and emotional lessons, multicultural values, cause-and-effect thinking and basic Mandarin Chinese language skills.

Professional and college football is the most popular continuing sports coverage on television. Radio and television also present hours of baseball and basketball coverage, with less time given over to other sports. The general public also gets very interested in Olympics coverage. There is some evidence (falling audience ratings) that audiences may have reached the saturation point with some sports coverage.

That media are politically important comes as no surprise to anybody. (Note how often when a government is under siege that rebel forces seek out the radio or television stations to take their story directly to the people and the outside world.) In the U.S., electronic media play a vital role in the election campaigns for both local and especially national office. Television time is expensive and has for some time made up the largest portion of election campaign budgets.

It is now traditional (but certainly not required) for presidential candidates to debate one another on television a few times during the campaign. These "debates" are usually in the form of candidates answering questions rather than directly facing off against one another.

The media in the U.S. and elsewhere are also said to have an "agenda setting" effect on listeners. If the media cover a given event or problem area, then surveys show that most viewers think more readily of that issue - that the deficit or hunger or some other problem is a serious one.

Long controversial, with research providing mixed results is the question of violent content in television programs (and movies). Much research indicates that watching a diet of violence-filled drama will make viewers more likely to take violent action themselves in similar situations. Of special concern is the impact of years of cartoon and actual dramatic violence on children.

There is very little regulation of programming in America. The primary reason for this is the first Amendment to the Constitution, discussed above. There are federal limits on use of obscene program materials, and there are requirements on access by candidates for political office. However, for the most part, government officials and concerned citizens are reduced to asking the media to moderate program content or develop self-regulatory codes to limit the impact of such material.

Two provisions of the American Constitution govern the regulation of communications. The "Commerce Clause" (Article 1, Section 8) gives Congress the right to regulate commerce between and among the states and foreign countries. The First Amendment guarantees freedom of speech and the press. From these two precedents, both over 200 years old, comes all governmental activity in communication.

The Federal Communications Commission (FCC) is an independent U.S. Government agency. The FCC was established by the Communications Act of 1934 and is charged with regulating interstate and international communications by radio, television, wire, satellite and cable. The FCC's jurisdiction covers the 50 states, the District of Columbia, and U.S. possessions.

Broadcast stations are licensed for seven years (radio) or five years (television) and these licenses may be and usually are renewed time and again. The licensing of services is the single most important function of the FCC. Cable systems, on the other hand, are franchised by local communities and there is little federal regulation of cable. The amount and type of programming provided by stations and cable systems are a matter of managerial choice, not government fiat. Most particularly, there is no government control over the broadcasting of news and public affairs programs.

J. INTERNATIONAL PEACE and SECURITY

GENERAL EVENT PLAN

<p>Topic:</p>	<p>International Peace and Security</p> <p>How the U.S. accomplishes effective and mutually beneficial relations and increased understanding with foreign countries in furtherance of the goals of international peace and security.</p>
<p>Suggested activities:</p>	<p>A. Luncheons or Dinners with Guest Speakers.</p> <p>B. Visits to United Nations or video briefing by Council on Foreign Relations.</p> <p>C. Visits to the Organization of American States, Washington, D.C.</p> <p>D. Visits to the Africa Center for Strategic Studies, Wash D.C., the Near East South Asia Center for Strategic Studies, Wash D.C., The Center for Hemispheric Defense Studies, Miami, FL.</p> <p>E. Visit to the Liaison Office of the International Atomic Energy Agency, NYC.</p> <p>F. Visits to Model United Nations events at local schools and centers.</p> <p>G. Visits to Memorials (e.g. 9-11 and Oklahoma City Memorials).</p> <p>H. Visits to Presidential Libraries/Museums (e.g. Jimmy Carter Library).</p>
<p>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</p>	<p>See Appendix A, ARTICLE VI</p> <p>See Appendix B, AMENDMENT XIII</p>
<p>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</p>	<p>See Appendix C, ARTICLES 1, 2, 3, 4, 28</p>
<p>Other learning objective(s) or teaching point(s):</p>	<p>Think about what a world citizen might answer if asked to define “peace and security”, and think about how many different answers you may get. What definition would you give? Some examples might be: “World peace and security cannot be achieved unless we the common people are liberated from the ruling classes of our own countries. We must be allowed to go where we want, buy what we want and be happy with the EARTH as our whole country, then nobody will resent anyone and all will feel liberated without restraints and without false distinctions and boundaries. Until we as a world people achieve this utopian state, we will have armies fighting armies to prove narrow national boundaries and theories to be superior to each other”. Or, “Nobody gets killed. Nobody can kill you”. And the answer could be put as</p>

Topic Areas International Peace and Security

	<p>simply as “world peace”.</p> <p>While world peace is theoretically possible, some believe that human nature inherently prevents it. This belief stems from the idea that humans are naturally violent, or that rational agents will choose to commit violent acts in certain circumstances. Others however believe that war is not an innate part of human nature, and that this myth in fact prevents people from reaching for world peace.</p> <p>If world peace is defined as the absence of hostility, violence and conflict, not just between countries and regions, but between individuals, world peace would imply a worldwide end to violence and to institutions that rely on threats of violence to sustain their existence. It follows that there could be no law enforcement, because force is a form of violence. Without law enforcement, there could be no laws, except those everyone voluntarily agrees to follow. Finally, there could be no governments of the type that rely on threats of violence to collect taxes, maintain their borders, or govern their citizens. Maybe it is Utopia.</p> <p>We do not live in Utopia, thus the U.S., along with other nations, faces many daunting national security challenges in the coming years, some not traditionally viewed as security issues, to include redistribution of economic power; international political flux; globalization of communications and information; energy and environmental security; global climate change, fragile states and ungoverned spaces; transnational terrorism; the changing character of war; and the proliferation of weapons of mass destruction. Issues that the world is actively addressing in the fight for peace and security are numerous, and include terrorism, cyber-attacks, nuclear weapons, piracy, protecting people in extreme peril, drug trafficking, and human trafficking. As our efforts continue we also continue remembrance and healing as we recount every campaign we have been involved in and those who have made the ultimate sacrifice for peace.</p>
<p>Event Planning Checklist:</p>	<p>See Appendix F for Sample Event Planning Checklist</p>
<p>International Military Student Checklist:</p>	<p>See Appendix G for Sample International Military Student Checklist</p>

J. INTERNATIONAL PEACE and SECURITY

FSP EVENT INFORMATION

INTERNATIONAL PEACE AND SECURITY DEPENDS ON INTERNATIONAL RELATIONS

The history of international relations is often traced back to the Peace of Westphalia of 1648, where the modern state system was developed. (The term Peace of Westphalia denotes the two peace treaties of Osnabrück (15 May 1648) and Münster (24 October 1648) that ended the Thirty Years' War (1618–1648) in the Holy Roman Empire, and the Eighty Years' War (1568–1648) between Spain and the Republic of the Seven United Netherlands.) Prior to this, the European medieval organization of political authority was based on a vaguely hierarchical religious order. Westphalia instituted the legal concept of sovereignty, which essentially meant that rulers, or the legitimate sovereigns, had no internal equals within a defined territory and no external superiors as the ultimate authority within the territory's sovereign borders. A simple way to view this is that sovereignty says, "I'm not allowed to tell you what to do and you are not allowed to tell me what to do". Classical Greek and Roman authority at times resembled the Westphalian system, but both lacked the notion of sovereignty.

Much later, sovereignty was accepted as a realistic goal for many nations. The League of Nations (LON) was an inter-governmental organization founded as a result of the Treaty of Versailles in 1919–1920, and the precursor to the United Nations. At its greatest extent from 28 September 1934 to 23 February 1935, it had 58 members. The League's primary goals, as stated in its Covenant, included preventing war through collective security, disarmament, and settling international disputes through negotiation and arbitration. The onset of World War II showed that the League had failed its primary purpose, which was to avoid any future world war. The United Nations replaced it after the end of the war and inherited a number of agencies and organizations founded by the League. Today, the United Nations Security Council (UNSC) is one of the principal organs of the United Nations and is charged with the maintenance of international peace and security.

INTERNATIONAL RELATIONS LEAD TO TREATIES WHICH SANCTION ACTION

Treaties are a serious legal undertaking both in international and domestic law. Internationally, once in force, treaties are binding on the parties and become part of international law. Domestically, treaties to which the U.S. is a party are equivalent in status to Federal legislation, forming part of what the Constitution calls "the supreme Law of the Land". The Constitution states that the President "shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two-thirds of the Senators present concur". Problems arose and eventually the Senate's role changed. Although Senators sometimes play a part in the initiation or development of a treaty, the Senate role now is primarily to pass judgment on whether completed treaties should be ratified by the U.S.

Treaties are governed by international law and are a primary source of international law. They play a central role in the orderly conduct of relations among states. In order for treaties to perform this role, internationally recognized rules governing treaties have developed. Under international law an international agreement is generally considered to be a treaty and binding on the parties if it meets four criteria: (1) The parties intend the agreement to be legally binding and the agreement is subject to international law; (2) The agreement deals with significant matters; (3) The agreement clearly and specifically describes the legal obligations of the parties; and (4) The form indicates an intention to conclude a treaty, although the substance of the agreement rather than the form is the governing factor.

Topic Areas International Peace and Security

Collective security can be understood as a security arrangement in which all states cooperate collectively to provide security for all by the actions of all against any states within the groups which might challenge the existing order by using sanctions and force. While collective security is possible, several prerequisites have to be met for it to work. First: almost every state, especially all major states, has to be in the collective security arrangement and committed to it for it to work. Second: the power to block the decision making process by veto must be limited. Third: for sanctions to work, the international economy has to be sufficiently interdependent such that sanctions harm the intended country enough, but do not harm the countries doing the sanctioning. This leads to the fourth prerequisite: that for countries to trust collective security, they have to know it works well enough to safeguard their security. Although collective security has limitations, many politicians who view the system as having faults also believe it remains a useful tool for keeping international peace.

Collective defense is an arrangement, usually formalized by a treaty and an organization, among participant states that commit support in defense of a member state if it is attacked by another state outside the organization. NATO is the best known collective defense organization. It's now famous Article V calls on (but does not fully commit) member states to assist another member under attack. This article was invoked after the September 11, 2001 attacks on the U.S., after which other NATO members provided assistance to the U.S. War on Terror in Afghanistan.

The U.S. Department of State Office of the Assistant Legal Adviser for Treaty Affairs serves as the principal U.S. Government repository for U.S. treaties and other international agreements. The U.S. has become a party to more than 10,000 (ten thousand) domestic treaties and international agreements. International topics include free trade, law, science, environment, and human rights, to name only a few.

THREATS ON INTERNATIONAL PEACE AND SECURITY

The U.N. Security Council has noted the consequences of transnational threats, such as organized crime and drug trafficking, terrorist acts, illegal movement of nuclear, chemical, biological and other potentially deadly material on international peace and security. Collective security and collective defense arrangements are necessary to take action against these threats. Some specific threats are addressed below.

Transnational threats create roots for the development of regional and global tensions. Drug trafficking and related crime encourages money laundering and makes possible the financing of non-governmental armed groups. Organized crime networks threaten effective state control on borders and territories. They undermine the authority of states, spread corruption and weaken economic development. Therefore, they pave the way for radicalization processes that can lead to violent extremism and terrorism. Insurgents and criminals develop close ties to profit from this instability and in some cases create the conditions for such instability. Transnational threats are a destabilizing factor in every crisis where the U.N. operates. They take advantage of the weakness of states in conflict situations and make the return to peace and economic development a more protracted and more difficult process for those states.

The international community adopted several conventions in order to counter transnational threats in a comprehensive approach. However, in the last decades, advances in technology, open borders and open markets created greater cross-border opportunities for criminal groups. As a result, organized crime has diversified, gone global, and has reached macro-economic proportions. No part of the world is immune.

Topic Areas International Peace and Security

Particularly vulnerable are post-conflict regions, areas where the rule of law is weak and countries that suffer from under development.

Illegal Narcotics' market value is extremely difficult to estimate. The few serious attempts which have been made have resulted in widely varying figures. A U.N. publication of 1998, "Economic and Social Consequences of Drug Abuse and Illicit Trafficking, reports that estimates of \$100 billion to \$110 billion for heroin, \$110 billion to \$130 billion for cocaine, \$75 billion for cannabis and \$60 billion for synthetic drugs, the probable global figure for the total illicit drug industry would be approximately \$360 billion. Given the age of the report and conservative bias in some of the estimates for individual substances, a turnover of more than \$400 billion per annum is considered realistic—equaling 8 percent of the world's trade. The annual 2010 International Narcotics Control Strategy Report (INCSR) released by the Department of State to Congress, prepared in accordance with the Foreign Assistance Act, states: "No other criminal activity can match the profits generated from illegal narcotics trafficking". The INCSR describes the efforts of key countries to attack all aspects of the international drug trade.

Human Trafficking is the illegal trade in human beings for the purposes of commercial sexual exploitation or forced labor, a modern-day form of slavery. It is the fastest growing criminal industry in the world, tied with the illegal arms industry as the second largest, after the drug-trade. On a global scale, the victims of human trafficking are used in a variety of situations, including forced labor (bonded labor or debt bondage), child labor (for purposes which include labor, military, adoptions, and commercialized sexual exploitation of children), sexual slavery, commercialized sexual exploitation, and other forms of involuntary servitude.

Trafficking is a lucrative industry. It is now the fastest growing criminal industry in the world. Globally, it is tied with the illegal arms trade, as the second largest criminal activity, following the drug trade. The U.S. State Department Trafficking in Persons (TIP) Report 2010 reveals that there are 12.3 million adults and children in forced labor, bonded labor, and forced prostitution around the world. Women and girls comprise at least 56 percent of the world's trafficking victims. The Report also shows that the traffickers make an estimated \$32 billion in annual trade. Due to the illegal nature of trafficking and differences in methodology, the exact extent and growth of the industry is unknown.

A common misconception is that trafficking only occurs in poor countries. But every country in the world is involved in the underground, lucrative system. A "source country" is a country from which people are trafficked. Usually, these countries are destitute and may have been further weakened by war, corruption, natural disasters or climate. Some source countries are Nepal, Guatemala, the former Soviet territories, and Nigeria, but there are many more. The most common destinations for victims of human trafficking are Thailand, Japan, Israel, Belgium, the Netherlands, Germany, Italy, Turkey and the U.S.

Human trafficking differs from people smuggling. In the latter, people voluntarily request or hire an individual, known as a smuggler, to covertly transport them from one location to another. This generally involves transportation from one country to another, where legal entry would be denied upon arrival at the international border. After entry into the country and arrival at their ultimate destination, the smuggled person is usually free to find their own way.

Adopted by the United Nations in Palermo, Italy in 2000, the Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children (also referred to as the Trafficking Protocol and the Palermo Protocol) is an international set of diplomatic guidelines established by the United Nations Convention against Transnational Organized Crime. The Trafficking Protocol is one of three Protocols

adopted to supplement the U.N. Convention. The Trafficking Protocol entered into force on 25 December 2003. By June 2010, the Trafficking Protocol had been signed by 117 countries and 137 parties. The Trafficking Protocol is the first global legally binding instrument with an agreed definition on trafficking in persons. The intention behind this definition is to facilitate convergence in national approaches with regard to the establishment of domestic criminal offences that would support efficient international cooperation in investigating and prosecuting trafficking in person's cases. The 2010 TIP Report indicates 4,166 successful trafficking prosecutions in 2009, a 40 percent increase over 2008; however 62 countries have yet to convict a trafficker under laws in compliance with the Trafficking Protocol. An additional objective of the Trafficking Protocol is to protect and assist the victims of trafficking in persons with full respect for their human rights.

Nuclear Proliferation and Nuclear Terrorism. "Nuclear terrorism" refers to a number of different ways nuclear materials might be exploited as a terrorist tactic. These include attacking nuclear facilities, purchasing nuclear weapons, or building nuclear weapons or otherwise finding ways to disperse radioactive materials. A second way extremists could exploit radioactive materials would be by creating a "dirty bomb" by loading a conventional bomb with radioactive materials. They would disperse when the bomb exploded. Terrorists might be able to purchase existing nuclear weapons on the black market.

Nuclear proliferation is a term now used to describe the spread of nuclear weapons, fissile material, and weapons-applicable nuclear technology and information, to nations which are not recognized as "Nuclear Weapon States" by the Treaty on the Nonproliferation of Nuclear Weapons also known as the Nuclear Nonproliferation Treaty or NPT.

The discovery of a global black market in nuclear weapons and related technology in 2004 has intensified concerns that so-called rogue nations and terrorist organizations like Osama bin Laden's al Qaeda network might acquire nuclear bombs. The network run by the "father" of Pakistan's atomic bomb, A. Q. Khan, sold nuclear-weapons materials to Iran and North Korea, which have refused to sign the Nuclear Non-Proliferation Treaty. Virtually all other nations of the world are signatories. At the time, the U.S. responded to the revelations about Khan's network with a plan to strengthen international anti-proliferation efforts, including calling on the U.N. Security Council to require all states to criminalize proliferation of components that could be used to make weapons of mass destruction.

Cyber-Attacks are no longer limited to student hoaxes. Computer networks and government and private Web sites around the world are increasingly being disrupted by organized criminals, intelligence adversaries and commercial spies. The new breed of hackers puts pressure on many countries' defense and security agencies. But cooperation among allies promises better protection in cyberspace.

U.S. Director of National Intelligence says today's computer interconnectivity paves the way for cyber-attacks to disrupt critical infrastructure including electrical power grids, oil pipelines and telecommunications. All countries are vulnerable, and successful attacks will be costly to industry and governments as targets range from air-traffic-control networks to stock markets.

The U.S. Defense Department has been a particularly tempting target for computer attacks from nations, non-state entities and individuals. In 2006, the Pentagon reported 6 million attempted intrusions; by 2008 the number had jumped to 360 million. Although the current figures are not available, we can be sure that those numbers have increased. The much publicized 2015 cyber-attack on the files of the Office of Personnel management (OPM) is a more recent example that impacted millions of current and former federal employees.

Cyber-attackers operate behind a veil of anonymity: They comprise the individual seeking to show off

Topic Areas International Peace and Security

computer prowess, a terrorist network seeking funds, a criminal family looking to expand profits,

Topic Areas International Peace and Security

“activists” making political points, a class of computer science students assigned to break into networks, and foreign intelligence agencies intent on gathering secrets.

Climate Change. The danger from climate change is real, urgent, and severe. The change wrought by a warming planet will lead to new conflicts over refugees and resources; new suffering from drought and famine; catastrophic natural disasters; and the degradation of land across the globe. The U.S. will therefore confront climate change based upon clear guidance from the science, and in cooperation with all nations—for there is no effective solution to climate change that does not depend upon all nations taking responsibility for their own actions and for the planet we will leave behind. The U.S., China and dozens of other countries accounting for nearly 80% of the world's greenhouse gas emissions have signed onto a voluntary agreement to curb climate change.

U.S. EFFORTS TO ADDRESS INTERNATIONAL PEACE AND SECURITY

The U.S. approach to international peace and security is to encourage strong alliances, build cooperation with other countries, strengthen institutions and mechanisms for cooperation, and to sustain broad cooperation on key global challenges. The avenues for accomplishing this are the U.S. Government and international organizations and programs which promote effective and mutually beneficial relations, and increased understanding with nation states which address international peace and security issues.

The U.S. is an active member of over 75 international organizations that address world and regional issues related to peace and security, most notable of which include protection and defense, finance, health, climate, law, economic development, trade, and human rights.



Visit to Panama City, FL, 9/11 Memorial

A few comments about some of these organizations are provided below along with a discussion of today's threats to international peace and security.

- **United Nations Security Council (UNSC).**

The UNSC is one of the principal organs of the United Nations and is charged with the maintenance of international peace and security. Its powers, outlined in the United Nations Charter, include the establishment of peacekeeping operations, the establishment of international sanctions, and the authorization of military action. Its powers are exercised through United Nations Security Council Resolutions. There are 15 members of the Security Council, consisting of 5 veto-wielding permanent members (China, France, Russia, United Kingdom, and U.S.) and 10 elected non-permanent members with two-year terms.

In addition to those U.N. collective international bodies (such as those discussed under the Human Rights FSP Topic like the United Nations Human Rights Council) there are a number of other international bodies that contribute to international peace and security. Legal bodies include the African Court of Justice, European Court of Justice, International Court of Justice, and the International Tribunal for the Law of the Sea.

The United Nations Charter gives the United Nations Security Council the power and responsibility to take collective action to maintain international peace and security. For this reason, the international community usually looks to the Security Council to authorize peacekeeping operations. In cases where direct U.N. involvement is not considered appropriate or feasible, the Council authorizes regional organizations such as the North Atlantic Treaty Organization (NATO), the Economic Community of West African States, or coalitions of willing countries to undertake peacekeeping or peace-enforcement tasks. The United Nations is not the only organization to have authorized peacekeeping missions. Non-UN peacekeeping forces include the NATO mission in Kosovo and the Multinational Force and Observers on the Sinai Peninsula.

- **United Nations Office on Drugs and Crime (UNODC)**

The UNODC is a global leader in the fight against illicit drugs and international crime. UNODC was established to assist the U.N. in better addressing a coordinated, comprehensive response to the interrelated issues of illicit trafficking in and abuse of drugs, crime prevention and criminal justice, international terrorism, and corruption. UNODC operates in all regions of the world through an extensive network of field offices. These goals of UNODC are pursued through three primary functions: research, guidance and support to governments including technical/financial assistance in the adoption and implementation of various crime-, drug-, terrorism-, and corruption-related conventions, treaties and protocols. The illegal drug trade threatens the security interests of the international community.

Despite the hard work of UNODC, the problem of illegal drugs and narcotics still remains threatening and requires even more cooperation to enhance effectiveness of UNODC efforts. During the past decade, virtually every country has recognized the serious threats posed by the drug trade, and such consensus is a great advantage to future drug-control efforts. Despite all the progress achieved in overcoming this problem, drug trafficking and related organized crime remain grey areas that provide enormous amounts of money. However, the problem will be solved only when corruption and organized crime is eliminated on the governmental and business level in all countries.

The U.S. is committing resources to help other countries enforce anti-drug and money-laundering laws. U.S. assistance ranges from training law enforcement officers to providing economic assistance to farmers to help them move away from poppy production. The U.S. recognizes that it also needs to reduce its domestic demand for illegal drugs.

- **North Atlantic Treaty Organization (NATO)**

NATO's mission is peace and security. It promotes democratic values and engages consultation cooperation on defense and security issues to build trust and prevent conflict. If diplomatic avenues fail, states commit support in defense of a member state if it is attacked by another state outside the organization. NATO is the best known collective defense organization. It's now famous Article V calls on (but does not fully commit) member states to assist another member

under attack. This article was invoked after the September 11, 2001 attacks on the U.S., after which other NATO members provided assistance to the U.S. War on Terror in Afghanistan.

Attacks can be by computers. The international community had a serious wake-up call when Estonia's government, banking and media web sites were attacked in 2007. The trouble began after the Estonian government moved a statue honoring the sacrifice by Soviet soldiers who liberated the country from Nazi domination. (The statue was moved to a less prominent location, sparking offense among Russians.) Denial-of-service attacks — allegedly from Russia — soon began shutting down the web sites of the Estonian ministries of Foreign Affairs and Justice, and hackers defaced the prime minister's Reform Party Web Site.

The U.S. and NATO dispatched computer teams to Estonia as cyber-attacks continued for weeks. Hackers circulated "how-to instructions" through online Russian chat rooms, and press reports estimate that 100,000 computers were used in the attacks. NATO then created a Cooperative Cyber Defense Center in Estonia that opened for business in May 2008.

NATO member leaders released the 2009 Strasbourg-Kehl Summit Declaration that highlights the need to strengthen alliance communication and information systems against this threat. NATO is looking to partner with relevant international organizations.

- **International Atomic Energy Agency (IAEA)**

The International Atomic Energy Agency (IAEA) is the world's center of cooperation in the nuclear field. It was set up in 1957 within the United Nations family and has taken on greater importance in recent years. The IAEA's mission is guided by the interests and needs of its 90 member states and includes safety and security; science and technology; and safeguards and verification. As an independent international organization related to the United Nations system, the IAEA reports annually to the U.N. General Assembly and, when appropriate, to the Security Council.

President Obama has placed the twin threats of nuclear proliferation and nuclear terrorism at the top of his administration's national security agenda. The U.S. has a great interest in the success of the International Atomic Energy Agency (IAEA), given the important role it can play in reducing the risks of nuclear proliferation and nuclear terrorism. Americans tend to see the IAEA as the world's "nuclear watchdog". However, the agency has a dual role: helping countries make peaceful use of nuclear technology while preventing its misuse for nuclear weapons.

The IAEA board found Iran in noncompliance with its safeguards obligations, and 4 months later reported Iran's violations to the United Nations (UN) Security Council. This established the basis for a series of Security Council resolutions that made suspension an international legal requirement and that aimed a succession of targeted sanctions against Iran's nuclear and missile programs as well as the associated leaders and organizations.

The IAEA cannot tackle the nuclear terrorist threat on its own, but it can be part of broader international efforts encompassed in part by the U.S.-Russian Global Initiative to Combat Nuclear Terrorism. Specifically, the IAEA can help to set international standards, such as the Convention on Physical Protection of Nuclear Material, and then help countries reach and sustain those standards.

Topic Areas International Peace and Security

- **Organization of American States (OAS)**

The OAS charter is to achieve an order of peace and justice, to promote their solidarity, to strengthen their collaboration and to defend their sovereignty, their territorial integrity, and their independence. Within the United Nations, the OAS is a regional agency.

Examples of OAS initiatives in 2010 include: build or enhance Member State capacity to safeguard international civil aviation and its facilities against unlawful acts; strengthen capacity

to better respond to potential terrorist threats; strengthen capacity to effectively comply with the security requirements of the International Ship and Port Facility Security Code (ISPS) of the International Maritime Organization (IMO) for protection of port facilities and cruise ship terminals; enhance a functional criminal justice regime against terrorism and terrorism financing; establish Computer Security Incident Response Teams to combat threats to cyber



Visit to the Organization of American States (OAS)

security; enhance the capacity of public and private tourism sectors to prevent and respond to potential terrorist or other security attacks on tourist and recreational facilities.

The U.S. Congress establishes the laws, authorizes programs, appropriates funds, and has an oversight role in activities, but charges other agencies with attainment.

- **U.S. Department of State (DOS)**

The State Department is our primary foreign affairs agency. Its mission is to “advance freedom for the benefit of the American people and the international community by helping to build and sustain a more democratic, secure, and prosperous world composed of well-governed states that respond to the needs of their people, reduce widespread poverty, and act responsibly within the international system”.

Within DOS, the Director of U.S. Foreign Assistance is charged with directing the transformation of the U.S. Government approach to foreign assistance and with ensuring that foreign assistance is used to meet broad foreign policy objectives.

- **U.S. Agency for International Development (USAID)**

USAID is an independent federal government agency that receives overall foreign policy guidance from the Department of State. Their programs support long-term and equitable economic growth and advances U.S. foreign policy objectives. USAID plays a vital role in promoting U.S. national security, foreign policy, and the war on terrorism. It does so by addressing poverty fueled by lack of economic opportunity, one of the root causes of violence today. As stated in the President’s National Security Strategy, USAID’s work in development

joins diplomacy and defense as one of three key pieces of the nation's foreign policy apparatus. USAID promotes peace and stability by fostering economic growth, protecting human health, providing emergency humanitarian assistance, and enhancing democracy in developing countries. These efforts to improve the lives of millions of people worldwide represent U.S. values and advances U.S. interests for peace and prosperity.

USAID provides assistance in sub-Saharan Africa, Asia and the Near East, Latin America and the Caribbean, and Europe and Eurasia. With headquarters in Washington, D.C., USAID's strength is its field offices in many regions of the world. The agency works in 100 developing countries and in close partnership with private voluntary organizations, indigenous groups, universities, American businesses, international organizations, other governments, trade and professional associations, faith-based organizations, and other U.S. Government agencies. USAID has working relationships, through contracts and grant agreements, with more than 3,500 companies and over 300 U.S.-based private voluntary organizations.

The types of assistance USAID provides include: technical assistance and capacity building; training and scholarships, food aid and disaster relief, infrastructure construction, small- enterprise loans, budget support, enterprise funds, and credit guarantees.

- The **Bureau of Political-Military Affairs (PM)** is the DOS's principal link to the Department of Defense. The PM Bureau provides policy direction in the areas of military operations, defense strategy and plans, international security operations, regional security and arms transfers, security negotiations and agreements, foreign policy advisors, defense trade controls, security assistance and cooperation programs, and defense trade treaties.
- **Department of State (DOS)** determines foreign assistance budgets and has overall policy direction for military programs, but looks to the DoD Security Cooperation Agency (DSCA) to implement the policy and programs. DSCA leads, resources, and educates the Defense Security Cooperation (SC) and Security Assistance (SA) community to foster programs vital to U.S. national security. These programs build trust and ensure interoperability with coalition partners during times of conflict.
- **Security Cooperation (SC) Programs**
These programs allow DoD interactions with foreign defense establishments. They provide for financial and technical assistance, the transfer of defense materiel, training and services, and promote military-to-military contacts. DoD has extensive input for approvals and country funding levels and is responsible for implementing military programs. In tandem, the Military Services and Combatant Commanders, and DoD components execute the programs.
 - SC encompasses those activities conducted with allies and friendly nations to build relationships that promote specified U.S. interests; build allied and friendly nation capabilities for self-defense and coalition operations; and provide U.S. forces with peacetime and contingency access. SC programs include combined exercises, JCETs (Joint Combined Exchange Training); the Regional Defense Combating Terrorism Fellowship Program (CTFP); Counternarcotics Assistance; Regional Centers (additional information on the DoD Regional Centers is provided below); Equip and Train Iraq and Afghanistan; National Guard State Partnership Program; International Armaments Cooperation; Acquisition and

Topic Areas International Peace and Security

Cross-Servicing Agreements; Building Partner Capacity; Humanitarian Assistance and Demining Assistance; and others.

- **Security Assistance (SA) Programs**

SA, as a subset of SC, encompasses a group of programs through which the DoD or commercial contractors provide defense articles and services in support of national policies and objectives.

SA programs allow the transfer of defense articles and services to international organizations and friendly foreign governments by sales, grants, leases, or loans to help friendly nations and allies deter and defend against aggression, promote the sharing of common defense burdens and help foster regional stability. SA includes such diverse efforts as the delivery of defense weapon systems to foreign governments, resident U.S. Service school house training to international students, training in their home country by way of mobile training and assistance teams, U.S. personnel advice to other governments on ways to improve their internal defense capability, and U.S. personnel guidance and assistance in establishing infrastructures and economic bases to achieve and maintain regional stability. SA also allows U.S. military personnel assignments to the U.S. Embassy staffs to manage U.S. program efforts. When the U.S. assists other nations in meeting their defense requirements, it contributes to its own security.

- **Foreign Military Sales, Foreign Military Financing** grants or loans, and **International Military Education and Training** are key programs included within Security Assistance.
- A vital component of SC and SA success is the **DoD Regional Centers**. The regional centers are the principal strategic communications tools for creating a regional dialogue on U.S. security policy for the Secretary of Defense. They provide international avenues for bilateral and multilateral study, communication, and exchange of ideas involving military and civilian participants. Consistent with the Secretary of Defense's new vision for the centers, their core objectives are to: counter ideological support for terrorism; harmonize views on common security challenges, and educate on the role of defense in civil societies. The Department of Defense (DoD) Regional Centers for Security Studies are:
 - The George C. Marshall European Center for Security Studies
 - The Asia Pacific Center for Security Studies
 - The Center for Hemispheric Defense Studies
 - The Africa Center for Strategic Studies
 - The Near East South Asia Center for Strategic Studies

Americans are by nature a confident and optimistic people. We would not have achieved our position of leadership in the world without the extraordinary strength of our founding document and the capability and courage of generations of Americans who gave life to those values—through their service, through their sacrifices, through their aspirations, and through their pursuit of a more perfect union. Collectively, we continue to strive for peace and security.

K. LAW OF WAR

GENERAL EVENT PLAN

<p>Topic:</p>	<p>Law of War</p> <p>That part of international law that regulates the conduct of armed hostilities, often called the “law of armed conflict” (Joint Publication 1-02). The law of war encompasses all international law for the conduct of hostilities binding on the U.S. or its individual citizens, including treaties and international agreements to which the U.S. is a part, and applicable customary international law.</p>
<p>Suggested activities:</p>	<p>A. Visit to local and national historic sites.</p> <p>B. Discussions with Universities and Law Schools.</p> <p>C. Visit and discussion/briefing from base JAG.</p> <p>D. Visit to United Nations.</p> <p>E. Visit with International Organizations.</p> <p>F. Visit to National Guard Armory.</p> <p>G. Visit to Military and POW Museums.</p> <p>H. Visit to Military Academies.</p>
<p>Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:</p>	<p>N/A</p>
<p>Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:</p>	<p>See Appendix C, ARTICLES 3, 5, 8, 28</p>
<p>Other learning objective(s) or teaching point(s):</p>	<p>A. International law for the conduct of hostilities and customary international law.</p> <p>B. Treaties and international agreements applicable to the Law of War.</p> <p>C. Humanitarian purposes of the Law of War.</p> <p>D. Democratic view of effective international laws will govern U.S. security and peace.</p>

Topic Areas Law of War

<i>Event Planning Checklist:</i>	See Appendix F for Sample Event Planning Checklist
<i>International Military Student Checklist:</i>	See Appendix G for Sample International Military Student Checklist



Visit to Andersonville National POW Museum

K. LAW OF WAR

FSP EVENT INFORMATION

*Writing in 350 BC, the Greek philosopher Aristotle declared,
"The rule of law is better than the rule of any individual."*

DEFINITIONS OF LAW AND WAR

Laws of War are also referred to as the Laws of Armed Conflict.

Law in general is a system of rules, usually enforced through a set of institutions. It shapes politics, economics and society in numerous ways and serves as a primary social mediator of relations between people. International law governs affairs between sovereign nation states in activities ranging from trade to environmental regulation or military action. The Law of War is considered an aspect of public international law (the law of nations) and is distinguished from other bodies of law. In its most general sense, international law "consists of rules and principles of general application dealing with the conduct of states and of intergovernmental organizations and with their relations.

War is a behavior pattern exhibited. The primary feature of this behavior pattern is a certain state of organized violent conflict that is engaged in between two or more separate social entities. Such a conflict is always an attempt at altering either the psychological hierarchy or the material hierarchy of domination or equality between two or more groups.

APPLICATION OF THE LAW OF WAR

Among other issues, modern laws of war applies to all cases of declarations of war or any other armed conflicts that arise between the U.S. and other nations (applies to cases of partial or total occupation), acceptance of surrender and the treatment of prisoners of war, military necessity along with distinction and proportionality, and the prohibition of certain weapons that may cause unnecessary suffering.

The law of war is binding not only upon States as such but also upon individuals and, in particular, the members of their armed forces. Parties are bound by the laws of war to the extent that such compliance does not interfere with achieving legitimate military goals. Interpretations of international humanitarian law change over time and this affects the laws of war.

SOURCES OF THE LAW OF WAR

References to regulate the conduct of war are found as early as in the Bible's Old Testament and in early 7th century the first Caliph, Abu Bakr instructed his Muslim army on the rules of warfare. In medieval Europe, the Roman Catholic Church began teachings on 'just war'. Modern law of war is derived from lawmaking treaties (or conventions) and custom established by the general practice of nations that such practice is required by law.

The International Court of Justice lists five sources in descending order of value

1. International conventions (treaties);
2. International custom as evidence of a general practice accepted as law;
3. General principles of law recognized by civilized nations;
4. Judicial decisions; and

5. Teachings of the most highly qualified publicists.

International conferences and conventions are most frequently the forum for debate and agreement and codification (written) for the Law of War. Written treaties include:

- Paris Declaration Respecting Maritime Law (1856).
- St. Petersburg Declaration (1868).
- The Law of The Hague or Hague Convention IV (1907).
- The Universal Declaration of Human Rights.
- Charter of the United Nations.
- Genocide Convention.
- United Nations Convention Against Torture.
- Geneva Conventions and Protocols.
- Convention on Conventional Weapons of 1980.
- Chemical Weapons Convention.
- Convention on the Physical Protection of Nuclear Material.

PURPOSES AND BASIC PRINCIPLES OF THE LAW OF WAR

The fundamental purposes of the Law of War are both humanitarian and functional in nature. The humanitarian purposes include:

- Protecting both combatants and noncombatants from unnecessary suffering.
- Safeguarding the fundamental human rights of persons who fall into the hands of armed belligerents.
- Facilitating the restoration of peace.

The functional purposes include:

- Preventing the deterioration of good order and discipline in the unit.
- Maintaining the humanity of the soldiers involved in the conflict.
- Maintaining the support of the public for the conflict.

In regards to the above, the Law of War rests on four basic principles:

1. Principle of Military Necessity or Military Objective (attacks may be made only against those targets which are valid military objectives).
2. Principle of Unnecessary Suffering or Humanity (it is forbidden to use weapons calculated to cause unnecessary suffering).
3. Principle of Proportionality (loss of life and damage to property must not be excessive).
4. Principle of Discrimination or Distinction (operations directed only against combatants and military objectives).

ROLES OF THE LAW OF WAR IN THE U.S. MILITARY

The Hague and Geneva Conventions guide military rules of action for U.S. forces.

It is DoD policy that:

1. Members of the DoD Components comply with the law of war during all armed conflicts, however such conflicts are characterized, and in all other military operations.
2. The law of war obligations of the U.S. are observed and enforced by the DoD Components and DoD contractors assigned to or accompanying deployed Armed Forces.
3. An effective program to prevent violations of the law of war is implemented by the DoD Components.
4. All reportable incidents committed by or against U.S. personnel, enemy persons, or any other individual are reported promptly, investigated thoroughly, and, where appropriate, remedied by corrective action.
5. All reportable incidents are reported through command channels for ultimate transmission to appropriate U.S. Agencies, allied governments, or other appropriate authorities.

The War Crimes Act of 1997 (18 U.S.C. Statute 2401) provides a definition of “war crime” as any conduct:

1. That is a grave breach in any of the international conventions signed at Geneva 12 August 1949, or any protocol to such convention to which the U.S. is a party;
2. That is prohibited by the Annex to the Hague Convention IV, Respecting the Laws and Customs of War on Land, signed 18 October 1907;
3. Which constitutes a grave breach of common Articles when committed in the context of and in association with an armed conflict not of an international character; or
4. Of a person who, in relation to an armed conflict and contrary to the provisions of the Protocol on Prohibitions or Restrictions on the Use of Mines, Booby-Traps and Other Devices as amended at Geneva on 3 May 1996 (Protocol II as amended on 3 May 1996), when the U.S. is a party to such Protocol, willfully kills or causes serious injury to civilians.

The definitions are intended only to define the grave breaches of common Articles and not the full scope of U.S. obligations under laws.

Title 18, Section 2441 also discusses what persons and what punishments are applicable regarding war crimes as:

1. Offense - Whoever, whether inside or outside the U.S., commits a war crime, in any of the circumstances described below, shall be fined or imprisoned for life or any term of years, or both, and if death results to the victim, shall also be subject to the penalty of death.
2. Circumstances - The circumstances referred to above are that the person committing such war crime or the victim of such war crime is a member of the Armed Forces of the U.S. or a national of the U.S.

Other authorities governing the U.S. Military in Law of War include:

1. The Congressional Code of Military Criminal Law applicable to all military members worldwide, known as the U.S. Uniform Code of Military Justice.

2. Chairman of the Joint Chiefs of Staff Instruction 3121 regarding Standing Rules of Engagement for U.S. Forces that implement the inherent right of self-defense and provide guidance for the application of force during military actions.
3. Joint Publication 1-03 Series regarding Doctrine for Unified and Joint Operations of the U.S. Military.
4. Department of the Army Field Manual 27-10 which was first issued in July 1956. Appropriately updated, this Manual addresses the law of land warfare and the purposes of the Law of War, specifically: The conduct of armed hostilities on land is regulated by the law of land warfare which is both written and unwritten. It is inspired by the desire to diminish the evils of war.

DOCTRINE OF THE LAW OF WAR

1. All U.S./NATO ammo and weapons are lawful; do not alter.
2. Do NOT fake surrender, use enemy uniforms, booby trap personnel or use medical symbols to deceive.
3. Destroy no more than the mission requires.
4. Attack only combat targets, using only mission essential firepower, avoiding needless destruction and unnecessary suffering.
5. Non-combat targets include the following: those surrendering, captives, the sick, the wounded; medical personnel, medical vehicles and medical buildings; undefended civilian buildings and monuments.
6. Collect and care for the wounded, whether friend or foe.
7. Provide for the humane treatment and protection of all captives and non-combatants.
8. Disposition of property: tag and turn in captured or abandoned military property; safeguard valuable abandoned private property; do not loot or steal.
9. Do one's best to prevent violations of the Law of War.
10. Adherence to the Law of War supports tactical and strategic mission goals. Identify and report all violations.



Visit to the National Museum of the Pacific War

LAW OF WAR ON THE USE OF ARMED FORCE

The United Nations Charter provides three instances that warrant the use of armed force:

1. Self-defense. All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations. Additionally, Article 51 states: Nothing in the present Charter shall impair the inherent right of individual or collective self-defense if an armed attack occurs against a Member of the United Nations, until the Security Council has taken measures necessary to maintain international peace and security. Measures taken by Members in the exercise of this right of self-defense shall be immediately reported to the Security Council and shall not in any way affect the authority and responsibility of the Security Council under the present Charter to take at any time such action as it deems necessary in order to maintain or restore international peace and security.
2. Treaty Obligation. There are numerous ties binding states which are members of international security arrangements to commit armed forces for the maintenance of international peace and security.
3. Humanitarian Intervention. This doctrine is somewhat controversial because there are no established standards governing its application, but Secretary General guidance states
 - a. First, like all other basic principles, the principle of protection of human rights cannot be invoked in a particular situation and disregarded in a similar one. To apply it selectively is to debase it. Governments can, and do, expose themselves to charges of deliberate bias; the United Nations cannot.
 - b. Second, any international action for protecting human rights must be based on a decision taken in accordance with the Charter of the United Nations. It must not be a unilateral act.
 - c. Third, the consideration of proportionality is of the utmost importance in this respect. Should the scale or manner of international action be out of proportion to the wrong that is reported to have been committed, it is bound to evoke a vehement reaction, which in the long run, would jeopardize the very rights that were sought to be defended.

K. LAW OF WAR

FSP QUESTIONS and ANSWERS

What is the definition of a state in international law?

A state is an entity that has a defined territory and a permanent population, under the control of its own government, and that engages in, or has the capacity to engage in, formal relations with other such entities. Definition of statehood requires the capacity to engage in formal relations with other states; it does not require recognition by other states. Recognized states enjoy certain privileges and immunities relevant to judicial proceedings. The customary international law of human rights, such as the proscription of official torture, applies to states without distinction between recognized and unrecognized states.

Discuss types of armed conflict.

Although there may be room for argument as to whether hostilities waged for the collective enforcement of international law - in particular under the Charter of the United Nations - constitute war, both the Hague Rules and the customary rules of warfare are applicable. In addition, the 1949 Conventions which..."apply to all cases of declared war or any other armed conflict [between parties to the conventions] even if the state of war is not recognized by one of them" are applicable in conflicts which are not war in the accepted sense of the term.

In addition, there is a considerable history of "private" wars and of groups (pirates and terrorists, for example) who engage in warlike acts without the privileges and immunities afforded to "state" combatants (keeping in mind that some rebel groups may straddle the status).

What is the argument for the existence of the Law of War?

The nature of law is predictability while war is an inherently unpredictable series of events. A lawyer says: The laws of war apply during armed conflicts. They do not apply all the time and cover every situation. There are times and places when it is appropriate to apply the laws of war and there are other times when it is appropriate to apply other legal regimes such as the criminal law of a state at peace. Almost by definition, war is composed of a series of acts which are ordinarily criminal by nature: killings, assaults, deprivations of liberty and destruction of property. Persons who commit such acts should not be entitled to legitimize their activities by simply pleading that they thought there was a war on and that they were fighting in it. A primary purpose of the laws of war is to minimize human suffering and destruction of values. Premature application of the laws of war may result in a net increase in human suffering because the laws of war permit violence prohibited by domestic criminal law.

List three purposes or uses of the Law of War.

1. While criminal sanctions in any regime may not deter certain willing violators, they do provide guidance and structure for participants concerned with individual, community, and/or national opinion.
2. Laws of war have often impacted behavior in wartime.
3. The use of certain weapons may be disproportionately destructive that they are generally banned by all potential contestants. Such bans have been surprisingly effective among combatants in even the fiercest hostilities.

What is the argument against the existence of the Law of War?

Criminal sanctions in any regime may not deter certain willing violators.

Does the Law of War have any real effect on behavior?

It is easier to negotiate with an opponent which is perceived as an adherent to international law.

In any civil society why are laws obeyed?

It provides that temporary framework of stability so necessary to civil life.

Is there a body of international public opinion?

International Organizations act as a repository for varied information regarding multiple topics on Human Rights, Law of War and other subject matter of great international interest. The League of Nations was the first international organization designed to maintain world peace and deter international aggression. The International Committee of the Red Cross has had both development and application of the laws of war. Other organizations that have also played effective roles on certain issues include Amnesty International, Human Rights Watch, and Human Rights First.

When does a private conflict attain war status?

War may come into existence in one of three ways:

1. By declaration—a unilateral declaration is sufficient, although the U.N. Charter may restrict this power.
2. By a proclamation by the state which considers itself to be in a state of war (this is different from a declaration in that a proclamation states that the war is already in existence).
3. By an act of hostility directed by one state against another which the latter chooses to regard as a declaration of war.

SPONSOR PROGRAM

SECTION III



Sponsor Program

GUIDE FOR ESTABLISHING A SUCCESSFUL FSP SPONSOR PROGRAM

INTRODUCTION

All IMSOs are encouraged to have a functioning Sponsor Program. This program is as important as the FSP in familiarizing international students with U.S. customs and traditions. Sponsors will provide immeasurable help to the IMS and their families in becoming accustomed to the American way of life.

Sponsors can be military personnel or civilian personnel from the community. Civilian sponsors are desirable so the IMS can experience the nonmilitary community and life style. In this way, the IMS will have a more complete picture of American life. Military sponsors are important since we desire to promote military-to-military relations and may be more practical for IMS in short training programs.

The overall objective of the Sponsor Program is to make international students feel welcome while undergoing training under the Security Cooperation Education and Training Program. A second objective is to acquaint our international guests with our society. Good sponsors serving as ambassadors for the U.S. of America help our country by showing the students how an average American family lives, functions, worships, and works together and spend leisure time. The impressions that sponsors leave on students affect the students, their families and accompanying dependents.

The purpose of this Guide is to give you ideas for getting started or new ideas for an existing program. It is not all inclusive. Feel free to add your own ideas, copy another IMSO's idea, or to ignore ideas that you cannot use. Because "Sponsor" is the DoD term used for this program, it is used in the Guide as well. If "Host Family", "Ambassador" or other terminology is more receptive in your area, use that term.



Visit to Sponsor's Home

Sponsor Program

GETTING STARTED

Who Makes a Good Sponsor

Sponsors should have a sincere interest and understanding in the purpose of the program and in working with internationals. They should be willing to take an active interest in preparing for the student before he or she arrives as well as making the student feel welcome while in the area. A suggested list of sources is included. Be aware of attitudes toward women in some cultures before assigning single, female sponsors for male IMS. The same applies to single, male sponsors and female IMS. The desired relationship between IMS and the sponsor and his family is one of friendship not - romance.

Develop a Letter To Send To Organizations

Use as a tool to solicit new sponsors. Include the purpose of the Sponsor Program. Follow the letter with a call to the head of the organization. (See [Page III-4](#) for a sample letter which can be adapted.)

Send a Common Representative To Talk To Organizations On The Sponsor Program

The best and most effective way to get new sponsors is to go to a meeting, with handouts, explaining who and why the students are here in our country and how they can show these students the American way of life. Students have preconceived notions about America. Give out questionnaires at the meeting, if interest is shown. If you don't have the time or personnel to go to meetings, then develop a letter explaining the program.

Telephone Potential Sponsors

After returning to your office, give interested individuals a call, and answer all the questions that the potential sponsors may have concerning the program.

Develop a Standard "Thank You" Letter for Sponsors

You may want to send one to persons agreeing to participate in the program, along with a sponsor package if one has not already been provided, another letter after a student is assigned, and a final letter after the student has left your training activity. (See [Page III-7](#) for sample letter.)

Sponsor Package

The package should include purpose of the Sponsor Program, ideas on things to do and what is expected of the sponsor. This information, along with cultural information, is provided in this guide (See [Pages 9-19](#).) Give the sponsor Background Notes for the student's country. Current Background Notes for each country can be obtained from the U.S. Department of State official website (www.state.gov). Use the search function to find "Background Notes", and select the country. The Sponsor Package may be provided as a handout when soliciting new sponsors at a meeting or reception or as an enclosure to a "thank you letter" to a new sponsor. If you have biographical information on the student, it should be included in the Sponsor Package; otherwise provide it in advance of the first meeting between the IMS and sponsor.

Develop a Handout for IMS

The purpose of this handout will be to let the student know what sponsors can and cannot do.

Sponsor Program

Design a Certificate of Appreciation

Give this, along with a "thank you" letter, to the sponsor at a closing reception or some other appropriate time. (See [Page 8](#) for sample Certificate of Appreciation.)

SHORT-TERM SPONSORSHIP

While it may appear that this Guide applies only to IMSOs who will have students for several months, it applies equally to IMSOs with short-term programs. IMSOs with students in training for only a few weeks or a month or two will be able to use the suggestions on where to find sponsors. IMSOs with short-term sponsorship must also maintain a file on prospective sponsors; provide guidelines for sponsors and present "thank you" letters to sponsors.

Short-term sponsor programs may be more successful than long-term programs because sponsors do not have to commit to a long period of time. Instructors and U.S. students in the class would make excellent sponsors for this type of program.

Students at a training location for one week or less do not need to be assigned a sponsor.

WHERE TO FIND SPONSORS

- Military Schoolhouse/Training Installation/U.S. students in same class as IMS
- Church Groups
- Local High School Parent Teacher Association (PTA)
- Hospital/medical personnel
- Civic organizations such as Kiwanis, Rotary Clubs, Junior Chamber of Commerce, Women's Clubs, Knights of Columbus and Lions clubs. You can get their names and addresses from your local Chamber of Commerce
- Ethnic organizations such as Greek churches, German organizations and the Chinese community
- Instructors
- Navy League
- Ombudsman organization
- Other school personnel
- Retired military and civilian personnel

Sponsor Program

SAMPLE LETTER TO SOLICIT COMMUNITY SUPPORT

FOR THE IMSO: This sample letter can be used to advise the local community (and your command) that international military students are attending courses via the DoD Security Cooperation Education and Training Programs, and to solicit support. It can be adapted to invite participants and speakers to functions hosted by the command (welcome receptions, IMS country briefings, etc.); to request support and/or participation in FSP activities and events to address specific FSP Topics (visit to newspaper to demonstrate the role of the free press—Media, visits to ethnic cultural centers—Diversity and American Life); and/or to request participation in the Sponsorship Program. This sample letter is intended to give you a starting point to develop correspondence to support the FSP. Use what you can and change it as you need.

Dear (*Mayor, Chamber of Commerce, Business Executive, Newspaper, Specific Event/Person*)

The (*command name*) hosts international military and civilian students from (*insert number*) different nations each year. The nations represented are invited by the U.S. Government to nominate students from their service to attend training at our military schools (*or insert name of schools/classes*) as participants in the Department of Defense Security Cooperation Education and Training Programs. Their attendance at U.S. professional military education and technical training schools serves as a key link for U.S. foreign policy, and for military interactions with other nations. International students are either junior, mid-level, or senior officers or they are enlisted professionals. Many come from positions of responsibility within their militaries and most return to positions of greater responsibility. It is our desire to make international students feel welcome while undergoing training and to acquaint our international guests with our society.

Attendance at our military schools provides the international student an opportunity to promote mutual understanding and establish good working relationships with U.S. military and civilian personnel, and classmates from other nations. The interface with U.S. military and the personal relationships that develop - enhance future military-to-military relations and provide a basis for future interaction with leaders and policy makers. Equally important is that we military members and civilians have the opportunity to broaden our understanding of other nations through contact with these international military students. It is considered important that students also experience the nonmilitary community and life style to enable a more complete picture of American life and the values we hold. This is accomplished under a FSP we conduct that provides international students with an awareness and understanding of the various facets of the American democratic way of life. For many students this may be their only exposure to the United States other than their military training. The impressions and opinions that they form will last a lifetime.

We are very interested in giving our community the opportunity to get acquainted with our international guests, and to introduce them to our area. You are invited to participate in (*insert activity details*). OR, Please consider (*identify specific request*).

Thank you for your consideration in supporting this important program. Please contact (*insert point of contact information*) to discuss details.

Sponsor Program

SAMPLE SPONSOR PROFILE SHEET (FOR IMSO FILE)

SPONSOR PROFILE SHEET

INTERNATIONAL MILITARY STUDENT SPONSOR PROGRAM

Name _____ Date _____

Address _____

Home Phone _____ Work Phone _____

Email Address: _____

Occupation _____ Work Place _____

Name of Spouse _____

Names/Ages of Children _____

Organizational Affiliation _____

Preferred Countries to Sponsor _____

Hobbies/Interests _____

Languages Spoken _____

Countries Visited _____

Additional Comments _____

All information is kept strictly confidential and is only used as a general guide to match sponsor and student.

If you have questions about the Sponsor Program, please contact:

(IMSO/Assistant IMSO Name/Telephone Numbers/Email Address)

Sponsor Program

SAMPLE IMS PROFILE SHEET (INFORMATION ON THE IMS)

IMS PROFILE SHEET

INTERNATIONAL MILITARY STUDENT SPONSOR PROGRAM

Name _____ Rank/Rate _____ WCN _____

Country _____ Age _____

Local Address _____ Phone _____

Accompanied: _____ If Yes, Name of Spouse _____

Names/Ages of Children _____

Arrival Date _____ Departure Date _____

Courses Attending Other _____

U.S. Cities Visited Other _____

Countries Visited _____

Languages Spoken _____

Hobbies/Interests _____

Anything Special You Would Like to See or Do while in This Area? _____

Additional Comments: _____

IMSO/ASSISTANT IMSO POC INFORMATION:

IMSO: Name/Office/Home Phone _____

ASSISTANT IMSO: Name/Office/Home Phone:

All information is kept strictly confidential and is only used as a general guide to match a sponsor with a student. If you have questions about the Sponsor Program, please contact the IMSO/Assistant IMSO at the numbers provided above.

Sponsor Program

SAMPLE LETTER FOR NEW SPONSOR

Dear (Name of Person)

Thank you for agreeing to serve as sponsor for one of our international military students from (country). I sincerely hope that this proves to be an enjoyable experience for you and your family. We ask that you spend time with your international guest just as you would an American friend. Invite the student to your home and on routine outings (such as a child's sporting event or church activity). The success of this program depends largely on your efforts.

Annually, more than (number) international military students attend training at (command). They range from (rank) to (rank) and their stay varies from (minimum duration) to (maximum duration). Sponsoring an IMS can be one of the most fulfilling things you will ever do.

The program is not designed to be an interruption of, but rather integration into, your normal schedule. You are not expected to set up special functions for your international guest but rather to include the student in those things that you and your family do ordinarily. For many of these students, this may be their only exposure to the U.S. and our way of life. Many will return to their country to become future leaders of the military, government and industry. The impressions and opinions that you help them form will last a lifetime. For the first visit, we ask that you pick the student up unless he or she has their own transportation.

The enclosed Background Notes provide specific information on your student's country. The other materials provide information about the student and general information on customs that differ from our own. Additional cultural information may be found using an internet search engine.

Again, thank you for participating in this program. I hope that this will be a rewarding experience for you. If I can be of any assistance, please contact me at (telephone number).

Enclosures:

Sponsor Program

SAMPLE LETTER OF APPRECIATION FOR SPONSORS

Dear (Name of Person)

On behalf of the (Your Command), I wish to extend my appreciation for your participation in the IMS Sponsor Program. This program is important to our nation and instrumental in enhancing international relations between the U.S. and friendly countries and partner nations. You should take great pride that your efforts have contributed to a well-rounded and memorable education for (Student's Name). As a sponsor, you demonstrated your support of our country's objectives and contributed to the success of the program.

Again, my sincere gratitude for a job well done. I hope that you found this experience worthwhile and rewarding and that your interest in this meaningful program continues. I look forward to having you as a sponsor for future students. Please be a crusader for our Program, and supply us with the names of your friends who might be interested in participating.

Signed by the Commanding Officer



Insert your
command
seal here

In Appreciation

for outstanding Dedication and Zeal
in fostering
International Understanding and World Peace

Is hereby recognized and proclaimed
an official

Goodwill Ambassador

at

(Command Name)

Date

Name, Rank, Title

Sponsor Program

GUIDELINES FOR SPONSORS

1. A sponsor plays a very important role in developing friendships with the IMS as well as educating them to the American way of life. The Sponsor Program is a part of the DoD FSP. The purpose of the FSP is to foster peaceful and democratic principles by exposing IMS to American society, institutions, and ideals. The Sponsor Program contributes to this objective by showing IMS how American families live and work in cities, town, and rural areas; how Americans function in communities, worship, work together in organizations; and how they participate in and support cultural and historical events.
2. For many international students, this will be their first trip to the U.S. Be as helpful as possible in answering questions about our country and local area.
3. You can be very helpful to the IMS by offering advice and assistance on such things as local transportation, recreational facilities, historical points of interest and shopping.
4. Be aware of the general attitude of the student's culture toward women before females in the family come in contact with your male guest.
5. **Invitations.** When you extend an invitation, be sure that it is clear by explaining the time, place and type of activity and type of dress required. Make it clear to an accompanied student if the entire family is or is not invited. Also, students from some less-developed countries may have limited discretionary funds. If you are inviting the student to accompany you at a function where there is a charge (e.g. high school football games, concert) and you are unable to cover the charge for the student, insure the student knows there is a charge and how much it is. If you are uncomfortable doing so, invite the student to functions where there is no charge (Little League games, soccer and karate tournaments, free concerts, etc.).
6. **Tardiness.** Concepts of time and what is "on time" and what is not are not as rigid in other countries as in the U.S. In many countries, it is rude to be prompt. You may want to pick the student up (or have him or her picked up) the first time so that they understand the importance of being on time.
7. **Food and Drink.** Be considerate of your guest's basic food restrictions imposed by religious or cultural traditions (i.e., pork, alcohol). All you need do is ask! Small portions are desirable for the student to whom our foods may be strange. Second helpings should be offered more than once as in some countries it is polite to decline a second helping the first time it is offered.
8. **Gifts.** Exchange of gifts will depend on each IMS/Sponsor relationship. You should be careful not to obligate the IMS or feel obligated yourself. Gestures of friendliness should not be a burden either financially or socially. Remember that many cultures believe strongly in returning favors and gifts with greater favors or gifts. Be careful that you do not place your guest in an awkward position where he or she will feel obligated to reciprocate, but may not be able to. A card of social invitation would serve well in acknowledging special occasions.

Sponsor Program

HOSPITALITY HINTS

It is very likely that your international guest has arrived here with many preconceived ideas of the U.S., based primarily on movies, TV and tourists encountered in his or her country. It is up to you to assist us in giving the student a more realistic view to take home. Gangsters don't really shoot up our streets, feathered Indians don't roam the countryside and all citizens are not millionaires (this is one belief widely held to be true)!

As a sponsor, you should certainly be familiar with your own city, state and country. Be prepared to answer LOTS of questions. The GOLDEN RULE is a good rule to follow in your association with visitors from other countries. Put yourself in the place of your guest - a stranger in a foreign land, cut off from all things familiar - and treat him or her as you would like to be treated in his or her country or as you might like your son or daughter to be treated if they were participating in this type of program abroad.

Frequency of contact and type of entertainment are entirely your option. You should not feel obligated to entertain international military students more lavishly than you would entertain your other friends. Of major importance, students should feel that you have a genuine interest in them and their country and a real willingness not only to learn about them, but also to talk to them and to show them your country. You must take the initiative in becoming acquainted since many of the international students are reluctant to force themselves on other people.

Modest home hospitality impresses the student more than elaborate efforts. You need have no hesitations about taking them on a "tour" of your house or apartment. Your visitor is usually interested in every aspect of how we live.

Some of the international students understand our language quite well, others only moderately. Therefore, at first, it is best to speak slowly and enunciate clearly. Speaking louder, as we are often tempted to do, does not help to increase the student's understanding.

Your role as a diplomat and interpreter of the U.S. to those who are new to our country is very important. Good diplomatic relations on any level requires tact, forbearance and understanding. Your guest should be told that your attitudes and expressions of opinion may not necessarily agree with those of other persons from the U.S. The ideas you express should be clearly indicated as your own.

- Remember that you are a host, not a sales agent for the U.S. Over-selling this country has the hollow ring of propaganda.
- Recognize that, while our form of government is cherished by us, it may not be the form of government most suitable for your visitor's homeland.
- Realize that while the material aspects of the U.S. are well known, our cultural and social values are also as significant.

Rest assured that your visitors are probably informed about our national and local problems. You need not avoid discussing them; neither should you attempt to justify all that happens in the U.S. You can explain many events and customs in terms of our cultural background and history.

CONVERSATION STARTERS

- IMS' family
- Family life and lifestyles in their country and ours
- National dishes
- Festivals in their country and ours
- Sports and hobbies
- Future plans of the student
- Educational systems in their country and ours
- Impressions of other countries visited by your guest
- What would the student like to do while in America
- Religion and politics are touchy subjects with many Americans and may certainly be with your international guest.
- Another topic not recommended is your work, except in the most general of terms. This is true for both military and civilian sponsors. While our lives revolve around our work to a large extent, in most other cultures, the family is the focus.

Sponsor Program

THINGS TO DO

- An atlas is handy for a first visit. Ask the student to locate his or her city and country and tell you about it. Be a good listener.
- Birthday parties, special holiday activities and festivals Plays, concerts and lectures
- Church services (only after you have learned how the student feels about attending different worship services)
- Weddings
- Children's school programs and scout meetings
- Backyard barbecue
- Local county/state parks Fishing
- Sightseeing Sporting events
- Gardening and other hobbies
- Shopping
- Museums
- Parades, circuses and fairs
- Picnic at home or in a park
- Home movies or videos
- Suggest that IMS prepare a typical meal from his country in your home
- Beach and swimming
- Favorite local spots
- New homes recently constructed or still under construction



IMS Prepares Meal in Sponsor's Home

Sponsor Program

DO'S FOR SPONSORS

- Learn something about your new friend's country before your first meeting. This shows that you are truly interested and helps to relieve tension and develop friendships. Be aware of dietary and alcoholic beverage prohibitions of your guest's religion.
- Learn to pronounce your new friend's name and help him or her learn to pronounce yours.
- Speak clearly and not too quickly. Out of politeness, many people from other countries may claim to understand but actually do not. Try to avoid slang or idioms. If used, stop and explain them.
- Include your guest's spouse and children in some outings. Try to contact your guest at least twice a month.
- Recognize when your message is not getting through. Maintain control of your emotions.
- Take cues on cultural taboos from your international guest. Be patient, understanding, accepting and culturally sensitive.
- Make every effort to attend you international guest's graduation.

Sponsor Program

DON'TS FOR SPONSORS

- Loan money.
- Assume your guest understands because he or she smiles and nods "yes".
- Stereotype your guest.
- Drink alcohol if your guest's culture forbids it.
- Make promises you will be unable to keep.
- Use body language that could be misinterpreted.
- Encourage "romantic" relationships between your family members, friends, and your guest.
- Take on academic or "too personal" problems your guest may encounter.
- Find humor in our differences.
- Assume your international guest is interested in meeting all your American friends with roots in his or her country.
- Hesitate to call the IMSO if there is a problem or for clarification.

If in doubt, don't do it.

Sponsor Program

NONVERBAL CULTURAL CONSIDERATIONS

1. Nonverbal Communication

"Thumbs Up"	While this means "OK" in the U.S., it means "up yours" in some cultures.
"American OK"	While this sign made with one hand means "OK" in the U.S., it means money in Japan and is a symbol of homosexuality in some cultures.
"The Fig"	This is the "get your nose" children's game in the U.S., "Good luck" in Brazil and the UK, but obscene in some cultures.
Palm outward, fingers spread	We wave "hello" or "good bye" in the U.S. this way, but this sign wards off evil in Sub-Saharan Africa and is obscene in some cultures.
Swinging hands in front, but - hitting fist into other palm and snapping fingers	Nervous gesture in the U.S., obscene in Brazil, France and Singapore

2. The following behavior should generally be avoided as it is considered impolite around the world:

- a. Talking with hands in your pockets.
- b. Pointing foot (toe or sole of shoe) at another person.
- c. Using your foot to move objects.
- d. Eating or giving an object with the left hand.
- e. Patting children on the head.
- f. Back-slapping.
- g. Pointing (especially with one finger).
- h. Yawning in public.

3. Use an internet search engine to learn more about etiquette, customs and protocol for your guest's country from sources such as www.Kwintessential.co.uk.

Sponsor Program

GENERAL FOOD AND DRINK INFORMATION

You should be prepared to meet your guests' basic food preferences as indicated by their religious or cultural background. The following are some suggestions:

- Small portions may be most desirable for a visitor to whom our foods are quite new.
- Second helpings should be offered more than once. In many countries, it is polite to decline a second helping the first or even the second or third time it is offered.
- Conversation while eating is not as customary everywhere as it is in the U.S. A quiet guest is not necessarily an unhappy one.
- Alcoholic beverages are not consumed by followers of some religions. Soft drinks and fruit juices should be available.
- Beef is not for Hindus and some Buddhists, many of whom are vegetarians. A strict vegetarian eats no meat, poultry, fish, eggs or their derivatives. Vegetables, fruits and nuts are always safe. Lamb, fish and chicken are generally enjoyed by people of the Eastern Hemisphere.
- Rice is a greatly relished staple in the diet of Near Eastern, Asian and tropical peoples and is probably the most universally liked of all foods.
- American salads may be unfamiliar and, therefore, passed up by some Asians. Europeans enjoy them, but may be unacquainted with certain of our salad dressings.
- Light desserts, such as fruit, cheese or ice cream are preferred by most nationalities.
- Simple foods with vegetables and fruits in abundance are best.

As you get to know your guests, perhaps you can persuade them to tell you something they would particularly enjoy eating. Also, you may want to invite them to cook one of their national dishes in your kitchen. And don't be shocked if you see some table manners totally unlike your own! In spite of our differences, getting together for a pleasant afternoon or evening of dining and conversation is a fine way to get to know our international guests and make their stay here more enjoyable.

Sponsor Program

FOOD AND DRINK PRACTICES RELATED TO RELIGIOUS GROUPS

The following are general rules concerning dietary restrictions of certain religious groups. It is important, however, to consider the preferences of the individuals being entertained as there are many who take exception to the rules. You can ask your guest when you extend an invitation.

Islam

Due to religious laws, no pork or pork products (ham, bacon, sausage, etc.) may be served to Muslims, nor food prepared using pork products (bacon grease, lard, etc.). Alcoholic beverages are also forbidden by religious law, but many Moslems take exception to the rule. For example, Saudi Arabians are more orthodox in this respect and do not take alcoholic drinks, while Pakistanis are more liberal and frequently do take alcoholic drinks. Sometimes, a Moslem guest of honor does not drink but has no objection if others do. Those who do not take alcohol should be served fruit juice for toasts.

Some of the countries with significant Moslem populations are: Bahrain, Bangladesh, Egypt, Indonesia, Jordan, Kuwait, Lebanon, Malaysia, Morocco, Nigeria, Oman, Pakistan, Qatar, Saudi Arabia, Turkey and Yemen. India has a Moslem minority.

Hinduism

Dietary restrictions will vary widely among Hindus according to local customs, casts and their acceptance of outside practices. Most (not all) Hindus do not eat meat, fish or fowl. Others will also refrain from eggs; others (especially Jains) will not eat root vegetables such as onions, carrots, garlic, and beets. The best practice is to ask the guests' preference in advance - they will not mind. Milk and milk products are normally acceptable. Most Hindus do not drink alcoholic beverages, but fruit juice or Coca-Cola may be offered as a substitute.

The Hindu religion is practiced in India, Nepal, Sri Lanka and Pakistan. "Overseas Indians" are found in many other countries.

Buddhism

No dietary restrictions. Since Buddhism is a personal and individualistic religion, restrictions may be self-imposed. Because of the Buddhist abhorrence to killing, some Buddhists do not eat meat. Some do not drink alcoholic beverages.

Buddhism is practiced in Burma, Thailand, Sri Lanka, Nepal, Japan, Korea, etc. Buddhism practiced in Southeast Asia is different from that in Northeast Asia - Mahayana in N.E. Asia, Theravada in S. E. Asia.

Judaism

Orthodox Jews do not eat pork or shellfish, nor do they eat certain parts of the cow. Food eaten must be ritually clean, i.e., Kosher. Meat and poultry may be eaten if the cattle or fowl are slaughtered with prayers (several places in Washington do this). Milk and meat should not be served together; both are acceptable foods to Jews, but several hours must pass after the consumption of one and before the other.

OTHER CULTURAL CONSIDERATIONS

The following thoughts may help you understand your visitors more quickly:

- Most international military students are not as open as many Americans in discussing and answering questions about their private lives. They are usually more formal in their relationships with each other. In many countries, people who have been acquainted for years still address each other as "Mr." or "Mrs. So-and-So!" This by no means indicates that the person is stuffy, withdrawn or unfriendly. It may just be a custom he or she has grown up with, and he or she finds it more comfortable than our less formal way. In some areas of the world, especially the Far East, people do not slap one another on the back, throw an arm over another's shoulders, grab someone by the arm, or even touch another person. Nor do they show affection in front of others by kissing, hugging or hand-holding.
- People from some parts of the world stand much closer to each other when they converse than we do. Indeed, some of them cannot talk together comfortably unless they are so close to one another that an American would find it difficult to keep his eyes in focus. If we back off when they close in, they may think we are being cold and distant.
- In certain countries, handshaking takes place between men, between women, between children, and between the sexes at every encounter or leave taking. Elsewhere, handshaking is limited to contact only with Europeans or Americans. Bowing in many cultures is the more common gesture of respectful recognition. It might be wise to follow your guest's lead in this regard until he or she becomes accustomed to our ways.
- An IMS from certain areas of the world, after having gained your confidence, might hold onto your lapel or sleeve with his thumb and forefinger as a sign of his earnestness while talking to you. It might also be a signal that he or she is going to ask you a favor.
- You can usually expect that a student officer will be more "Westernized" than his wife, since he or she has probably had more contact with foreigners back in his own country.
- Although many nationalities love dogs, followers of certain religions consider a dog to be unclean and do not like to touch or be touched by one. They may have much the same feelings about dogs as we might have about pigs (despite the pig's intelligence, noble character and other redeeming qualities). Even if your dog is nice and docile, it might be a good idea to put him in another part of the house or outside when you entertain certain students.
- At least superficially, it would seem that many people from other parts of the world are calmer or reserved than most Americans. A student's dignified, patient air does not signify haughtiness. It is just that probably in his country loud, exaggerated or uninhibited behavior in public is considered vulgar.
- We should be most careful not to put someone from the Far East in an embarrassing situation, or one which would cause him to be laughed at. Losing face is a very serious matter to an Oriental. Until you are really well acquainted, it is a good idea to avoid kidding or even the most innocent or practical jokes.
- Don't be offended if a Thai, Indonesian, Korean or IMS from some other country holds your hand. This symbolizes nothing other than friendship and should be taken as a compliment. Some Latin students will tap a male friend on the knee to emphasize a point in the conversation when they are sitting close to one another.

Sponsor Program

- Many of the IMS understand our language quite well, others only moderately so. If you perceive that you are not getting through to your guest (and it is not always easy to tell by his expression), try to speak slowly and clearly without distorting your speech. Speaking loudly, however, does not aid comprehension; on the contrary, it might be an obstacle to it. In some countries, speaking in a loud voice signals anger. The student might be desperately trying to remember what he or she has said or done to provoke an irritated reaction from you.
- When you are speaking "careful English" to an IMS or his spouse, remember not to interject remarks to another person in "Americanese" which your guest probably cannot understand. Students, however, often do this sort of thing so that a countryman who is less fluent can get the gist of a conversation. This is something else, and the speaker will usually turn and say to you, "I was telling him such and such". Along this same line, remember not to talk "in front of" an international guest, assuming that he or she won't understand what you are saying. Internationals, particularly women, who profess not to speak English often, understand it rather well. Even a harmless remark, made in this way, could be taken as an insult.

Again, too much emphasis cannot be place on your importance as a "hearthside diplomat" and interpreter of the U.S. to those who may have a distorted or incomplete picture of this country. Good diplomacy on any level requires tact, forbearance and understanding. You and your family may be the IMS's most memorable "American experience".



IMS Enjoy Visit with Sponsor Family

APPENDIX

SECTION IV

APPENDIX A

CONSTITUTION FOR THE UNITED STATES OF AMERICA

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons [Modified by Amendment XIV]. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each State, *chosen by the Legislature thereof* [Modified by Amendment XVII], for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third

Appendix A – U.S. Constitution

Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; *and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies* [Modified by Amendment XVII].

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, *and such Meeting shall be on the first Monday in December* [Modified by Amendment XX], unless they shall by Law appoint a different Day.

Section 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Appendix A – U.S. Constitution

Section 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States. If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

Appendix A – U.S. Constitution

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the Supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings; — And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section 9. The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

Appendix A – U.S. Constitution

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another; nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws; and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Control of the Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

ARTICLE II

Section 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the

Appendix A – U.S. Constitution

Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; a quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President [Modified by Amendment XII].

The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected [Modified by Amendment XXV].

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation: — "I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States".

Section 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment

Appendix A – U.S. Constitution

of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3. He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4. The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

ARTICLE III

Section 1. The judicial Power of the United States shall be vested in one Supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

Section 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority; — to all Cases affecting Ambassadors, other public Ministers and Consuls; — to all Cases of admiralty and maritime Jurisdiction; — to Controversies to which the United States shall be a Party; — to Controversies between two or more States; — *between a State and Citizens of another State* [Modified by Amendment XI]; — between Citizens of different States; — between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the Supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the Supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3. Treason against the United States shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

Appendix A – U.S. Constitution

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

ARTICLE IV

Section 1. Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due [Modified by Amendment XIII].

Section 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened), against domestic Violence.

ARTICLE V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; *and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate* [Possibly abrogated by Amendment XVII].

Appendix A – U.S. Constitution

ARTICLE VI

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

ARTICLE VII

The Ratification of the Conventions of nine States shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

The Word, "the", being interlined between the seventh and eighth Lines of the first Page, The Word "Thirty" being partly written on an Erasure in the fifteenth Line of the first Page, The Words "is tried" being interlined between the thirty second and thirty third Lines of the first Page and the Word "the" being interlined between the forty third and forty fourth Lines of the second Page.

Attest William Jackson
Secretary

done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

Go. WASHINGTON — President and deputy from Virginia

New Hampshire {

JOHN LANGDON

NICHOLAS GILMAN

Massachusetts {

NATHANIEL GORHAM

RUFUS KING

Connecticut {

WM. SAML. JOHNSON

ROGER SHERMAN

New York

ALEXANDER HAMILTON

New Jersey {

WIL: LIVINGSTON

DAVID BREARLEY.

Appendix A – U.S. Constitution

WM. PATERSON.

JONA: DAYTON

Pennsylvania {

B FRANKLIN

THOMAS MIFFLIN

ROBT MORRIS

GEO. CLYMER

THOS. FITZ SIMONS

JARED INGERSOLL

JAMES WILSON

GOUV MORRIS

Delaware {

GEO: READ

GUNNING BEDFORD jun

JOHN DICKINSON

RICHARD BASSETT

JACO: BROOM

Maryland {

JAMES MCHENRY

DAN OF ST THOS. JENIFER

DANL CARROLL

Virginia {

JOHN BLAIR

JAMES MADISON jr

North Carolina {

WM. BLOUNT

RICHD. DOBBS SPAIGHT

HU WILLIAMSON

South Carolina {

J. RUTLEDGE

CHARLES COTESWORTH PINCKNEY

CHARLES PINCKNEY

PIERCE BUTLER

Georgia {

WILLIAM FEW

ABR BALDWIN

Appendix A – U.S. Constitution

IN CONVENTION MONDAY, SEPTEMBER 17TH, 1787

Present

The States of

New Hampshire, Massachusetts, Connecticut, MR. Hamilton from New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.

Resolved,

That the preceding Constitution be laid before the United States in Congress assembled, and that it is the Opinion of this Convention, that it should afterwards be submitted to a Convention of Delegates, chosen in each State by the People thereof, under the Recommendation of its Legislature, for their Assent and Ratification; and that each Convention assenting to, and ratifying the Same, should give Notice thereof to the United States in Congress assembled. Resolved, That it is the Opinion of this Convention, that as soon as the Conventions of nine States shall have ratified this Constitution, the United States in Congress assembled should fix a Day on which Electors should be appointed by the States which have ratified the same, and a Day on which the Electors should assemble to vote for the President, and the Time and Place for commencing Proceedings under this Constitution. That after such Publication the Electors should be appointed, and the Senators and Representatives elected: That the Electors should meet on the Day fixed for the Election of the President, and should transmit their Votes certified, signed, sealed and directed, as the Constitution requires, to the Secretary of the United States in Congress assembled, that the Senators and Representatives should convene at the Time and Place assigned; that the Senators should appoint a President of the Senate, for the sole purpose of receiving, opening and counting the Votes for President; and, that after he shall be chosen, the Congress, together with the President, should, without Delay, proceed to execute this Constitution.

By the Unanimous Order of the Convention

Go. WASHINGTON — Presidt.

W. JACKSON Secretary.

Appendix B – U.S. Constitution Amendments

APPENDIX B

U.S. CONSTITUTION AMENDMENTS

The Preamble to The Bill of Rights

Congress of the United States begun and held at the City of New-York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

THE Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as Amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

Note: The following text is a transcription of the first ten Amendments to the Constitution in their original form. These Amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights".

BILL OF RIGHTS

AMENDMENT I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

AMENDMENT II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

AMENDMENT III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Appendix B – U.S. Constitution Amendments

AMENDMENT IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

AMENDMENT VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

AMENDMENT VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Appendix B – U.S. Constitution Amendments

AMENDMENT X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

AMENDMENT XI

Passed by Congress March 4, 1794. Ratified February 7, 1795.

Note: Article III, section 2, of the Constitution was modified by Amendment XI.

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

AMENDMENT XII

Passed by Congress December 9, 1803. Ratified June 15, 1804.

Note: A portion of Article II, section 1 of the Constitution was superseded by the 12th Amendment.

The Electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate; - the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted. The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states and a majority of all the states shall be necessary to a choice. [And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in case of the death or other constitutional disability of the President. --]* The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

**Superseded by section 3 of the 20th Amendment.*

Appendix B – U.S. Constitution Amendments

AMENDMENT XIII

Passed by Congress January 31, 1865. Ratified December 6, 1865.

Note: A portion of Article IV, section 2, of the Constitution was superseded by the 13th Amendment.

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XIV

Passed by Congress June 13, 1866. Ratified July 9, 1868.

Note: Article I, section 2, of the Constitution was modified by Section 2 of the 14th Amendment.

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2.

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age,* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3.

No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Appendix B – U.S. Constitution Amendments

Section 4.

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5.

The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

**Changed by Section 1 of the 26th Amendment.*

AMENDMENT XV

Passed by Congress February 26, 1869. Ratified February 3, 1870.

Section 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude--

Section 2.

The Congress shall have the power to enforce this article by appropriate legislation.

AMENDMENT XVI

Passed by Congress July 2, 1909. Ratified February 3, 1913.

Note: Article I, section 9, of the Constitution was modified by Amendment XVI.

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

AMENDMENT XVII

Passed by Congress May 13, 1912. Ratified April 8, 1913.

Note: Article I, section 3, of the Constitution was modified by the 17th Amendment.

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

Appendix B – U.S. Constitution Amendments

This Amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

AMENDMENT XVIII

Passed by Congress December 18, 1917. Ratified January 16, 1919. Repealed by Amendment 21.

Section 1.

After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2.

The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3.

This article shall be inoperative unless it shall have been ratified as an Amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

AMENDMENT XIX

Passed by Congress June 4, 1919. Ratified August 18, 1920.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XX

Passed by Congress March 2, 1932. Ratified January 23, 1933.

Note: Article I, section 4, of the Constitution was modified by section 2 of this Amendment. In addition, a portion of the 12th Amendment was superseded by section 3.

Section 1.

The terms of the President and the Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2.

The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Appendix B – U.S. Constitution Amendments

Section 3.

If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section 4.

The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section 5.

Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6.

This article shall be inoperative unless it shall have been ratified as an Amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

AMENDMENT XXI

Passed by Congress February 20, 1933. Ratified December 5, 1933.

Section 1.

The eighteenth article of Amendment to the Constitution of the United States is hereby repealed.

Section 2.

The transportation or importation into any State, Territory, or Possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3.

This article shall be inoperative unless it shall have been ratified as an Amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

AMENDMENT XXII

Passed by Congress March 21, 1947. Ratified February 27, 1951.

Section 1.

No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of President more than once. But this Article

Appendix B – U.S. Constitution Amendments

shall not apply to any person holding the office of President when this Article was proposed by Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2.

This article shall be inoperative unless it shall have been ratified as an Amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

AMENDMENT XXIII

Passed by Congress June 16, 1960. Ratified March 29, 1961.

Section 1.

The District constituting the seat of Government of the United States shall appoint in such manner as Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of Amendment.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XXIV

Passed by Congress August 27, 1962. Ratified January 23, 1964.

Section 1.

The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XXV

Passed by Congress July 6, 1965. Ratified February 10, 1967.

Note: Article II, section 1, of the Constitution was affected by the 25th Amendment.

Appendix B – U.S. Constitution Amendments

Section 1.

In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Section 2.

Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3.

Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section 4.

Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

AMENDMENT XXVI

Passed by Congress March 23, 1971. Ratified July 1, 1971.

Note: Amendment 14, section 2, of the Constitution was modified by section 1 of the 26th Amendment.

Section 1.

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

Appendix B – U.S. Constitution Amendments

AMENDMENT XXVII

Originally proposed Sept. 25, 1789. Ratified May 7, 1992.

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of representatives shall have intervened.

Page URL: http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

U.S. National Archives and Records Administration

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Appendix C – Universal Declaration of Human Rights

APPENDIX C

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Resolution 217 (A) (III) OF THE General Assembly

December 19, 1948

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Appendix C – Universal Declaration of Human Rights

ARTICLE 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it is independent, trust, non-self-governing or under any other limitation of sovereignty.

ARTICLE 3

Everyone has the right to life, liberty and security of person

ARTICLE 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE 6

Everyone has the right to recognition everywhere as a person before the law.

ARTICLE 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

ARTICLE 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

ARTICLE 9

No one shall be subjected to arbitrary arrest, detention or exile.

ARTICLE 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Appendix C – Universal Declaration of Human Rights

ARTICLE 11

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

ARTICLE 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, or to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

ARTICLE 13

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

ARTICLE 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

ARTICLE 15

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE 16

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

ARTICLE 17

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Appendix C – Universal Declaration of Human Rights

ARTICLE 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

ARTICLE 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

ARTICLE 20

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

ARTICLE 21

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

ARTICLE 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

ARTICLE 23

- (1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

ARTICLE 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Appendix C – Universal Declaration of Human Rights

ARTICLE 25

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

ARTICLE 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

ARTICLE 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

ARTICLE 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Appendix C – Universal Declaration of Human Rights

ARTICLE 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Appendix D – List of Reference Documents

APPENDIX D

LIST OF REFERENCE DOCUMENTS

1. The Constitution of the United States of America, September 17, 1787, as amended
2. The Bill of Rights, 1791
3. Title 22 United States Code, Foreign Relations and Intercourse, May 24, 1924 (Sections 2271, 2295, 2347, 2347b, and 751-2799aa-2)
4. United Nations General Assembly Resolution 217 A (III), “Universal Declaration of Human Rights (UDHR)”, December 10, 1948
5. Public Law 87-195, Foreign Assistance Act of 1961, as amended
6. DoD 7000.1-R, “DoD Financial Management Regulation, Volume 14”, March 18, 1993
7. Public Law 109-102, Section 548, “Foreign Operations, Export Financing, and Related Programs Appropriations Act, 2006”, November 14, 2005
8. Joint Publication 1-02, “DoD Dictionary of Military and Associated Terms, as amended, April 14, 2006
9. H.R. 1105, Omnibus Appropriations Act 2009
10. Department of Defense Security Assistance Management Manual (SAMM), DoD 5105.38-M, October 3, 2003, Chapter 10
11. Department of Defense Instruction on Field Studies Program, DoD 5410.17 of September 15, 2006
12. DRAFT Joint Security Cooperation Education and Training (JSCET) Regulation, Chapter 11 (superseding the Joint Security Assistance Training (JSAT) Regulation of 2000)
13. U.S. Navy, NETSAFA International Military Student Officer (IMSO) Guide, Chapter 3
14. U.S. Coast Guard (CG-DCO-I) International Military Student Officer (IMSO) Guide
15. USAF International Military Student Officer’s Handbook, January 2004, Chapter IV
16. Security Cooperation Education and Training Center (SCETC) International Military Student Officer Desktop Guide, October 2010, Chapter 2

Appendix E – Field Studies Program Topic Areas

APPENDIX E

FIELD STUDIES PROGRAM (FSP) TOPIC AREAS

The FSP's objective is to promote an understanding of U.S. society, institutions, and ideals and the way in which these elements reflect U.S. commitment to basic principles of internationally recognized human rights. To achieve this objective, the FSP will focus on the following facets of American life:

Human Rights

U.S. commitment to basic principles of internationally recognized human rights as reflected in United Nations General Assembly Resolution 217 A (III), "Universal Declaration of Human Rights", and The Constitution of the United States of America. This aspect of American life shall be emphasized in conjunction with all subsequent FSP topics.

Diversity and American Life

How the U.S. fosters political, economic, and social pluralism; the geographic, religious, and social diversity of American life; progress in applying American ideals to ethnic minorities and women, including how they address gender-based violence. How American Families live and work in cities, towns and rural areas; how Americans function in communities, worship, work together in organizations, participate in and support cultural and historical events; the role of volunteerism in American life.

U.S. Government Institutions

U.S. institutions of democratic governance, including electoral and legislative processes and civilian control of the military, and the institution and improvement of public administration at the national, intergovernmental, state and local levels.

Political Processes

American democracy and political reform, including opening the political process to all members of society, the practice of free elections, freedom of association, and the influence of various governmental and non-governmental organizations that promote democracy, the rule of law, transparency, and accountability in the political process.

The Judicial System

The U.S. establishment of the rule of law and an effective judicial system, the role of the military justice system and its procedures, and the laws and institutions for addressing extremist violence and taking effective action to prosecute those who are alleged to have committed crimes.

The Free Market System

The success of the U.S. economy due to land and tax system reform, encouragement of private enterprise and individual initiative, creation of favorable investment climates, curbing corruption where it exists, and spurring balanced trade; the independent roles of labor and management in negotiating pay, working hours and conditions, and other benefits associated with employment; the factors underlying industry and agricultural production, and how environmental protection has altered each; and the role of environmental protection.

Education

The purpose and range of educational institutions, the value of an educated and responsible citizenry, and the educational opportunities available to all citizens.

Appendix E – Field Studies Program Topic Areas

Health and Human Services

The U.S. institutions that provide quality health care and voluntary Family planning services, housing, and other services, and the policies that are components of a social safety net, particularly for infants, children, and people with disabilities.

Media

The role of a free press and other communications media in American life; how diversity of media ensures people of all races, creeds and political persuasions can be heard (for example., editorials, letters to the editor) and ensures diverse, pluralistic culture.

International Peace and Security

How the U.S. accomplishes effective and mutually beneficial relations and increased understanding with foreign countries in furtherance of the goals of international peace and security.

Law of War

The part of international law that regulates the conduct of armed hostilities, often called the “law of armed conflict”. For the purposes of this facet, the law of war encompasses all international law for the conduct of hostilities binding on the U.S. or its individual citizens, including treaties and international agreements to which the U.S. is a part, and applicably customary international law

Appendix F – Sample FSP Event Planning Checklist

APPENDIX F

FSP EVENT PLANNING CHECKLIST

REQUIRED	COMPLETED	TASK	NOTES/COMMENTS
		Develop backup plan in case of emergency	
		Ensure required approval are obtained	
		Provide letter of introduction to event point(s) of contact	
		Discuss event with point(s) of contact at event location(s) and provide objectives to be covered	
		Ensure adequate funds are available	
		Confirm/arrange transportation requirements	
		Publish orders for IMS	
		Purchase advanced tickets as necessary	
		Ensure necessary briefing information is available	
		Ensure each escort is familiar with event objectives to guarantee all points are covered	
		Ensure escort carries adequate identifying information for each IMS (e.g. list of names, copy of travel orders) and point(s) of contact name(s) and phone number(s)	
		Provide Student Checklist Sheet to IMS	
		Provide Event Information Sheet to IMS	
		Debrief IMS about event(s)	
		Ensure IMS complete Event Evaluation Sheet	
		Other (specify)	

Appendix G – Sample International Military Student Checklist

APPENDIX G

INTERNATIONAL MILITARY STUDENT CHECKLIST

NEED	HAVE	ITEM	NOTES
		Departure date/time/place	
		Copy of ITO	
		Copy of Travel Order	
		Event Information Sheet	
		Camera and film	
		Money for emergency phone call, souvenirs	
		Military uniform	
		Civilian clothing	
		Other (to be identified by IMSO/Escort)	

Appendix H – Sample International Military Student Evaluation

APPENDIX H

INTERNATIONAL MILITARY STUDENT EVALUATION

Directions: This survey is required per DoD 5108.38-M and the JSCET. The feedback you provide is critical to program management and for improving the FSP. The data collection is designed to be anonymous, but you may provide your name if you want. For each question, select the response that you feel is MOST applicable. Written comments are highly ENCOURAGED - please provide comments to the open-ended questions at the end of this critique. Thank you for your time and response.

Indicate whether the events listed met the associated FSP objectives.	Strongly Agree	Agree	Disagree	Strongly Disagree
Date, Place, FSP Activity and Objective(s): <i>(IMSO/Escort to Fill in - e.g. 10/02/10; Atlanta, GA; Visit to Martin Luther King Memorial: Human Rights and The U.S. Constitution)</i>				
Date, Place, FSP Activity and Objective(s):				
Date, Place, FSP Activity and Objective(s):				
Date, Place, FSP Activity and Objective(s):				
Date, Place, FSP Activity and Objective(s):				
Overall Ratings	Strongly Agree	Agree	Disagree	Strongly Disagree
The pre-brief and post-brief helped me understand FSP objectives?				
I understood the relationship between the FSP objectives and the purpose of visiting each site.				
This event helped to better my understanding of American culture, ideals, and society.				
I would recommend this FSP event in the future.				

1. How could this FSP event be improved or strengthened?
2. What did you learn about life in the U.S. that you did not know before this event?
3. Do you have any other comments about this FSP event/activity?

(Optional) Name/Rank/Country: _____

Appendix I – Sample Escort Assessment

APPENDIX I

ESCORT ASSESSMENT

Escort Name:	Rank/Rate:	Command/Unit:
FSP Event:		
Date of Event:	Total No. of IMS:	
<p>1. <i>(If IMSO is Escort)</i> Do you feel you were adequately prepared for this FSP Event? Please skip to question #3. Yes No <input type="checkbox"/></p> <p>2. <i>(If Escort is other than IMSO)</i> Do you feel you were adequately prepared and briefed prior to the FSP Event? If No, please explain. Yes No <input type="checkbox"/></p> <p style="padding-left: 20px;">a. About the International Military Students? Yes No <input type="checkbox"/></p> <p style="padding-left: 20px;">b. About the goals/objectives of the FSP Event? If no, please explain Yes No <input type="checkbox"/></p> <p style="padding-left: 20px;">c. Were you provided information for your pre-/post-brief to the IMS? Yes No <input type="checkbox"/></p> <p style="padding-left: 20px;">d. Was FSP Event Information provided for distribution to the IMS? Yes No <input type="checkbox"/></p> <p>3. Do you feel the FSP event achieved the planned goals/objectives? If No, please explain. Yes No <input type="checkbox"/></p> <p>4. What were the strong points of the FSP Event?</p> <p>5. How could the event be strengthened or modified?</p> <p>6. Would you recommend this FSP be conducted in the future? If No, please explain. Yes No <input type="checkbox"/></p> <p>7. What unexpected problems did you encounter and did they impact your ability to meet the FSP objectives?</p>		
_____ Escort Signature	_____ Date	

Appendix J – Blank Lesson Plan Format

APPENDIX J

LESSON PLAN FORMAT

FSP EVENT PLAN

Topic:	TITLE: Description:
Activity:	
Introduce student to appropriate objective(s) under the Universal Declaration of Human Rights:	
Introduce student to appropriate objective(s) under the U.S. Constitution and Bill of Rights:	
Other learning objective(s) or teaching point(s):	
International Military Student Checklist:	
Event Planning Checklist:	

Appendix K –FSP Information for IMS In-Processing Briefing

APPENDIX K

FSP INFORMATION FOR IMS IN-PROCESSING BRIEFING

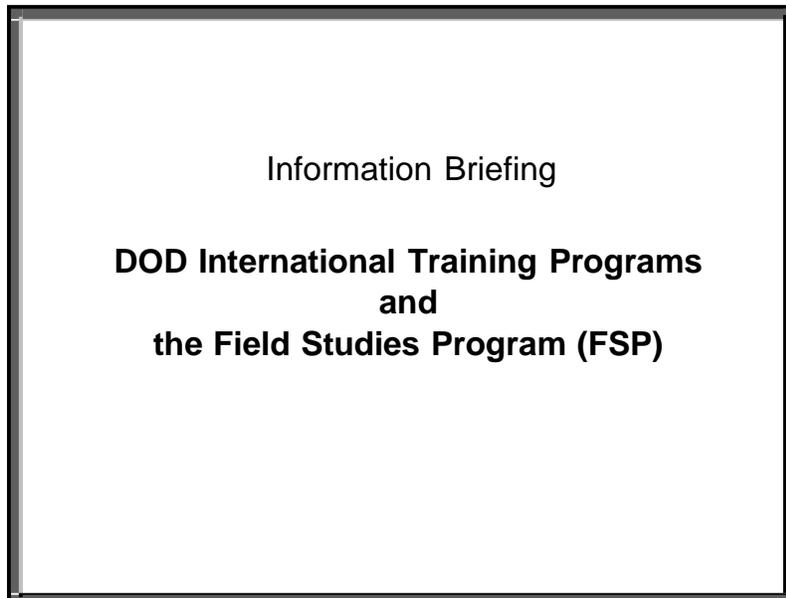
While you are in training with us, we will be conducting a number of Field Service Program (FSP) activities. FSP activities are intended to familiarize you with American people, institutions, and ideals. The activities will primarily be conducted locally during evenings, weekends, and during training breaks as training schedules permit. We will be visiting (*give a few examples of your FSP activities*). There may also be an opportunity to travel outside the local area on an overnight or weekend trip.

FSP activities will be conducted at no cost to you, other than personal expenses such as phone calls, film, alcoholic beverages, etc. If you are accompanied by dependents, their participation is permitted on a space-available basis only, and you will be required to pay for their additional cost of participation. Also, we conduct a Sponsor Program that will help you to become familiar with our people and to experience American life. We will do our best to provide you with a civilian or military sponsor.

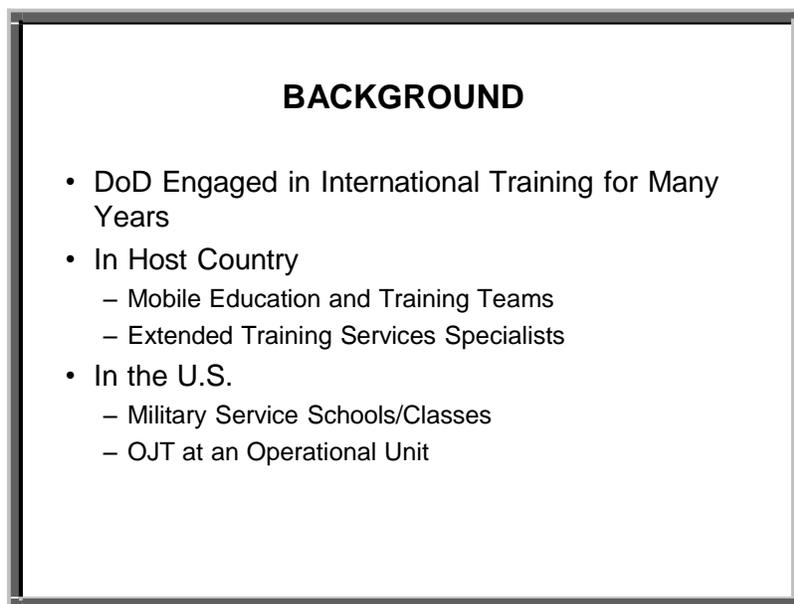
We hope you will take advantage of the Field Services Program to learn about America, our people, our institutions and our way of life. Do you have any questions?

APPENDIX L

IMSO INFORMATION BRIEFING FOR BASE, COMMAND, SCHOOL



This briefing has been prepared to provide general information on Security Cooperation and the DoD Field Studies Program.



Good chance you have encountered international training programs during your career - or will in the future.

WHY WE TRAIN INTERNATIONAL MILITARY STUDENTS

- Cost-Effective Foreign Policy Investment
- Most Lasting Element of Security Cooperation
- Strengthens and Expands Alliances And Partnerships
- Supports our National Security and National Defense Strategies

Other benefits to international military training are what we learn about the country and their capabilities, and it provides an opportunity for our service members to gain exposure to different cultures.

BACKGROUND (Cont'd)

– Security Cooperation (SC)

All DoD Interactions with Foreign Defense Establishments

- Build Relationships that Promote Specific US Security Interests
- Develop Allied and Friendly Military Capabilities for Self-Defense and Multinational Operations
- Provide US Forces with Peacetime and Contingency Access to a Host Nation

Security Cooperation is a relatively new title that encompasses a variety of DoD efforts to include the long existing Security Assistance training programs.

BACKGROUND (Cont'd)

- Examples of SC Training Programs
 - Regional Defense Combating Terrorism Fellowship Program (CTFP)
 - Counternarcotics Assistance
 - Regional Centers

A few examples of Security Cooperation training programs are provided here. Most Security Cooperation Programs are authorized under Title 10.

BACKGROUND (Cont'd)

– **Security Assistance (SA)**

Group of DoS Programs Authorized by the Arms Export Control Act and Foreign Assistance Act, or Other Related Statutes.

- Key SA Training Programs Include
 - Foreign Military Sales (FMS) and
 - International Military Education and Training (IMET) Programs

Security Assistance includes defense articles, military training, and other defense-related services by grant, loan, credit, or cash sales in furtherance of national policies and objectives (JP 3-57). The majority of international students attending training in CONUS schoolhouses are under the Foreign Military Sales (FMS) and the International Military Education and Training (IMET) programs.

Appendix L – IMSO Information Briefing for Base, Command, School



Here we see how Security Assistance has been incorporated into the larger world of Security Cooperation, which encompasses a much broader range of programs. Each program has its own authority and funding source, and its own specific purpose.

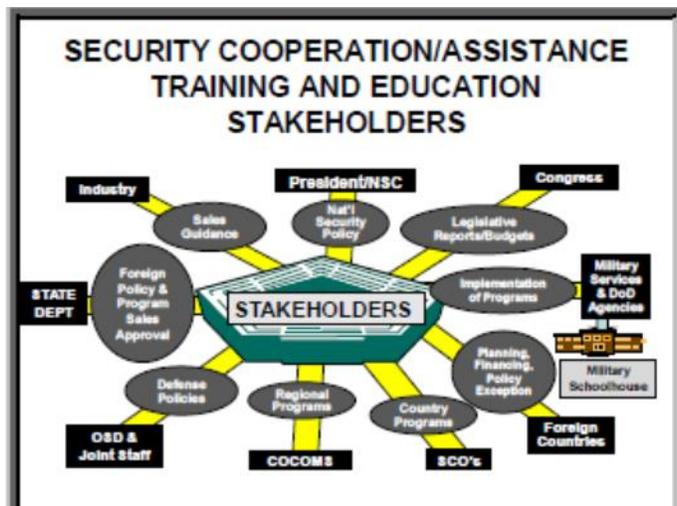
While management responsibilities for many of the international programs have been transferred to DSCA in recent years, many Security Cooperation programs continue to be managed by other OSD agencies, the geographic COCOMs, or the Military Departments.

Note that SC/SA education and training includes programs under both Title 10 (DoD/military funds) and Title 22 (DOS/foreign policy programs).

Training conducted under the Foreign Assistance Act (FAA) or Arms Export Control Act (AECA), including IMET, Foreign Military Financing Program (FMFP), and FMS funded training, is not included within the annual National Defense Appropriations Act. Instead, this training is included in the State Department's Foreign Operations Appropriations Act under Title 22, which provides funding for education and training directly to individual countries. FMS also includes training funded by the student's country.

NOTE TO IMSO: Be sure you have a 'cheat-sheet' with titles for all the acronyms.

Appendix L – IMSO Information Briefing for Base, Command, School



There are many DoD, DOS, other USG Organizations/Agencies, and private enterprises that play a role or are impacted by the success of our international education and training efforts—including the Military Schoolhouses that actually conduct the education and training.

Next I'll discuss the program we here at (command/installation/school name) are responsible for.



All international training sponsored by other than DoD-funded programs have tuition costs. The tuition funds are reimbursed to the military service.

A sub-program to the international training conducted, mostly in CONUS, is the FSP. Those program funds are managed by (MILDEP organization responsible for FSP).

MILITARY INSTALLATION/SCHOOLHOUSE/ COMMAND RESPONSIBILITIES

- Training Execution
- Appoint an IMSO
 - Student Administration
 - Liaison with Military Service HQ/Agency
 - Field Studies Program
 - Primary Point of Contact for the International Military Student

Chapter 10 of the JSCET Regulation requires each military installation commander, or his delegated authority, to appoint an International Military Student Officer (IMSO) while any IMS is engaged in training at that installation.

IMSO: Speak to how you execute your program (DoD Directives, Military Instructions, DSAMS/SAN web, JSCET, IMSO Guide) and IMSO training requirements (DISCS, IMSO Workshop, Cross Cultural Communications training).

DOD FIELD STUDIES PROGRAM (FSP) AUTHORITY AND PERTINENT PUBLICATIONS

- Foreign Assistance Act
- DoD Instruction 5410.17, Sep 15, 2006, “US Field Studies Program for International Military & Civilian Students & Military Sponsored Visitors”
- DoD 5105.38-M, “Security Assistance Management Manual,” Chapter 10
- AR 12-15/SECNAVINST 4950.4B/AFI 16-105, “Joint Security Cooperation Education and Training (JSCET) Regulation”

The DoD FSP complements the education and training provided to IMS. Conduct of the FSP is mandated by legislative authority, prescribing DoD Instruction, and the implementing publications.

The Joint Security Cooperation Education and Training (JSCET) Regulation is the primary implementing publication for the DoD FSP.

FSP BACKGROUND

- Former DoD Informational Program (IP)
- Applies to DoD Training Provided in CONUS, at Regional Centers, at Combatant Command O-CONUS Training Centers
- Program Costs are Funded Through the Course Tuition

The FSP used to be called the Informational Program (IP). The new name came with updated definitions of the 11 topics to cover, and better describes the activities. Also, it sounds less like “propaganda”.

FSP PURPOSE

To Provide IMS with a
Balanced
Understanding of American Life and
Awareness of Basis Issues of
Human Rights

Activities will address:

The purpose of the FSP is to provide the IMS the opportunity to obtain a balanced understanding of the U.S. and to increase their awareness of the basic issues involving internationally recognized human rights through activities which address various facets of the American democratic way of life.

FSP TOPICS

- Human Rights
- Law of War
- International Peace and Security
- U.S. Government Institutions
- Political Processes
- Judicial Systems
- Free Market System
- The Media
- Education
- Health and Human Services
- Diversity and American Life

As you would imagine, each of these topics include a complex definition of what each facet is. In the DoD Inst., for example, Law of War reads: “That part of international law that regulates the conduct of armed hostilities, often called the “law of armed conflict”. For these purposes, the law of war encompasses all international law for the conduct of hostilities binding on the U.S. or its individual citizens, including treaties and international agreements to which the U.S. is a part, and applicable customary international law.” We are to develop activities for each topic to ensure achievement of promulgating peaceful and democratic principles.

BOTTOM LINE

Proper execution of SC Programs and the FSP at the Training Installation is critical to the success of the programs approved at the Executive levels of our Government

The IMSO's tasks with respect to the international student are challenging. The IMSO needs command support for successful execution of SC and FSP duties.

IMSO: Speak to your challenges and accomplishments.

QUESTIONS?

DISCUSSION?

THANK YOU!

Appendix M – Holidays, Observances and Special Occasions

APPENDIX M

HOLIDAYS, OBSERVANCES AND SPECIAL OCCASIONS

This appendix describes several holidays, observances, and special occasions that Americans celebrate. Since many international students will be in training when these special days occur, it is important that international students have a better understanding why we place significance to these days.

Holidays are days set aside for special observances, either religious or secular. In the U.S., holidays are often marked by public ceremonies with parades or religious services, as well as by rest and recreation. Several states have their own public holidays, and each city may also have yearly celebrations.

National public holidays (sometimes referred to as “legal public holidays” based on Federal law (5 U.S.C. 6103) which establishes public holidays for Federal employees) include New Year’s Day, Martin Luther King, Jr.’s birthday (third Monday in January), Presidents’ Day (third Monday in February), Memorial Day (last Monday in May), Independence Day (4 July), Labor Day (first Monday in September), Columbus Day (second Monday in October), Veterans’ Day (11 November), Thanksgiving (fourth Thursday in November), and Christmas (25 December).

There are also many religious and other observances that are not legal holidays. These include Ground Hog Day (2 February), Valentine’s Day (14 February), St. Patrick’s Day (17 March), Easter, Mother’s Day (second Sunday in May), Father’s Day (third Sunday in June), Flag Day (14 June), Halloween (31 October), Ramadan, Hanukkah, and others. The most popular holiday season extends from Thanksgiving to New Year’s Day.

There are certain events that Americans treat as special occasions, but are not considered holidays. These include the yearly World Series baseball games, the annual Super Bowl football game, and Mardi Gras which is celebrated in new Orleans, Louisiana each year in carnival style tradition in preparation for the religious Lenten season.

This appendix does not contain every holiday, observance, or special occasion that Americans celebrate; however, it does provide background information on many special days and periods which we, as Americans, feel are important.

Appendix M – Holidays, Observances and Special Occasions

National Public Holidays

New Years Day

New Year's Day is the first day of the calendar year - January 1st. Celebrations are both festive and serious. Some people reflect on the past year and look forward to bettering their lives during the next 12 months.

On New Year's Day many people visit relatives and friends and some attend church services. Large numbers of people go to parties on New Year's Eve at friends' homes, commercial establishments, or a relative's house. The parties are generally very festive. At the stroke of midnight the people cheer, blow whistles, ring bells, and shout "Happy New Year" which is usually followed by showing some gesture of affection to one's wife or husband and other close friends and relatives.

In many large cities in the U.S., parades are held on New Year's Day, and for those interested in sports, many college football games are played and televised live during the afternoon and early evening hours.

Martin Luther King, Jr. Day

Martin Luther King's Birthday honors a man of impressive moral presence who devoted his life to the fight for full citizenship rights of the poor, disadvantaged, and racially oppressed in the U.S. His birthday became a legal federal holiday in 1983. Martin Luther King's birthday is celebrated on the third Monday in January. King was born on January 15, 1929. He received a bachelor's degree in sociology in 1948 from Morehouse College, a second bachelor's degree in 1951 from Crozer Theological Seminary, and a doctorate in philosophy in 1955 from Boston University. In 1954, King accepted his first pastorate - the Dexter Avenue Baptist Church in Montgomery, Alabama.

He and his wife, Coretta Scott King, whom he had met and married in June 1953 while at Boston University, had been resident in Montgomery less than a year when Mrs. Rosa Parks defied the ordinance concerning segregated seating on city buses on December 1, 1955. King's successful organization of the year-long Montgomery bus boycott, with the assistance of the Rev. Ralph Abernathy and Edward Nixon, catapulted him into national prominence as a leader of the Civil Rights Movement.

King studied the life and teachings of Mahatma Gandhi and further developed the Indian leader's doctrine of Satyagraha ("holding to the truth") or nonviolent civil disobedience. In the aftermath of Montgomery he traveled, delivered speeches, and wrote his first book in 1958 titled *Stride Toward Freedom*. In 1960 he accepted co-pastorship with his father of the Ebenezer Baptist Church in Atlanta and became president of the Southern Christian Leadership Conference (SCLC). Although King continued to travel and speak widely and firmly committed the SCLC to voter-registration campaigns throughout the South, his major campaigns were those in Albany, Georgia from December 1961 to August 1962, Birmingham, Alabama from April to May 1963, and Danville, Virginia in July 1963. He organized the massive March on Washington on August 28, 1963 where, in his brilliant "I Have a Dream" speech, he "subpoenaed the conscience of the nation before the judgment seat of morality". In January 1964, *Time* magazine chose

King "Man of the Year". He was the first black American so honored. Later that year he became the youngest recipient of the Nobel Peace Prize.

After supporting desegregation efforts in Saint Augustine, Florida, in 1964, King concentrated his efforts on the voter-registration drive in Selma, Alabama, leading a harrowing March from Selma to Montgomery in March 1965. Soon after, a tour of the northern cities led him to assail the conditions of

Appendix M – Holidays, Observances and Special Occasions

economic as well as social discrimination. This marked a shift in SCLC strategy, one intended to "bring the Negro into the mainstream of American life as quickly as possible". Having begun to recognize the deeper relationships of economics and poverty to racism, King now called for a "reconstruction of the entire society, a revolution of values". Along with demands for stronger civil and voting rights legislation and for a meaningful poverty budget, King spoke out against the Vietnam War. On April 4, 1967 he told an audience that "The Great Society - President Lyndon Johnson's antipoverty program - has been shot down on the battlefields of Vietnam".

Early in 1968 King began to plan a multiracial poor people's March on Washington to demand an end to all forms of discrimination and the funding of a \$12-billion "Economic Bill of Rights". In the midst of organizing this campaign, he flew to Memphis, Tennessee to assist striking sanitation workers. There, on April 4, 1968, King was killed by an assassin's bullet. The violent death of this man of peace brought an immediate reaction of rioting in black ghettos around the country.

Although one man, James Earl Ray, was convicted of King's murder, the question of whether he was the paid agent of conspirators has not been conclusively resolved. It is clear only that the U.S. was deprived of a towering symbol of moral and social progress.

Presidents' Day

Presidents' Day is the celebration of the birthdays of George Washington and Abraham Lincoln. George Washington was the first President of the U.S. and Abraham Lincoln was the sixteenth.

It is celebrated on the third Monday in February even though George Washington's birthday is actually February 22nd and Abraham Lincoln's birthday is actually February 12th.

Both birthdays are celebrated on the same day in order to have one holiday in honor of both Presidents, as well as all of the Presidents of the U.S. Before Presidents Day, the 2nd Monday in February was a national holiday and the entire nation gave honor to one of the most prominent Americans in the history of the U.S. - George Washington.

He is the great patriot, soldier, and statesman who is called the "founder of our country". George Washington was the first President of the U.S. and the only President ever to be unanimously elected in the American electoral college. He was re-elected to a second term, and then chose to step aside after eight years in the nation's highest office. General Washington was commander-in-chief of the Continental Army which fought against the British in the Revolutionary War to win independence from England. His military skill and inspiring courage enabled the American troops to defeat the British General Lord Cornwallis in the Battle of Yorktown in 1781 to end the war. George Washington is our most honored President as attested by the numerous impressive monuments erected to his memory throughout the land. Prior to the passage of Presidents day, many ceremonies were held on February 22nd throughout the U.S. In the capital city of Washington, which bears his name, there is still a celebration and parade to honor the "father of our country". Larger department stores in the U.S. hold spectacular George Washington Day sales which attract many bargain hunters.

February 12th is the actual birthday of Abraham Lincoln. Abraham Lincoln was President during the American Civil War, and it is due largely to his energy, vision, and will power that the Union was preserved and civil war ended after four years of fighting brother against brother. The day, while never proclaimed an official national holiday, was celebrated in many states with parades and speeches honoring one of America's greatest figures. Abraham Lincoln is considered by many to be the greatest man ever to be President of the U.S.

Appendix M – Holidays, Observances and Special Occasions

Lincoln rose from humble origins to become the 16th President of the U.S., proving that opportunity and hope exist for every American under our democratic form of government. While he was President, Abraham Lincoln issued his famous Emancipation Proclamation which freed all the slaves in the South and led to the passage of the 13th Amendment to the Constitution of the U.S. which forbids involuntary servitude in any state or territory. Lincoln also delivered his inspiring Gettysburg address during the course of the war. This speech is considered a literary classic and provided the Union Army, which was fighting to preserve the Union, with the will to win. Abraham Lincoln endeared himself to mankind when, in that speech, he said that "government of the people, by the people, and for the people, shall not perish from the earth". President Lincoln was assassinated in 1865, while still in office, by a fanatical Southern States sympathizer.

Memorial Day

Memorial Day, or Decoration Day, is a patriotic holiday in the U.S. It is celebrated the last Monday in May of each year, and it is a day to honor Americans who gave their lives for their country. The origin of such a day set aside to honor the war dead goes back to the Civil War when women of the Confederate Southern States placed flowers on the graves of soldiers from both North and South. It now also honors those who died in the Spanish-American War, World War I and II, the Korean War, and all subsequent wars. Memorial Day is a legal holiday in most states.

Flowers and flags are normally placed on graves of military personnel, parades are held, and special programs take place all over the country. Perhaps the most impressive ceremonies are held at Gettysburg National Military Park in Pennsylvania and at Arlington National Cemetery in Virginia where the Tomb of the Unknowns is the site of a special program. In other cities across the country various organizations such as the Boy Scouts are invited to March in Memorial Day military parades. In some ports, tiny boats with flowers are set afloat to honor those who died at sea.

The Fourth of July

The Fourth of July in the U.S. is Independence Day. It is a national legal holiday, and it is regarded as one of the most glorious days in American history. It was on July 4th, 1776 that the American Continental Congress adopted the Declaration of Independence which announced to the world "that the American colonies henceforth are and of right ought to be free and independent states". A brief account of events leading to that day, and how we, as Americans, celebrate July Fourth follows.

What is now the U.S. of America began many years ago as a few separate colonies founded by England. The first of these thirteen original colonies was founded in 1607, and this colony later became the great state of Virginia. The colonists being mostly English, although there were some Germans, Dutch, Swedes and other nationalities among them, looked upon England as their mother country and were proud to regard themselves as Englishmen. In those days it took more than six weeks for a ship to cross the Atlantic Ocean, therefore, the Thirteen Colonies had little interference from England; they were left to develop themselves, and for the most part, they governed themselves.

In the year 1760, the King of England died, and his son, George III, became the new King. Few Kings of England have been as incompetent as was George III. He was ignorant, narrow minded, and jealous of men of ability. He chose his ministers among those who would do his bidding in all things, and at the same time, he bribed many members of the English Parliament to vote as he wanted them to vote.

Appendix M – Holidays, Observances and Special Occasions

The laws which George III had the English Parliament pass soon raised great opposition among the American colonists. Among these were certain laws of taxation. The American colonists had long been accustomed to self-government. They declared that they could not rightly be taxed by the English Parliament because they did not have any representatives in the Parliament, and that taxation without representation was tyranny. This argument of the Americans failed to persuade George III. On the contrary he carried things to the point of sending British armies to America to punish the colonies for their disobedience. In England, farsighted statesmen spoke out against the policy of George III, but the King was obstinate, and he was supported by his servile ministers and a corrupt Parliament. His actions led the American colonists to resist with arms, bringing on a war between England and her Thirteen Colonies. This conflict is known in American history as the Revolutionary War.

The Revolutionary War lasted from 1775 to 1781. When it began there was no widespread desire for independence in America, but a year of war produced a great change in the feelings of the American colonists toward the mother country. This was particularly true when George III hired thousands of German mercenary soldiers called Hessians, and he sent them to America to try to defeat the colonists.

Shortly after the beginning of the Revolutionary War, delegates from the Thirteen Colonies met on May 10th, 1775 in Philadelphia, in the State of Pennsylvania. They organized the Continental Congress as the government of the Thirteen Colonies to conduct the war against England. As the war continued, the American colonists saw more and more clearly that they had no choice except either to submit to the demands of George III or to declare their independence, so the Continental Congress appointed a committee of five members to draw up a declaration of independence. This committee was headed by Thomas Jefferson, of Virginia, who at the time was only 33 years old. On July 3rd, 1776, the Continental Congress took up consideration of the Declaration of Independence, and they adopted it on July 4th, 1776. Delegates from each of the Thirteen Colonies in the Continental Congress signed the Declaration of Independence.

After the signing of the Declaration of Independence, more than five years of hard fighting against the armies of England was still necessary before the American people could make good their claim of being a free and independent nation. The last battle of the Revolutionary War was fought in 1781, and a treaty of peace was signed with England in 1783 whereby the U.S. of America was recognized by England as a free and separate nation.

The immortal Declaration of Independence was written by Thomas Jefferson, a brilliant and learned man who later became the third President of the U.S. The inspiring words of the Declaration constitute the solid foundation upon which American institutions of government are based. Perhaps the most famous sentence in the Declaration of Independence is the following:

"We hold these truths to be self-evident - that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its powers in such form, as to them shall seem most likely to affect their safety and happiness."

Appendix M – Holidays, Observances and Special Occasions

Ever since 1776 the United States of America has observed each Fourth of July as the birthday of its independence. Independence Day has always been celebrated with parades and marching bands throughout the country. On this day, patriotic speeches are made by the highest of government officials praising the heroes of the Revolutionary War for allowing each and every American the rights to freely pursue life, liberty, and the pursuit of happiness. Also, there are many sporting and recreational activities held this day in celebration of American freedom. In the city of Washington, which is the nation's capital, there is an impressive display of fancy fireworks near the Washington Monument - firework displays are also held in many cities throughout the U.S. The day is celebrated by Americans all over the world because the Fourth of July is the day when Americans rejoice and dedicate themselves anew to maintain that freedom which their ancestors won for them.

Labor Day

Labor Day is celebrated the First Monday of every September. It is a legal holiday in the U.S. It is interesting how Labor Day began, and how it is observed in this country.

The American people are an industrious people because they realize that work not only creates wealth and well-being, but more importantly, it builds strong character. Americans know that it required centuries of hard work by so many Americans, hundreds of millions, to bring this country to its present state of wealth and influence. Not luck and not accident, but careful, painstaking work is the rule for getting ahead in the U.S. Thomas A. Edison, the greatest of all American inventors said years ago: "None of my inventions came by accident; they came by work". It is because the value of work is so universally recognized in this country, and because the United States is a nation of workers, that the working man in America is greatly respected. This is true whether one is a manual worker or an intellectual worker - whether one works in a factory or in an office or on a farm - whether on dry land or on the high seas. A nineteenth century president of the U.S., Grover Cleveland, once said: "A truly American sentiment recognizes the dignity of labor and the fact that honor lies in honest toil".

Americans therefore recognize the dignity of labor by setting aside one day each year in honor of labor. This day is called Labor Day, and as was mentioned earlier, it is a legal holiday throughout the U.S. Labor Day, as a special day on which labor is honored, had its origins in 1882 when Peter J. McGuire, the president of a labor union known as the United Brotherhood of Carpenters and Joiners of America, submitted a proposal that organized labor should select a day for a parade by the members of its unions in honor of labor and the parade should be followed by a picnic. Mr. McGuire suggested that the first Monday in September was the most desirable day for this purpose because it fell about half way between Independence Day (July 4th) and Thanksgiving Day (the fourth Thursday in November). His proposal was adopted, and the first Labor Day celebrations took place on September 5th, 1882, in the city of New York. A few years later the American Federation of Labor voted to make the celebration national.

By 1894 Labor Day had become a legal holiday in thirty states of the U.S. On June 28th, 1894 the American Congress passed a law making Labor Day a national legal holiday and designating the first Monday in September as Labor Day. Since that time Labor Day has been observed as a legal holiday throughout the U.S. On this day the people do not work. There are parades in most large cities throughout the U.S., the leaders of government deliver speeches, and the people have picnics or otherwise enjoy the holiday.

Nearly all of those who March in the parades on Labor Day are members of American labor unions. Similar to manufacturers associations, contractor associations, and professional associations, we also

Appendix M – Holidays, Observances and Special Occasions

have labor associations - these are called labor unions. The American labor unions are independent entities, and the workers who comprise the membership are free and independent to choose whether or not they desire to be members. A great American statesman, Daniel Webster, who has been dead for over 100 years, once said in a speech, "Labor in this country is independent and proud". The largest labor organization in the U.S. is the AFL-CIO. The initials AFL stand for American Federation of Labor, and the initials CIO stand for Congress of Industrial Organizations. The AFL and the CIO were at once time two separate labor organizations, but they are now united in one very large organization with over ten million members. There are other large labor organizations in the U.S., but the largest is the AFL-CIO. American labor unions are interested in the most advanced social legislation to improve the life and working conditions of all Americans.

Columbus Day

Columbus Day honors Christopher Columbus' first voyage to America in 1492. It became a legal federal holiday in 1971. It is celebrated on the second Monday in October. Before 1971, a number of states celebrated Columbus Day on October 12th. Many cities and organizations sponsor parades and banquets on Columbus Day.

The first Columbus Day celebration was held in 1792 when New York celebrated the 300th anniversary of the landing. In 1892, President Benjamin Harrison called upon the people of the U.S. to celebrate Columbus Day on the 400th anniversary of his landing in the Americas. Columbus Day has been celebrated annually since 1920.

Cities, towns, rivers, streets, and public buildings throughout the U.S. bear his name. The name "Columbia" has also been used as a poetic personification of the U.S.

Election Day

Election Day in the U.S. is the day on which national elections for presidential electors take place. Congress established the first Tuesday after the first Monday in November as Election Day. It is a legal holiday in most states and in all territories. Many state elections are also held on this day.

Most states forbid the retail sale of liquor while the polls are open. Originally, Congress did not set a specific date for national elections. Each state could appoint its electors on any day within 34 days before the date in December is set for the convening of electors.

In 1845, Congress established Election Day to correct abuses caused by the lack of a standard election day.

Veterans Day

Each year in the U.S., November 11 is known as Veterans Day and is a national holiday. Veterans Day originally was called Armistice Day in remembrance of the Armistice which on November 11, 1918 ended the fighting in World War I. That war broke out in Europe on August 1, 1914, and before it was over it had drawn in nearly the whole world. It was a war with terrible loss of life to both sides, with the fighting in Europe going on for more than four more years.

One person told of the first Armistice Day on Monday, November 11, 1918. He was then a young man of 20. When the news flashed to all parts of the world on November 11, 1918, that an armistice had been signed to take effect at 11 o'clock in the morning of that day, instantly in all the cities of the U.S. and its allies there were the most enthusiastic demonstration of relief and rejoicing. The individual went on to

Appendix M – Holidays, Observances and Special Occasions

say that he was living in Philadelphia, in the State of Pennsylvania, at that time, where the happy news arrived at 6 o'clock in the morning. When it is 6 o'clock in the morning in Philadelphia it is 11 o'clock in the morning in Paris, France. Immediately the streets in Philadelphia were filled with people. Some were shouting for joy, others were singing for joy, still others were dancing for joy, and many women were weeping for joy. All through the city church bells rang, automobile horns and factory whistles blew and locomotive sirens wailed in an unending din. There was the same kind of demonstrations in every other American city large and small. It was a day never to be forgotten.

Woodrow Wilson was the President of the U.S. at the time. One year later, on November 11, 1919, President Wilson issued a proclamation reminding the American people of the armistice signed a year earlier, which he said gave the world a chance "to work out in peace a new and just set of international relations". The day of November 11, 1919 was not, however, declared a holiday, but in memory of the dead all business was suspended on that day for two minutes at 11 o'clock during which a silence was observed. Since 1918, the 11th day of November has been observed by the American people as Armistice Day.

Armistice Day was declared a legal holiday in 1938, when the American Congress passed a law that "the 11th day of November in each year, a day to be dedicated to the cause of world peace and to be Armistice Day, is hereby made a legal holiday". In 1954 the American Congress by another law changed the name from Armistice Day to Veterans Day, and since that time the day has been called Veterans Day.

On Veterans Day many Americans go to their house of prayer and pray for peace for the whole world. There are also parades by veterans and by members of the Armed Forces of the U.S., and national leaders make speeches honoring the war dead. Exactly at 11 o'clock everybody becomes still and observes a silence for two minutes in memory of all Americans who in all the wars of the U.S. have given their lives in defense of their country.

Thanksgiving Day

Thanksgiving, an annual holiday in the U.S., is celebrated on the fourth Thursday in November. The first national Thanksgiving Day, proclaimed by President George Washington, was celebrated on November 26, 1789. It was only in 1863, however, that it was made an annual holiday by President Abraham Lincoln, who named the last Thursday in November Thanksgiving Day. For three years, 1939 to 1941, under President Franklin D. Roosevelt, the day was celebrated on the third Thursday in November, primarily to extend the Christmas shopping season, which traditionally began after Thanksgiving. The holiday was returned to the fourth Thursday in November by Congress in 1941. This day is set aside as the day on which the American people give thanks to God for the many blessings they have received from Him. The American custom of a day of thanksgiving began with the coming to New England in this country of the first band of English Pilgrims. Pilgrims means wanderers. The Pilgrims were wanderers from their native country of England because of religious dissensions which made it difficult for them to practice their religion in England. In the year 1620, this band of Pilgrims consisting of exactly 100 men, women and children crossed the Atlantic Ocean in a small ship, the name of which was "Mayflower", and came to America. All of America was then a wilderness inhabited by Indians.

The Pilgrims were very earnest, religious people. In England they had been known as Puritans. They declared that their worship of God was a purer form of worship than that of most of the other people in England. Because they found it difficult to practice their religion peacefully in England, a small group

Appendix M – Holidays, Observances and Special Occasions

from the whole body of Puritans, namely, this band of 100 Pilgrims, determined to move to some unsettled place in the New World where they could live according to their religion with being disturbed.

The Pilgrims landed in December 1620 at a spot which they called Plymouth Rock, in that part of North America which later became the State of Massachusetts. During their first winter, the Pilgrims had to face many difficulties, and by the time the first winter was over, one-half of that little band of 100 Pilgrims had died of disease and hardships. But they did not give up. They built log cabin homes, cleared the land for farming, hunted wild game in the forests, and protected themselves from unfriendly Indians. In the fall of 1621, after the little colony of Pilgrims had gathered in their harvest, their governor, William Bradford, proclaimed a day of thanksgiving to God for the bountiful harvest, and he set the fourth Thursday in November 1621 as the day. On that day the entire colony went to their church for divine services, and after the services, they held a feast in joyful appreciation of God's blessing to them. This was the first Thanksgiving Day in America.

Christmas

Christmas is a Christian holiday which celebrates the birth of Jesus Christ, the founder of Christianity. It is observed on December 25th of each year. Primitive Christianity considered it a significant event and important for the understanding of Christ being the son of God and the Messiah. The church did not observe a festival for the celebration of the event until the 4th century despite the beliefs about Christ that the birth stories expressed. In Rome, under the emperor Aurelian, celebrations for the feast of the "Invincible Sun" had been held on December 25 since the year 274. The Christians picked this same date to counter those pagan festivities connected with the winter solstice.

The Eastern Church initially preferred January 6, the second time of the year associated with winter solstice. In the course of time, however, the West added the Eastern date as the feast of the Epiphany, which is a Christian festival held to celebrate the manifestation of the divine nature of Christ to the Gentiles as represented by the Magi. The West then subsequently divided the Christmas celebration between December 25, the birth of Christ, and homage of the shepherds, and January 6, the homage of the Magi.

In the traditional church calendar the pre-Christmas season of Advent was one of quiet preparation for the coming or birth of Christ. However, since the Industrial Revolution, the Christmas season has lost some of its religious fervor and has become a commercially venturesome time of the year for many business people.

In the U.S., the Christmas season is a time during which families tend to reunite and share time with one another. One will find Americans exchanging gifts between family members and friends during this joyous and festive season.

On Christmas Eve, Santa Claus, a popular myth among young children, is believed to deliver presents to everyone's home and place them under the Christmas Tree. These presents are then opened on Christmas morning. Stories are told to younger children that Santa Claus climbs down chimneys in his red suit trimmed with white fur carrying a large bag over his shoulder filled with toys and gifts and leaves presents for those who have been good throughout the year. Santa travels every Christmas Eve from his legendary home in the North Pole in a sleigh pulled by reindeer.

Special music for the season is played during the month of December before Christmas - known as Christmas carols. Most people decorate their homes with many varied decorations during the Christmas

Appendix M – Holidays, Observances and Special Occasions

holidays - the more popular being ornamental lighting displays and highly decorated Christmas trees. The Christmas Tree is a tradition adopted from the Germans in the 1800's. Many families attend church services together either Christmas Eve or Christmas Day. Also, many churches hold religious services on Christmas Eve beginning at midnight - this allows families to have the entire Christmas day to be with family and friends.

Of all of the holidays, observances, and special occasions, Christmas day is by far the one which is most celebrated. This day reaches and affects practically everyone in one way or the other.

Other Religious Observances

Ash Wednesday

Ash Wednesday is a religious holiday, and in the Western church, it marks the first day of Lent and the seventh Wednesday before Easter. Its name comes from the practice of placing ashes on the foreheads of worshipers to symbolize death and sorrow for sin. In the Orthodox church, Lent begins on a Monday rather than on Ash Wednesday.

Palm Sunday

In the Christian calendar, Palm Sunday is the Sunday before Easter, the sixth and last Sunday in Lent, and the first day of Holy Week. It recalls the triumphal entry of Jesus into Jerusalem, a week before the Resurrection, when the people strewed palm branches in his path.

Passover

Passover is one of the most important Jewish festivals. Celebrated in late March or early April, it commemorates the Exodus - the deliverance of Israel from slavery in Egypt. The name Passover is interpreted in the Mishnah to refer to the statement that God would pass over the houses of the Israelites in killing the firstborn of Egypt. In the Bible the name is applied to a festival involving the sacrifice of a lamb or kid and the eating of unleavened bread which was probably an ancient Spring festival.

The Passover is celebrated for seven days; however, traditionally observant Jews add an extra day. The first and last days are full holidays when work is not to be performed. Throughout the week only unleavened bread, matzo is eaten. The scrupulously observant abstain from all leavened food and even from non-leavened food not prepared for the festival with special care. Samaritans still perform the ancient Passover sacrifice; however, all other Jews gave up this rite when the Temple was destroyed. Instead, the first two evenings of Passover are marked by a festal meal, called the Seder, at which the story of the Exodus is retold through the reading of the Haggadah and the symbols of the occasion - unleavened bread, bitter herbs, and others- are explained.

The Christian feast called Easter in English is called Passover in many other languages. The Passover lamb is interpreted as foreshadowing the sacrifice on the cross of Jesus, the Lamb of God.

Good Friday

Good Friday is the Christian commemoration of the death of Jesus Christ, observed on the Friday before Easter. Originally, it was a day of fasting in preparation for the unitive celebration of the death/resurrection/exaltation of Jesus. However, no liturgy was held on that day.

In the 4th century, at Jerusalem, a procession was staged from Gethsemane to the sanctuary of the cross, followed by readings about the passion. This was the beginning of the Good Friday observance as

Appendix M – Holidays, Observances and Special Occasions

it is now known.

In the Catholic tradition, the liturgy of the day consists of reading the passion, the ceremony of the veneration of the cross, and communion from the sacrament consecrated the day before. The service of preaching on the seven last words, of Jesuit origin, has become popular in Protestantism.

Easter

Easter is one of the most important Christian holidays of the year. It is the celebration of the resurrection of Jesus Christ. Easter has its roots in the Jewish Passover, which commemorates Israel's deliverance from the bondage of Egypt. Early Christians observed Easter on the same day as Passover. In the 2nd century, the Christian celebration was transferred to the Sunday following Passover if that day fell on a weekday. Originally, the Christian Easter was a unitive celebration, but in the 4th century Good Friday became a separate commemoration of the death of Christ, and Easter was devoted exclusively to the resurrection.

On the other hand, some say that Easter is derived from the pagan spring festival of the Anglo-Saxon Goddess Eostre, and many folk customs associated with Easter are of pagan origin, e.g., Easter eggs.

In the U.S., Easter is observed on the first Sunday after the first full moon following the first day of Spring. Many younger children wear their best clothes on this day not only for attending church services, but to visit friends and relatives. It is customary for women and young girls to wear head pieces, referred to as Easter bonnets.

Another tradition in the U.S. which has been adopted is for small children to receive Easter baskets as gifts which are filled with colored eggs and assorted candies. Eggs and rabbits have become symbols of Easter. It is thought that eggs symbolize new life and rabbits symbolize the fertility of Spring because of their ability to produce many young. Generally, the smaller children participate in "Easter egg hunts" where brightly colored eggs are hidden by the older children and adults in order for the younger children to find and keep.

Ramadan

Ramadan is observed by more than one billion Muslims around the world. Ramadan is a time for spiritual purification achieved through fasting, self-sacrifice and prayers.

Celebrated during the ninth month of Islamic calendar, the fast is observed each day from sunrise to sunset. Fasting during Ramadan is one of the five Pillars of Islam. The Islamic belief requires that Muslims perform five central duties in order to strengthen their faith.

Ramadan concludes with a three-day festival known as "Eid" or "Eid ul-Fitr", which literally means "the feast of the breaking/to break the fast". The holiday marks the end of Ramadan, the holy month of fasting and is a culmination of the month-long struggle towards a higher spiritual state.

The Islamic calendar is a lunar calendar, and months begin when the first crescent of a new moon is sighted. Since the Islamic lunar calendar year is 11 to 12 days shorter than the solar year and contains no intercalation, Ramadan migrates throughout the seasons. The Islamic day starts after sunset. Many Muslims insist on the local physical sighting of the moon to mark the beginning of Ramadan, but others use the calculated time of the new moon or the Saudi Arabian declaration to determine the start of the month. Since the new moon is not in the same state at the same time globally, the beginning and ending dates of Ramadan depend on what lunar sightings are received in each respective location. As a result, Ramadan dates vary in different countries, but usually only by a day. This is due to the cycle of the moon. All the countries around the world see the moon within a 24 hour period once spotted by one

Appendix M – Holidays, Observances and Special Occasions

country in the East.

Rosh Hashanah

Rosh Hashanah, Hebrew for "head of the year", is the Jewish New Year. It commemorates the creation of the world, and is celebrated in early fall (Tishri 1 by the Jewish calendar). Rosh Hashanah is a solemn occasion indicating the Day of Judgment which ushers in the penitential season that culminates ten days later on Yom Kippur.

The distinctive feature of the synagogue service on this day is the blowing of a ram's horn called a shofar. The liturgy of the day stresses the sovereignty of God and the hope that all humans will at least recognize him as Father and King. The festival is celebrated for two days by the traditionally observant, whereas Reform Jews keep it for one day in accord with biblical law. On the afternoon of the first day it is customary to go to a river or pond and recite tashlich which is scriptural verses on repentance and forgiveness of sin.

Yom Kippur

Yom Kippur, the Jewish Day of Atonement, is celebrated in the early fall 10 days after Rosh Hashanah, the New Year (Tishri 10 of the Jewish calendar). Yom Kippur is regarded as the Sabbath of Sabbaths and is marked by fasting, confession to God of sins committed during the last year, and prayers of forgiveness. Observance begins on Yom Kippur eve with the kil nidre service of repentance.

Originally, Yom Kippur was the only day of the year when the high priest entered the inner sanctuary of the Temple (the Holy of Holies) to offer sacrifice. A goat - the so called scapegoat - symbolically carrying the sins of the Jewish people, was then driven into the desert.

Hanukkah

A Jewish festival that occurs in December, the Hebrew month Kislev. Hanukkah is also spelled Chanukah, and it marks the re-consecration of the Temple of Jerusalem after its recapture from the Syrian Greeks in 165 B.C.

A miracle recorded in the Talmud, which is the burning of a day's supply of pure olive oil for eight days until fresh jars of clean oil could be brought into the temple, accounts for the eight days during which candles are kindled during Hanukkah. The eight-branched candelabrum has become a symbol of the holiday.

Hanukkah was instituted by the Maccabees who were leaders of the Jews who fought against the Syrian Greeks. The Maccabees took over as the priests of the Temple and as the rulers of the Jewish state that they founded. Songs and stories associated with the holiday therefore refer to the Maccabees, particularly to Judas Maccabee, and to their victory - "the weak over the strong, the few over the many, and those who fear Thy Name over those who desecrate it". Hanukkah is also called the Festival of Lights, the Feast of Dedication, or the Feast of Maccabees.

Kwanzaa

Kwanzaa, an Africa-American holiday which celebrates family, community, and culture, is the fastest growing holiday in the U.S. An estimated 18 million Africans celebrate Kwanzaa each year around the world, including celebrants in the U.S., Africa, the Caribbean, and South America, especially Brazil, Canada, India, Britain, and numerous European countries.

Kwanzaa as an African-American holiday belongs to the most ancient tradition in the world, the African tradition. Drawing from and building on this rich and ancient tradition, Kwanzaa makes its own unique contribution to the enrichment and expansion of African tradition by reaffirming the importance of

Appendix M – Holidays, Observances and Special Occasions

family, community, and culture.

The word Kwanzaa comes from the Swahili phrase “matunda ya kwanza” which means “first fruits”. Kwanzaa is celebrated seven days, from December 26th through January 1st, a period which represents the end of an old year and the beginning of a new one. This time in African culture is called “the time when the edges of the year meet”, which is a time of celebration, focus, and assessment.

African harvest celebrations have five basic aspects which Kwanzaa also shares. They are: 1) in gathering of the people; 2) special reverence for the Creator and creation, especially thanksgiving and commitment; 3) commemoration of the past, especially paying homage to the ancestors; 4) re-commitment to our highest ethical and cultural values, especially Nguzo Saba (The Seven Principles); and 5) celebration of the good of life, especially family, community, and culture.

December 31st is the evening upon which the Kwanzaa Karamu (Feast) is held. This special evening is a time for feasting upon a variety of African-influenced meals as well as acknowledging the importance of history, culture, and family

Other Special Occasions and Observances

Daylight Saving Time

Daylight Saving Time (DST) provides more usable hours of daylight for activities by setting clocks ahead one hour in the Spring. Although the total amount of daylight remains the same, more daylight hours are allowed for outdoor work and recreation in the late afternoon and evening.

Daylight Saving Time can also reduce power requirements for lighting. In most parts of the U.S., year-round Daylight Saving Time was adopted during World War II. Now it is in effect only during that part of the year when daylight hours are the longest.

Congress fixed this period as extending, as of 1987, from the first Sunday in April to the last Sunday in October. Daylight Saving Time was extended during 1974 and 1975 because of the U.S. energy crisis.

Groundhog Day

According to popular legend, the groundhog, or woodchuck, emerges from hibernation on Groundhog Day, February 2. People wait anxiously to see if the day will be sunny or cloudy. If the day is sunny and the groundhog sees his shadow, he will return to his burrow to sleep through 6 more weeks of winter weather. On the other hand, a cloudy or overcast day signals an early Spring.

European folklore assigns this weather-predicting ability to the bear and the badger. A similar tradition where snow and dark skies presage a quick end to winter is observed in northern Europe on Candlemas Day which also falls on February 2nd. In some areas this marks the beginning of Spring planting.

Valentine’s Day

Valentine’s Day is a special day observed on February 14th. On this day, people send greeting cards called valentines to members of their families, sweethearts, and friends. Many valentine cards have romantic verses while others have humorous pictures and sayings. Some people send flowers, candy, or some other gift to their wives, husbands, or sweethearts. Different authorities believe Valentine’s Day began in various ways. Some trace it to an ancient Roman festival called Lupercalia. Other experts connect it with one or more of the early Christian saints. Still others link it with an old English belief that birds choose their mates on February 14th. Valentine’s Day probably came from a combination of all

Appendix M – Holidays, Observances and Special Occasions

three sources, plus the belief that Spring is a time for lovers. Symbols that are linked to Valentine's Day are hearts and Cupid with bow and arrow.

Saint Patrick's Day

Saint Patrick's Day is celebrated on March 17th which is the feast day of Saint Patrick, the patron saint of Ireland. Saint Patrick was a missionary to Ireland in the A.D. 400's who converted the Irish to Christianity. Saint Patrick's Day is a national holiday in Ireland. It also is celebrated outside of Ireland in cities with a large number of people of Irish decent.

In Ireland, Saint Patrick's Day is primarily a religious holiday. People honor Saint Patrick by attending special religious services, enjoying family and community gatherings, and wearing shamrocks. According to legend, Saint Patrick used a shamrock to explain the idea of the Trinity to the Irish.

In the U.S., Saint Patrick's Day is primarily a nonreligious holiday. Many people wear green clothing so as not to be pinched. In some of the larger cities in the U.S., parades are held on Saint Patrick's Day. Many people attend parties, and it is customary to find food and drink on this day that has been dyed or colored green. The first Saint Patrick's Day celebration in the U.S. was held in Boston in 1737.

Mothers Day

The second Sunday in May is called Mother's Day and is set aside to honor motherhood in the U.S. On this day mothers all over the country are given special attention and kindness, usually including gifts, by their families.

Many people follow the custom of wearing a carnation on Mother's Day. A colored carnation means that a person's mother is living and white one indicates that a person's mother is deceased.

Mother's Day was first observed in England. President Woodrow Wilson proclaimed it an annual national observance in 1915. It is a day dedicated to peace.

Flag Day

Flag Day is celebrated as the day in 1777 when the Continental Congress adopted the Stars and Stripes as the official flag of the U.S. It is not an official national holiday, but the President proclaims a public Flag Day observance every year on June 14th.

In Pennsylvania, Flag Day is a legal holiday. On Flag Day, people in the U.S. display the flag on their homes, businesses, and public buildings. Flag Day was first officially observed in 1877 to celebrate the 100th anniversary of the selection of the flag.

Armed Forces Day

The third Saturday in May is Armed Forces Day, at which time the U.S. salutes all the men and women of the military services.

Military installations are usually open to the public on Armed Forces Day and special programs and events are held on land, at sea, and in the air to demonstrate and explain the purpose of various military operations.

President Harry S. Truman proclaimed Armed Forces Day. It was first celebrated in May 1950, and it replaced the three separate celebrations conducted by the Army, Navy and Air Force.

Appendix M – Holidays, Observances and Special Occasions

Father's Day

Father's Day is a day where many express gratitude and appreciation by giving their fathers gifts or greeting cards. In the U.S. and Canada, Father's Day is celebrated on the third Sunday in June. Some groups and organizations hold special programs to celebrate the day. Sonora Louise Smart Dodd of Spokane, Washington, started the U.S. observance of Father's Day in 1910.

Halloween

Halloween is a folk custom that is observed in the U.S. on October 31 each year. The name Halloween is perhaps incorrectly used for this folk custom, since its meaning is "holy evening" signifying the evening preceding 1 November. The first of November in the Catholic Church is All Saints Day. Today our folk custom called Halloween is observed by children every year on the night of October 31. It is not a holiday, but only the survival of a superstitious custom that began in Europe many centuries ago.

Hundreds of years ago the belief in sorcerers and witches was universal and very real. Sorcerers, who were also known as warlocks, were men and witches were women who, it was believed, had sold their souls to the devil and had received from the devil the power to perform marvelous, and even sometimes, unbelievable acts. It was believed that they used their power to harm simple, honest people. So strong was this very foolish belief that in every country in Europe in those olden times, as well as in the American colonies that had settled along the Atlantic seaboard, there were laws which made it a crime punishable by death for anyone to practice witchcraft. In those times tens of thousands of unfortunate people, mostly poor old women, were arrested, tried in courts, and put to death for practicing witchcraft. It was believed that on Halloween night the sorcerers and witches left their homes by flying through the air, and they gathered at a secret place in the forest where they met the devil. Huge bonfires were built to ward off these malevolent spirits. Of course this belief no longer exists - having passed away more than 250 years ago.

A very popular Halloween decoration is the "jack-o-lantern" which is a hollowed-out pumpkin with a face cut into it. It has also become a symbol of Halloween. The jack-o-lantern originally came from Ireland.

In the U.S. the night of October 31 is made the occasion for some fun by the younger children.

Children's pranks have replaced witches' tricks. These younger people, who for the most part may not yet have reached the age of 10 or 12 years, put on masks and costumes, very often with the help of their parents, and with a small container, usually a paper bag, in their hands visit their neighbors and cry "trick or treat". The phrase "trick or treat" means that "if you do not treat me to something nice, then I will play a trick on you".

The neighbors will give the children some candy, fruit, cookies, or even a small coin or two. Some of the older children, particularly young men, may be inclined to be a little more mischievous. However, it is all done in fun and merriment.

Not only do children partake in this occasion, for Halloween entertains many adults as well. Many adults attend Halloween parties where the guests attend dressed in costumes. There is usually dancing and toward the end of the evening, prizes are awarded to those wearing the most interesting costumes. The fun and merriment is all over before the night has passed, not to be repeated until October 31 a year later.

Appendix M – Holidays, Observances and Special Occasions

Football's Super Bowl

The professional teams of the National Football League (NFL) culminate their season with the Super Bowl game which is a play-off game between the winners of the American and National conferences to determine the best football team in America. This annual event is played in January and is one of the most publicized events - the game itself is televised around the world.

Football, in its American version, is a physically tough team sport that rivals baseball as the most popular athletic event for spectators in the U.S. Millions watch football games on the interscholastic, intercollegiate, and professional levels. Games are often accompanied by marching bands, halftime shows, and alumni or fan-club gatherings - fierce loyalties develop on the part of some spectators. On the intercollegiate and professional levels, crowds of 50,000 to 100,000 at games are common, and millions more watch football games on television.

Football is basically an autumn sport, with teams playing from 8 to 16 games, usually on successive weekends. The best of the teams then enter postseason play-offs. Many states have championships at the interscholastic high school level. The best of the college teams play in several bowl games - the most popular being the Rose Bowl, the Sugar Bowl, the Orange Bowl, and the Cotton Bowl. Although there is no one official college championship team, the unofficial intercollegiate champion is selected by a vote from coaches, sportswriters, and broadcasters.

Despite its tremendous popularity in the U.S., football has remained basically an American sport. Except for Canadians, who play the game with slightly altered rules, the game has failed to take hold elsewhere. This fact has added to the mystique of the sport's popularity in the U.S.

Mardi Gras

Mardi Gras in French means "Fat Tuesday". Mardi Gras is also referred to as Shrove Tuesday, and is the last day of the period of carnival before Ash Wednesday, which marks the arrival of the fasting days during the Lenten Season.

Mardi Gras celebrations in the U.S. are most notable in New Orleans, Louisiana. This carnival period lasts approximately two weeks; however, the Tuesday before Ash Wednesday is the most celebrated day and is the day in which most Americans relate to Mardi Gras.

Baseball's World Series

Baseball's World Series is a highly publicized, viewed, and anticipated yearly event. Following a regular major-league professional baseball season of at least 162 games, the American and National League champions compete in what we call the World Series to determine the best baseball team in America.

The World Series is generally held in October of each year, and the competition employs the best-of-seven games to determine the winner. Baseball, itself, is an immensely popular American game, known as the "national pastime", played between two teams of nine players each. The basic implements used in the game are a leather-covered ball, wooden bats for hitting the ball, and gloves for catching the ball.

Baseball is played on a large scale in Latin America, Japan, and other places besides the U.S., but it is in the U.S. that it thrives as both a participant's and spectator's sport. It is played at its highest level in the U.S. and one Canadian city, where 28 teams make up the American and National Leagues. Each of these two leagues has two divisions, East and West. Combined, these leagues are called major-league professional baseball.

Appendix M – Holidays, Observances and Special Occasions

Most ball players who reach the major leagues have worked their way up through Little League, scholastic, college, and minor-league professional ball playing. The vast majority of major-league players are American-reared; although since the 1960s the sport has seen an influx of Latin American and Asian players. The 2015 Opening day rosters included players from 17 countries and territories

Baseball's popularity is in part a result of the fact that almost every American child plays the game at one time or another and the lore of the game is intertwined with American life. Baseball has supplied the American culture with a wide range of legendary heroes, as well as books, magazines, movies, and songs. The game has contributed hundreds of words and phrases to the American language.

Appendix N – List of Acronyms

APPENDIX N

LIST OF ACRONYMS

The following list is a compilation of acronyms used throughout this document.

ACF	Administration for Children and Families
AECA	Arms Export Control Act
AFL-CIO	American Federation of Labor and Congress of Industrial Organizations
AHRQ	Agency for Healthcare Research and Quality
AIDS	Acquired Immune Deficiency Syndrome
AOA	Administration on Aging
ATM	Automated Teller Machine
CBO	Congressional Budget Office
CDC	Center for Disease Control and Prevention
CMS	Centers for Medicare and Medicaid Services
CNN	Cable News Network
CPS	Current Population Survey
CRS	Congressional Research Service
CTFP	Regional Defense Combating Terrorism Fellowship Program
DHS	Department of Homeland Security
DISCS	Defense Institute of Security Cooperation Studies
DoD	Department of Defense
DODI	Department of Defense Instruction
DOS	Department of State
DSCA	Defense Security Cooperation Agency
DST	Daylight Saving Time
EBT	Electronic Benefit Transfer
EEOC	Equal Employment Opportunity Commission
E-Government	Electronic Government
EO	Executive Order
EPA	Environmental Protection Agency
ETSS	Extended Training Services Specialist
FAA	Foreign Assistance Act
FBI	Federal Bureau of Investigation

Appendix N – List of Acronyms

FCC	Federal Communications Commission
FDA	Food and Drug Administration
FFDCA	Federal Food, Drug, and Cosmetic Act
FIFRA	Federal Insecticide, Fungicide, and Rodenticide Act
FMFP	Foreign Military Financing Program
FMS	Foreign Military Sales
FOI	Freedom of Information
FQPA	Food Quality Protection Act of 1996
FSP	Field Studies Program
FTO	Foreign Terrorist Organizations
GAO	General Accounting Office
GBV	Gender Based Violence
GDP	Gross Domestic Product
GHG	Greenhouse Gases
GPO	Government Printing Office
HHS	U.S. Department of Health and Human Services
HIV	Human immunodeficiency virus
HUD	United States Department of Housing and Urban Development
IAEA	International Atomic Energy Agency
IHS	Indian Health Service
IMET	International Military Education and Training
IMO	International Maritime Organization
IMS	International Military Student
IMSO	International Military Student Officer
INCSR	International Narcotics Control Strategy Report
IPO	International Ship and Port Facility Security Code
IPV	Intimate Partner Violence
IRTPA	Intelligence Reform and Terrorism Prevention Act
JCET	Joint Combined Exchange Training
JSCET	Joint Security Cooperation Education and Training
KKK	Ku Klux Klan
LMRDA	Labor-Management Reporting and Disclosure Act of 1959

Appendix N – List of Acronyms

LON	League of Nations
LTE	Letters to the Editor
MBDA	Minority Business Development Agency
NAACP	National Association for the Advancement of Colored People
NCEW	National Conference of Editorial Writers
NEPA	National Environmental Policy Act
NFL	National Football League
NGO	Non Governmental Organization
NIH	National Institutes of Health
NLRB	National Labor Relations Board
NOW	National Organization for Women
NPE	Nutrition Program for the Elderly
NSIP	Nutrition Services Incentive Program
OAS	Organization of American States
OFP	Office of Family Planning
OPA	Office of Population Affairs
OTA	Office of Technology Assessment
PBS	Public Broadcasting System
PHA	Public Housing Agency
PM	United States Department of State Bureau of Political-Military Affairs
PTA	Parent Teacher Association
SAMHSA	Substance Abuse and Mental Health Services Administration
SAMM	Security Assistance Management Manual
SCETP	Security Cooperation Education and Training Program
SCLC	Southern Christian Leadership Conference
SNAP	Supplemental Nutrition Assistance Program
SSDI	Social Security Disability Insurance
SSI	Supplemental Security Income
STD	Sexually Transmitted Disease
TESOL	Teaching English as a Second Language
TIP	United States State Department Trafficking in Persons
TSA	Transportation Security Act

Appendix N – List of Acronyms

UCMJ	Uniform Code of Military Justice
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNICEF	United Nations International Children’s Emergency Fund
UNODC	United Nations Office on Drugs and Crime
UNPAN	United Nations Public Administration
UNSC	United Nations Security Council
UPI	United Press International
US	United States
USA	United States Army
USAF	United States Air Force
USAID	United States Agency for International Development
USCG	United States Coast Guard
USDA	United States Department of Agriculture
USMC	United States Marine Corps
USN	United States Navy
VAWA	Violence Against Women Act
WDL	World Digital Library
WIC	Women, Infants and Children