

*Citizenship in American  
History and Government*

*Unit 6*

***Critical Thinking  
in Citizenship***

***Chapter 8***

# Chapter 8

## Lesson 1

### *Leadership Choices, Decisions, and Consequences*



#### *Key Terms*

After Action Review  
contingency

#### *What You Will Learn to Do*

- Investigate how leadership choices and decisions can lead to good and/or bad consequences

#### *Linked Core Abilities*

- Communicate using verbal, non-verbal, visual, and written techniques
- Apply critical thinking techniques

#### *Skills and Knowledge You Will Gain Along the Way*

- Translate how the 11 principles of leadership apply to decision making
- Apply the decision-making process to leadership decisions
- Define key words contained in this lesson

## Introduction

Leaders must be able to decide confidently on what action to take under the most critical conditions. If a leader delays or avoids making a decision, the result might be a lost opportunity, loss of confidence, confusion, and failure of a project. In this lesson you examine strategies to use when considering decisions as a leader. You also analyze the impact of actions that involve decisions made at a leadership level.

## The Decision-Making Process

When learning how to make sound, rational, and informed decisions, you need to have a basic understanding of the ways decisions are made. Most decision-making rests on two assumptions: that leaders have access to all the information they need to make a decision, and that leaders make decisions by choosing the best possible solution to a problem or response to an opportunity. According to this method, a decision maker should choose how to respond to opportunities and problems by engaging in the following four steps:

- 1. Listing all alternatives from which a choice will be selected: These alternatives represent different responses to the problem or the opportunity.**
- 2. Listing the consequences of each alternative: The consequences are what would occur if a given alternative were selected.**
- 3. Considering his or her own preferences for each alternative or set of consequences and then ranking the sets from most preferred to least preferred.**
- 4. Selecting the alternative that will result in the most preferred set of consequences.**

The assumption that decision makers have all the information needed to make optimal decisions bears little resemblance to the conditions facing most situations. Even if the decision makers did have all necessary information, they probably would not be able to use it all because the cognitive abilities of decision makers are limited; often they cannot take into account the large quantities of information available to them.

One way to consider the difficulties of this decision-making process is to compare the four steps described previously to actual decision making in any given situation. With regard to the first step, decision makers often *do not know all the alternatives from which* they can choose. One of the defining features of this process is that it involves an extensive search for information. Even after this search is complete, however, it is likely that decision makers are aware of only some of the possible alternatives.

In the second step of this decision-making process, decision makers list the consequences of each alternative. As in the first step, however, decision makers often *do not know all of the consequences* that will ensue if they choose a given alternative. One reason it's hard to make decisions is that the decision maker often does not know what will happen if a given course of action is chosen.



As the third step in this process, decision makers must consider their own preferences for sets of consequences. Once again, this assumes that decision makers are able to rank sets of consequences and know their own preferences. However, decision makers *don't always know for sure what they want*. Stop and think about some of the important and difficult decisions you have had to make. Sometimes these decisions were difficult to make precisely because *you weren't sure what you wanted*. For example, a graduating senior with an accounting degree from the University of Wisconsin might find it hard to choose between a job offer from a Wisconsin bank and one from a major accounting firm in New York City because he doesn't know whether he prefers the security of staying in Wisconsin, where most of his family and friends are, to the excitement of living in a big city and the opportunity to work for a major firm. Because of the problems with the first three steps in this decision-making model:

- **It is often impossible for a leader to make the best possible decisions**
- **Even if they make a good decision, the time, effort, and cost that were spent making it might not be worthwhile.**

Incomplete information and the decision maker's cognitive abilities and psychological makeup affect decision making. Consequently decision makers often choose *satisfactory*, not optimal, solutions.

One key to decision making is to follow the 11 Principles of Leadership, both for yourself as well as for your team. Each principle can help you make the best, most timely and optimal decisions and choices available.

## *Applying the 11 Principles of Leadership to Decision Making*

As discussed in Chapter 1, Lesson 4, "Principles and Leadership," the 11 principles of leadership are key to effective decision-making. As a review, these principles include:

- **Perform a self-evaluation**
- **Be technically proficient**
- **Seek and take responsibility for your actions**
- **Make sound and timely decisions**
- **Set the example**
- **Know your personnel and look out for their welfare**
- **Keep your followers informed**
- **Develop a sense of responsibility in your followers**
- **Ensure each task is understood, supervised, and accomplished**
- **Build a team**
- **Employ your team in accordance with its capabilities**

Take a look at each principle and see how it relates to the decision-making process.

***Perform a Self-Evaluation***

Through self-evaluation, you can determine your strengths and weaknesses; you can take advantage of your strengths, and work to overcome your weaknesses. Self-knowledge is crucial towards gaining confidence in your decision-making skills and your ability to lead effectively. When you know who you are and recognize your leadership qualities, making sound, informed, and timely decisions becomes less intimidating. You know exactly what you want, gain courage from your convictions, and confidently adhere to what you think is right. When you don't work on self-knowledge, you can come across to your team members as an uncertain and insecure leader, and this can lead to fear and confusion within the team.

***Be Technically Proficient***

Being technically proficient means you can show your teammates that you are qualified to lead and perform all tasks associated with any job or assignment, and you are capable of training teammates to carry out those assignments. By knowing what it takes to accomplish each job or task that you ask of your followers, you can base your leadership choices and decisions on the abilities of your support team. If a team member feels that you don't understand the job that they are being asked to do, they might resent the responsibility you've given them and not perform to the best of their abilities.

***Seek and Take Responsibility for Your Actions***

Leading always involves responsibility, and leaders are always responsible for the choices and decisions they make. As you make your decisions, ensure that you possess the competence necessary to make sound and timely choices. If you feel you need more input or information before making a decision for which you will take full responsibility, get feedback from your superiors or from your team members, or find other ways to gain knowledge. When a leader does not take responsibility for decisions, or takes credit for success when it was not due, or refuses to admit when mistakes have been made, team members can lose confidence in their leadership.

***Make Sound and Timely Decisions***

Leaders must be able to reason under pressure and decide quickly what action to take. To delay or avoid making a decision may cause a project to fail. When circumstances require a change in plans, prompt reaction builds confidence in your team members. Too, you can encourage your teammates to participate in the planning process. Always consider their advice and suggestions before making a decision.

***Set the Example***

A leader must be a good example for his or her team. This is a weighty responsibility, but as a leader, you have no choice. If you expect honor, integrity, loyalty, and respect from your followers, you must demonstrate the same. When you're assured that your team has picked up on your courage and convictions, you can make choices and decisions by knowing your team is 100 percent behind you. Without that cohesiveness, any project is doomed to failure.

***Know Your Personnel and Look Out for Their Welfare***

As a leader, you must know and understand each member of your unit. You must know them as individuals—their interests, values, attitudes, strengths, and weaknesses. Never ask a team member to do something for which they are not qualified, and always use team members to the fullest of their abilities. When you recognize what makes each member “tick,” you can encourage them to be their best, and help them eliminate their weaknesses. In making choices and decisions, knowing your team members is crucial to the success of any project.

***Keep Your Followers Informed***

Each member of your team will do their best if they understand why they are doing something. Keeping your unit informed of any situation and explaining the reasons behind each decision you make helps your team to understand why you are making certain choices and decisions, and helps your team members comprehend their role in each project. Too, by keeping your followers informed, you stay on top of the most current information available.

***Develop a Sense of Responsibility in Your Followers***

When you develop a sense of responsibility in each team member, you indicate that you trust them. As a leader and instructor, you are responsible for helping each team member meet their potential by giving them the opportunities and challenges you know they can handle; then giving them more responsibility when you feel they’re ready. By encouraging them to take initiative and work towards a goal, you let each teammate feel as if they have some amount of ownership in a project. And by developing this ownership or sense of responsibility, you can make decisions knowing that your team will do their best.

***Ensure Each Task Is Understood, Supervised, and Accomplished***

Your followers must understand what you expect from them. They need to know how and when you want a specific task accomplished, and what the standard is for that task. By supervising each member of your unit, you have the opportunity to let them know what you want done, show them how you want it done, and be available to answer questions. By knowing that each team member understands their job and responsibilities, you can make choices and decisions with the knowledge that each individual is competent in their task.

***Build a Team***

Leaders must develop team spirit that motivates members to work with confidence and enthusiasm. Team spirit works in two ways—the group as a whole gives its members a feeling of accomplishment, security, and recognition; then each team member give their best back to the team. Your group becomes a team only when the members can trust and respect you as their leader and each other as trained, supportive professionals. As a leader, this gives you the confidence to make decisions knowing your group can function as a team.

## *Employ Your Team in Accordance With Its Capabilities*

When you serve as a leader, you constantly have choices regarding the course of action you can take. Your decisions can lead to success or failure, but you need to develop sound decision-making techniques that you can use in any situation. Most times, these decisions will need to be made quickly, so knowing how to “hit the ground running” will benefit you and those you lead. The following two historical studies demonstrate how the actions taken after a decision-making process can lead to vastly different consequences. The first shows how the lack of sufficient knowledge and mistaken perceptions resulted in a tragedy that could have been avoided. The second shows how one leader took what could have been a negative situation, used most of the 11 principles of leadership, and changed it to one of the most positive outcomes of the Civil War.

### *The Battle of Little Big Horn*

In the annals of American history, probably no battle has achieved such a legendary status, or has been so misrepresented as the Battle of Little Big Horn. The basic facts are simple. On June 22, 1876, George Armstrong Custer, Commander of the 7th Cavalry, led 655 Indian fighters into the Black Hills of the Dakotas. Their mission was to seek out and kill or capture the Sioux, Cheyenne, and Arapaho responsible for the Battle of Rosebud Creek five days earlier. For the first time, the Indian tribes had united against the encroachment of American gold seekers and the U.S. Army, and in a fight lasting over six hours, 1500 Native Americans fiercely defended their sacred ground against 1000 U.S. troops. The news of Indian resistance reached Washington, and General William T. Sherman, the Commander in Chief of the U.S. Army, proclaimed “only a severe and persistent chastisement [of the Indians] will bring them to a sense of submission.” Custer and over 220 of his men never returned from the Black Hills. They were slaughtered to a man by a far superior force led by Chiefs Sitting Bull and Crazy Horse.

The disaster of Custer’s Last Stand, as it is also known, resulted from a series of mistakes. At the highest level was a miscalculation of Indian resistance to white settlement of the Black Hills. For the Lakota Sioux, particularly, this territory was consecrated ground where young men experienced manhood rites of passage, and medicine men conferred with ancestral spirits. When gold was discovered in 1874 near the present town of Deadwood, South Dakota, the U.S. government offered the unheard of sum of six million dollars to the Sioux if they would relinquish their claims to the land that had been established by the Laramie Treaty of 1860. The Sioux refused.

At an intermediate level, General Philip Sheridan, who had been charged with dealing with the “Indian problem,” underestimated the capacity of his Native American adversaries to mount a combined effort against the U.S. Army. He understood the Battle of Rosebud Creek to be a fluke. After all, these enemies were only “savages.” Sheridan ordered a three-pronged attack led by Generals Gibbon, Terry, and Crook.

Almost immediately, General Gibbon was attacked by Crazy Horse, and Gibbon retreated to the closest U.S. garrison, Fort Fetterman. General Terry directed Custer, to lead a forward scouting mission to determine the strength of the Indian forces.

On June 25, 1876, Custer discovered a huge Indian encampment, whose numbers were so large, that even with spyglasses, no one could produce an accurate estimate. Today, historians believe there were as many as 15,000 Indians present in the valley of the Little Big Horn. Custer made a fatal mistake for him and for his troops. He chose to ignore the standing orders to wait for the arrival of Terry and Crook, and launched an attack against the camp. Worse, he split his small force into three separate units in order to mount the assault from three different directions. Two of those units, led respectively by Captain Benteen and Major Reno survived the onslaught, though not without casualties. Oddly enough, Custer's battalion was not only out-manned but outgunned. Over 4000 Sioux, Cheyenne, and Arapaho warriors overwhelmed Custer's men with Winchester repeating rifles provided them by the U.S. government for hunting. Custer's troops had obsolete carbines, and Custer had left behind Gatling guns at Fort Fetterman in the interest of rapid movement.

President Ulysses Grant, in the aftermath of the Battle of Little Big Horn, expressed what is probably the most accurate assessment Custer's leadership during the engagement. In an interview with the *New York Herald* Grant stated, "I regard Custer's Massacre was a sacrifice of troops, brought on by Custer himself, that was wholly unnecessary."

### ***The Story of Colonel Chamberlain***

When Colonel Joshua Lawrence Chamberlain assumed command of the 20th Maine Regiment, it badly needed replacements. Illness and fighting had drained the combat power of the regiment to a dangerously low level.

One month before the Battle of Gettysburg, however, 120 mutineers (soldiers who had taken part in a mutiny) from the 2nd Maine Regiment were brought to Chamberlain's unit by guards with fixed bayonets. General Meade, the Corps Commander, ordered them to be attached to the 20th Maine Regiment as replacements and ordered Chamberlain to shoot them if they did not do their duty.

Chamberlain decided to find out why they were mutineers. When they enlisted at the outbreak of the war, the 2nd Maine Regiment had been formed to serve for three months. During those three months, the Maine Legislature authorized raising ten regiments to serve for two years; it included the 2nd Maine as one of those ten regiments.

Somehow, a foul-up occurred in the enlistment papers for the soldiers of the 2nd Maine. Two-thirds of the members signed up for two years; the other one-third signed up for three years. After two years passed, the men who enlisted for two years had completed their obligation and departed for home. The other one-third (the 120 mutineers) were ordered to remain on duty. Believing that the order was a gross injustice, they refused to serve, and awaited court martial and possible execution for desertion.

Chamberlain believed that if these stubborn men were willing to face death because of their conviction of being treated unfairly, they would be of infinitely more value

to the Union Army facing the Confederate Army than a firing squad. Chamberlain desperately needed seasoned veterans of strong will, and knew that executing these men was not the correct course of action. He asked for and received permission from General Meade to handle them in his own way.

Chamberlain returned to his unit and met with the angry soldiers, who were still under guard. Upon learning that they had not eaten in three days, he made sure that they were fed. He then broke their group spirit by splitting them up and assigning them to different companies.

He told them that he would treat them as soldiers with all the rights of soldiers. He also assured them that he would look into their case and do what he could to help them. In the meantime, he indicated that he would appreciate it if they would do duty with the 20th Maine Regiment. All but six went along with Chamberlain's suggestion. The six who refused were held for courts-martial.

Chamberlain's actions and honesty turned away the anger of these soldiers and showed how the right word, spoken quietly and firmly at the right time, can persuade subordinates to perform. By treating these rebellious soldiers with fairness and respect, he rekindled their motivation to fight. Without their help, the 20th Maine Regiment would probably have been overwhelmed in their defensive position at Little Round Top, which might have resulted in a Union loss at the Battle of Gettysburg — and even the loss of the war. As you can see by this example, respect builds trust and it is an essential part of being an effective leader.

## Contingency Plan

Good leaders recognize the importance of having a **contingency** plan. This is a plan of action you can call up or rely on when your original decision isn't working as you had planned. Contingency plans can be considered "Plan B," and are necessary to keep your leadership flow running smoothly.

A good leader looks ahead and plans for the unexpected. By developing a contingency plan, you and your followers will never be caught off guard.

## After Action Review

When your decisions are made, plans implemented, orders carried out, and actions completed, you should always perform an **After Action Review**. This gives you a chance to look over your decisions and see what worked well and what needs improvement. An After Action Review can take place in the form of a meeting with superiors or team members, or you can study your decisions and plans by yourself to determine strengths and weaknesses in your leadership abilities. After Action Reviews should always cast a critical eye on the actions performed, and it should be understood that even negative feedback can be useful and constructive.

### Key Note Term

**contingency** – A plan to cope with events whose occurrence, timing and severity cannot be predicted

### Key Note Term

**After Action Review** – a review of decisions, orders, and actions implemented after the actions are carried out.

## *Conclusion*

Leadership brings with it great responsibility. By applying the 11 principles of leadership, along with logic and reasoning, you can develop sound decision-making techniques that will be respected by your followers as well as your peers. Contingency plans are always necessary to safeguard against the unexpected, and After Action Reviews can tell you what worked, what didn't, and where your strengths and weaknesses lie.

## *Chapter 8*

## *Lesson Review*

### *Lesson Review*

1. What are the 11 principles of leadership?
2. Choose one principle of leadership and discuss it in relation to the decision-making process.
3. What can you learn from an After Action Review? Why is it important?
4. Why is it important to have a contingency plan? What might happen if there wasn't a contingency plan?

## CASE STUDY

### *Chapter 8, Lesson 1: Leadership Choices, Decisions, and Consequences*

**Exercise:** Leadership Case Study to discuss the events and impact of a significant leadership decision.

- Explanation of issue or problem
- Choices available to the leader
- Consequences of those decisions
- Opinion about the effectiveness of the leader's decision
- What might have happened if the leader had made a different decision?

### *Is Iraq Another Vietnam?*

In April 2004, a rising tide of insurgency prompted Senator Ted Kennedy to venture the comparison “Iraq is George Bush’s Vietnam.” Indeed, the wave of rebellion sweeping across Iraq a year after the conclusion of major combat operations drew many parallels to the 1968 Tet Offensive marking the turning point to the American conflict and its eventual loss in Vietnam. Is Iraq another Vietnam?

The U.S. became embroiled in Vietnam as part of its policy of containing communism during the Cold War. American military personnel began deploying to South Vietnam in 1954 to strengthen the country against communist North Vietnam. In 1960, Ho Chi Minh formed the National Liberation Front to undermine and defeat the government of South Vietnam. Citing a reported North Vietnamese attack against U.S. destroyers in the Gulf of Tonkin, in 1964 Congress authorized President Lyndon Johnson to take “all necessary measures” to win in Vietnam. Drafting all eligible males, the U.S. began a military buildup that placed some 525,000 troops in the region by 1968. Despite mounting casualties against an intractable enemy, Gen. William Westmoreland confidently assured Congress in October 1967 that “We have got our opponents almost on the ropes.” Six weeks later, the Viet Cong shocked the world by launching the Tet Offensive involving simultaneous uprisings by communists living undercover in 39 of the 44 provincial capitals of South Vietnam. U.S. forces succeeded in suppressing the rebellion and restoring order at a cost of 34,000 Viet Cong killed, compared to 2,500 Americans. Technically it was a military victory, but Tet precipitated a crisis of confidence in the Johnson administration prompting the President to not seek re-election. President Richard Nixon rode into office promising “peace with honor” and began the drawdown that eventually lost Vietnam.

The U.S. went to war in Iraq as part of its global war on terrorism. American military personnel deployed to the region in 1990 to defend Saudi Arabia against Iraqi aggression in Kuwait. In 1991, Saddam Hussein was defeated by the combined forces of a U.S. led coalition and made to withdraw from Kuwait. The U.S. maintained a military presence in the region to deter future Iraqi aggression at the hands of Saddam Hussein. Disaffected by his government’s actions, Osama bin Laden, a rich Saudi businessman, formed al Qaeda to dislodge American forces in the Middle



## Chapter 8 Case Study

East. Operating from protected bases in Afghanistan, al Qaeda bombed two U.S. embassies in Africa, raided the U.S. destroyer Cole in Yemen, and mounted direct attacks against the U.S. on September 11, 2001. President Bush swiftly mounted Operation ENDURING FREEDOM eliminating the Taliban government and eradicating state sponsored terrorism in Afghanistan. A year later he turned his sights towards Iraq. In October 2002, President Bush made his case to America that Iraq presented an imminent threat: "Iraq could decide on any given day to provide a biological or chemical weapon to a terrorist group or individual terrorists. Alliance with terrorists could allow the Iraqi regime to attack America without leaving any fingerprints." Despite the absence of indisputable evidence Saddam Hussein possessed weapons of mass destruction, President Bush made his case that "we cannot wait for the final proof—the smoking gun—that could come in the form of a mushroom cloud." On March 20, 2003, U.S. led forces struck out from Kuwait into Iraq. Twenty-six days later Saddam Hussein's regime collapsed and American soldiers were sitting in his palaces in Baghdad. One-hundred-and-seventy-two Americans were killed during Phase III of Operation IRAQI FREEDOM. Casualties continued to mount as the U.S. switched to Phase IV Stability Operations. To the chagrin of many, no evidence of weapons of mass destruction ever surfaced. In April 2004, dissident factions in Fallujah staged an uprising killing 40 American soldiers in a week of the bloodiest fighting since President Bush dramatically announced the "end of major combat operations" a year earlier.

Is Iraq another Vietnam? Analysts disagree. They cite obvious evidence to the contrary including:

- **Vietnam started as a guerilla war and then escalated into a conventional war; Iraq, started as a conventional war and now it's deteriorated into a guerrilla war.**
- **The Vietnam War lasted more than a decade and took 58,000 American lives; the U.S. death toll in Iraq after 13 months was less than 700.**
- **President Johnson said Vietnam was fought to stop the spread of communism in Southeast Asia; President Bush called Iraq part of a war against a network of terrorists who have targeted the U.S.**
- **American forces in Vietnam were subject to forced conscription under the draft; American forces in Iraq are all volunteers.**

Other, evidence seems to support the comparison:

- **President Johnson escalated the war in Vietnam on flimsy proof U.S. destroyers were twice attacked in the Gulf of Tonkin; no weapons of mass destruction have been found in Iraq.**
- **President Johnson suffered a "credibility gap" after Tet soundly disproved the optimistic predictions of Gen. William Westmoreland; Vice President Dick Cheney was harshly criticized following the uprisings in Fallujah for predicting U.S. forces would be greeted as "liberators."**

All analysts agree, however, that it's too early to tell how events will unfold in Iraq, yet the comparison is worth examining. According to Susan Page of USA Today, "The comparison has power because, 30 years after it ended, the war in Vietnam continues to stand as a symbol of foreign policy gone awry."

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### 1. Explanation of issue or problem.

#### ***Will the war in Iraq go the same way as the Vietnam War?***

##### **Contrary Evidence:**

*Vietnam started as a guerilla war and then escalated into a conventional war; Iraq, started as a conventional war and now it’s deteriorated into a guerrilla war.*

*The Vietnam War lasted more than a decade and took 58,000 American lives; the U.S. death toll in Iraq after 13 months was less than 700.*

*President Johnson said Vietnam was fought to stop the spread of communism in Southeast Asia; President Bush called Iraq part of a war against a network of terrorists who have targeted the U.S.*

*American forces in Vietnam were subject to forced conscription under the draft; American forces in Iraq are all volunteers.*

##### **Supporting Evidence:**

*President Johnson escalated the war in Vietnam on flimsy proof U.S. destroyers were twice attacked in the Gulf of Tonkin; no weapons of mass destruction have been found in Iraq.*

*President Johnson suffered a “credibility gap” after Tet soundly disproved the optimistic predictions of Gen. William Westmoreland; Vice President Dick Cheney was harshly criticized following the uprisings in Fallujah for predicting U.S. forces would be greeted as “liberators”.*

**2. Choices available to the leader.**

- A. Iraq: Delay military action, continue economic and political efforts to isolate and dismantle the threat posed by Saddam Hussein.
- B. Vietnam: Avoid military involvement in Vietnam.

**3. Consequences of those decisions.**

- A. “Iraq could decide on any given day to provide a biological or chemical weapon to a terrorist group or individual terrorists. Alliance with terrorists could allow the Iraqi regime to attack America without leaving any fingerprints . . . we cannot wait for the final proof—the smoking gun—that could come in the form of a mushroom cloud.”
- B. To justify support for South Vietnam, President Dwight Eisenhower and Vice President Richard Nixon put forward the “Domino Theory.” It was argued that if the first domino is knocked over then the rest will topple in turn. Applying this to Southeast Asia, President Eisenhower argued that if South Vietnam was taken by communists, then the other countries in the region such as Laos, Cambodia, Thailand, Burma, Malaysia, and Indonesia would follow.

**4. Opinion about the effectiveness of the leader’s decision.****5. What might have happened if the leader had made a different decision?**

# Lesson 2

## *Ethical Choices, Decisions, and Consequences*



### *Key Terms*

ethical dilemma

### *What You Will Learn to Do*

- Illustrate how ethical choices and decisions can lead to good or bad consequences

### *Linked Core Abilities*

- Communicate using verbal, non-verbal, visual, and written techniques
- Apply critical thinking techniques

### *Skills and Knowledge You Will Gain Along the Way*

- Differentiate between ethical and unethical behavior
- Examine ethics codes
- Explore how circumstances impact an ethical dilemma
- Discuss the consequences of ethical and unethical decisions
- Define key words contained in this lesson

# Chapter 8

## Introduction

As a leader, you are responsible for making decisions that affect others within and outside your organization. You need to consider the consequences before deciding on a course of action. As you learned in an earlier lesson, leaders have three ethical responsibilities: to be a good role model; to develop followers in an ethical manner; and to lead in such a way to avoid ethical dilemmas. In this lesson you examine ethical dilemmas. You form opinions about the decisions and consequences associated with ethical dilemmas.

## Ethical, Moral, Unethical, Immoral

In ordinary language, we frequently use the words *ethical* and *moral* and *unethical* and *immoral* interchangeably; that is, we speak of the ethical or moral person or act. On the other hand, we speak of codes of ethics, but only infrequently do we mention codes of morality. Some reserve the terms moral and immoral only for the realm of sexuality and use the words *ethical* and *unethical* when discussing how the business and professional communities should behave toward their members or toward the public. More commonly, however, we use none of these words as often as we use the terms *good*, *bad*, *right*, and *wrong*. What do all of these words mean, and what are the relationships among them?

*Ethics* comes from the Greek *ethos*, meaning character. *Morality* comes from the Latin *moralis*, meaning customs or manners. Ethics, then, seems to pertain to the individual character of a person or persons, whereas morality seems to point to the relationships between human beings. Nevertheless, in ordinary language, whether we call a person ethical or moral, or an act unethical or immoral, doesn't really make any difference. In philosophy, however, the term *ethics* also is used to refer to a specific area of study: the area of morality, concentrates on human conduct and human values.

When we speak of people as being moral or ethical, we usually mean that they are good people, and when we speak of them as being immoral or unethical, we mean that they are bad people. When we refer to certain human actions as being moral, ethical, immoral, and unethical, we mean that they are right or wrong. The simplicity of these definitions, however, ends here, for how do we define a right or wrong action or a good or bad person? What are the human standards by which such decisions can be made? These are the more difficult questions that make up the greater part of the study of morality, and they will be discussed in more detail in later chapters. The important thing to remember here is that *moral*, *ethical*, *immoral*, and *unethical*, essentially mean *good*, *right*, *bad*, and *wrong*, often depending upon whether one is referring to people themselves or to their actions.

**Characteristics of Good, Bad, Right, Wrong, Happiness, or Pleasure.** It seems to be an empirical fact that whatever human beings consider to be good involves happiness and pleasure in some way, and whatever they consider to be bad involves unhappiness and pain in some way. This view of what is good has traditionally been

called “hedonism.” As long as the widest range of interpretation is given to these words (from simple sensual pleasures to intellectual or spiritual pleasures and from sensual pain to deep emotional unhappiness), then it is difficult to deny that whatever is good involves at least some pleasure or happiness, and whatever is bad involves some pain or unhappiness.

One element involved in the achievement of happiness is the necessity of taking the long-rather than the short-range view. People may undergo some pain or unhappiness in order to attain some pleasure or happiness in the long run. For example, we will put up with the pain of having our teeth drilled in order to keep our teeth and gums healthy so that we may enjoy eating and the general good health that results from having teeth that are well maintained. Similarly, people may do very difficult and even painful work for two days in order to earn money that will bring them pleasure and happiness for a week or two.

Furthermore, the term *good* should be defined in the context of human experience and human relationships rather than in an abstract sense only. For example, knowledge and power in themselves are not good unless a human being derives some satisfaction from them or unless they contribute in some way to moral and meaningful human relationships. They are otherwise nonmoral.

What about actions that will bring someone some good but will cause pain to another, such as those of a sadist who gains pleasure from violently mistreating another human being? Our original statement was that everything that is good will bring some person satisfaction, pleasure, or happiness of some kind, but this statement does not necessarily work in the reverse—that everything that brings someone satisfaction is necessarily good. There certainly are “malicious pleasures.”

**Excellence.** William Frankena states that whatever is good will also probably involve “some kind or degree of excellence.” He goes on to say that “what is bad in itself is so because of the presence of either pain or unhappiness or of some kind of defect or lack of excellence.” Excellence is an important addition to pleasure or satisfaction in that it makes “experiences or activities better or worse than they would otherwise be.” For example, the enjoyment or satisfaction gained from hearing a concert, seeing a fine movie, or reading a good book is due, to a great extent, to the excellence of the creators and presenters of these events (composers, performers, directors, actors, writers). Another and perhaps more profound example of the importance of excellence is that if one gains satisfaction or pleasure from witnessing a well-conducted court case and from seeing and hearing the judge and the lawyers perform their duties well, that satisfaction will be deepened if the judge and the lawyers are also excellent people; that is, if they are kind, fair, and compassionate human beings in addition to being clever and able.

Whatever is good, then, will probably contain some pleasure, happiness, and excellence, whereas whatever is bad will probably contain their opposites: pain, unhappiness, and lack of excellence. I am only stating that there will probably be *some* of these elements present. For example, a good person performing a right action might not be particularly happy and might even find what he or she is doing painful; nonetheless, the recipients of the right action might be made happy by it and the right action also might involve excellence.

**Harmony and Creativity.** There are two other attributes of “good” and “right” that may add to our definition; they are harmony and creativity on the “good” side and discord, or disharmony, and lack of creativity on the “bad” side. If an action is creative or can aid human beings in becoming creative and, at the same time, help to bring about a harmonious integration of as many human beings as possible, then we can say it is a right action. If an action has the opposite effect, then we can say that it is a wrong action.

For example, if a person or a group of people can end a war between two nations and create an honorable and lasting peace, then a right or good action has been performed. It can allow members of both nations to be creative rather than destructive and can create harmony between both sides and within each nation. On the other hand, causing or starting a war between two nations will have just the opposite effect. Lester A. Kirkendall stresses these points and also adds to what I stated earlier about the necessity of placing the emphasis on what is good or excellent in human experience and relationships:

*Whenever a decision or a choice is to be made concerning behavior, the moral decision will be the one which works toward the creation of trust, confidence, and integrity in relationships. It should increase the capacity of individuals to cooperate, and enhance the sense of self-respect in the individual. Acts which create distrust, suspicion, and misunderstanding, which build barriers and destroy integrity are immoral. They decrease the individual's sense of self-respect and rather than producing a capacity to work together they separate people and break down the capacity for communication.*

Two other terms that we should define are amoral and nonmoral.

### **Amoral**

Amoral means having no moral sense, or being indifferent to right and wrong. This term can be applied to very few people. Certain people who have had prefrontal lobotomies tend to act amorally after the operation; that is, they have no sense of right and wrong. And there are a few human beings who, despite moral education, have remained or become amoral. These tend to be found among certain criminal types who can't seem to realize they've done anything wrong. They tend not to have any remorse, regret, or concern for what they have done.

One such example of an amoral person is Gregory Powell, who, with Jimmy Lee Smith, gratuitously killed a policeman in an onion field south of Bakersfield, California. A good description of him and his attitude can be found in Joseph Wambaugh's *The Onion Field*. Another such example is Colin Pitchfork, another real-life character. Pitchfork raped and killed two young girls in England and was described by Wambaugh in *The Blooding*. In that book Wambaugh also quotes from various psychologists speaking about the amoral, psychopathological, sociopathological, personality, which is defined as “a person characterized by emotional instability, lack of sound judgment, perverse and impulsive (often criminal) behavior inability to learn from experience, amoral and asocial feelings, and other serious personality defects.” He describes “the most important feature of the psychopath . . . as his monumental irresponsibility. He knows what the ethical rules are, at least he can repeat them par-

rotlike, but they are void of meaning to him.” He quotes further: “No sense of conscience, guilt, or remorse is present. Harmful acts are committed without discomfort or shame.” Amoral, then, is basically an attitude that some—luckily only a few—human beings possess.

All of this doesn’t mean that amoral criminals should not be morally blamed and punished for their wrongdoings. In fact, such people are even more dangerous to society than those who can distinguish right from wrong because usually they are morally uneducable. Society, therefore, needs even more protection from such criminals.

### ***Nonmoral***

The word nonmoral means out of the realm of morality altogether. For example, inanimate objects such as cars and guns are neither Moral nor immoral. A person using the car or gun may use it immorally, but the things themselves are nonmoral. Many areas of study (for instance, mathematics, astronomy, and physics) are in themselves nonmoral, but because human beings are involved in these areas, morality also may be involved. A mathematics problem is neither moral nor immoral in itself, however, if it provides the means by which a hydrogen bomb can be exploded, then moral issues certainly will be forthcoming.

In summary, then, the immoral person knowingly violates human moral standards by doing something wrong or by being bad. The amoral person may also violate moral standards because he or she has no moral sense. Something that is nonmoral can neither be good nor bad nor do anything right or wrong simply because it does not fall within the scope of morality.

## ***Codes of Conduct***

As a guideline for ethical and moral behavior, many organizations offer a code of conduct. Similar to an organization’s mission statement, this code outlines how employees, volunteers, and so on are expected to conduct themselves. The following is part of the Code of the U.S. Fighting Force, and clearly explains the obligation and actions of Army soldiers as well as defines the responsibilities the Army has towards its fighting forces.

- A. As a member of the armed forces of the United States, you are protecting your nation. It is your duty to oppose all enemies of the United States in combat or, if a captive, in a prisoner of war compound. Your behavior is guided by the Code of Conduct, which has evolved from the heroic lives, experiences and deeds of Americans from the Revolutionary War to the Southeast Asian Conflict.**
- B. Your obligations as a U.S. citizen and a member of the armed forces result from the traditional values that underlie the American experience as a nation. These values are best expressed in the U.S. Constitution and Bill of Rights, which you have sworn to uphold and defend. You would have these obligations — to your country, your service and unit and your fellow Americans — even if the Code of Conduct had never been formulated as a high standard of general behavior.**



C. Just as you have a responsibility to your country under the Code of Conduct, the United States government has an equal responsibility — always to keep faith with you and stand by you as you fight for your country. If you are unfortunate enough to become a prisoner of war, you may rest assured that your government will care for your dependents and will never forget you. Furthermore, the government will use every practical means to contact, support and gain release for you and for all other prisoners of war.

D. To live up to the code, you must know not only its words but the ideas and principles behind those words.

Later in the Code, it states how a soldier is to behave if captured by the enemy.

A. I will never surrender of my own free will. If in command, I will never surrender the members of my command while they still have the means to resist.

B. As an individual, a member of the armed forces may never voluntarily surrender. When isolated and no longer able to inflict casualties on the enemy, the American soldier has an obligation to evade capture and rejoin friendly forces.

C. Only when evasion by an individual is impossible and further fighting would lead only to death with no significant loss to the enemy should one consider surrender. With all reasonable means of resistance exhausted and with certain death the only alternative, capture does not imply dishonor.

D. The responsibility and authority of a commander never extends to the surrender of a command to the enemy while the command has the power to fight and evade. When isolated, cut off or surrounded, a unit must continue to fight until relieved or able to rejoin friendly forces through continued efforts to break out or evade the enemy.

## Ethical Dilemmas

### Key Note Term

**ethical dilemma** – a situation where you must weigh the consequences of your actions before making a decision or taking action.

Have you ever been faced with a situation where you have two choices? One choice is morally right but would result in bad consequences; the other choice is morally wrong but would lead to good consequences. If doing what is right produces something bad, or if doing what is wrong produces something good, the force of moral and ethical obligation may seem balanced by the reality of the good end. You can have the satisfaction of being right, regardless of the damage done; or you can aim for what seems to be the best outcome, regardless of what wrongs must be committed. This is called an **ethical dilemma**. And in these situations, many times what you actually do is quite different from what you should do.

Take, for example, this situation:

You run an orphanage and have had a hard time making ends meet. A car dealership offers you a new van worth \$15,000 for free if you will falsely report to the government that the dealership donated a van worth \$30,000. You really need the van and it will give you an opportunity to make the children happy. Do you agree to take the van?

Of course, you know that taking the van under the condition of lying on a tax form is not only illegal, but unethical as well. But the van would help so very much to get the children to school, to medical appointments, and so on. At the same time, if the

Internal Revenue Service found out, you could face losing your orphanage. The ethical decision to make here is to not take the van under these circumstances. Aside from the legal issues, the negative potential consequences to taking the van far outweigh the positive potential consequences.

Or how about this: You are shopping and notice a woman stuffing a pair of socks into her purse. Do you report her? You've always been told it's not right to "tattle" on someone when they do something wrong, and you might think that she's not really hurting anyone by stealing these socks. You know, however, that stealing is wrong. Should you confront her about her actions? Would you tell a sales clerk? Would you ignore the situation? In this case, what would you do? What is your responsibility?

Sometimes personal circumstances can influence or impact the way you resolve an ethical dilemma. For example, it would be much easier to make an ethical decision about the woman stuffing socks in her purse if you didn't know the woman. But change the situation and imagine the woman is someone you know, maybe a classmate. How would that change your behavior and your decision to act?

### *More for you to consider*

A 31-year-old twice-convicted robber became the first California state prisoner (and likely the first in the U.S.) to receive a heart transplant. He suffered from a viral infection that had damaged his heart valves. Should 1 million dollars of taxpayer money be spent on a convict who was imprisoned for a violent felony?

As another example, scientists would argue that without the ability to use animals for experimentation, humans would have to be used and sometimes harmed or killed in the search for medical cures. These scientists would also argue that animals have much less value than human beings, so it is morally correct to use them for experimentation. Animal rights activists would counter by saying that animals are thinking, feeling beings that suffer pain to the same degree as humans, and that it is immoral to put an animal through suffering just so humans can make medical and scientific progress. What do you think?

### *Questions to Ask Yourself*

When trying to resolve an ethical dilemma, it helps to ask specific questions. These questions include:

- **Am I being fair and honest?**
- **Would I like to be treated this way?**
- **Will my decision stand the test of time?**
- **How will I feel about myself afterwards?**
- **How would it look if reported in the newspaper?**

- **Will I sleep soundly tonight?**
- **How would I feel if my family, friends, and neighbors knew what I was doing?**

Your answers to these questions will guide you towards making good, ethical decisions.

## *Ethical Decision Making*

One criterion of a satisfactory decision is that the decision and subsequent action be *ethical*. Ethical decisions promote well-being and do not cause harm to members of an organization or to other people affected by an organization's activities.

Although it is easy to describe what an ethical decision is, sometimes it is difficult to determine the boundary between ethical and unethical decisions in an organization. Is it ethical, for example, for a pharmaceutical company to decide to charge a high price for a lifesaving drug, thus making it unaffordable to some people?

On the one hand, it can be argued that the drug is costly to produce and the company needs the revenues to continue producing the drug as well as to research ways to improve its effectiveness. On the other hand, it can be argued that the company has a moral or ethical obligation to make the drug available to as many people as possible. In 2004, for example, Sheering Plough raised the price of its best-selling AIDS prevention drug by 500 percent, causing an uproar among doctors and patients who claimed that this would lead to great hardship for patients, many of whom would no longer be able to afford it. Sheering Plough simply said that it had been charging too low a price for its valuable drug and that it had the right to increase its price.

Some people deliberately make unethical decisions to benefit themselves or their organizations, but even decision makers who strive to be ethical are sometimes faced with difficult choices or ethical dilemmas. Under these circumstances, making acceptable decisions that are ethical can be difficult. One example of blatantly unethical decision making by pharmaceutical companies occurred in 1999 when six of them admitted they had conspired to artificially raise the price of vitamins, such as vitamins A, B2, C, E, and beta carotene. Swiss giant Hoffman-La Roche agreed to pay \$500 million in criminal fines, and German Company BASF paid a \$225 million fine; the others were also fined large amounts. How could this happen?

Senior managers from each of these companies' vitamin divisions jointly made the decision to inflate their division's profits and to act unethically at the expense of consumers. In several meetings around the world, they worked out the details of the plot, which went undiscovered for several years. Many of the top managers involved have been prosecuted in their home countries, and all have been fired. BASF, for example, completely replaced its worldwide management team. What has been the end result of this fiasco for these companies? All have agreed to create a special "ethics officer" position within their organizations. The ethics officer is responsible for developing new ethical standards with regard to how decisions are made. The ethics officer is also responsible for listening to employees' complaints about unethical behavior, training employees to make ethical decisions, and counseling top managers to prevent further wrongdoing.

## *Making the Decision*

When making a decision regarding an ethical dilemma, it's best to have set criteria from which to work. Answering the following questions might be helpful when confronted by an ethical dilemma.

- **What options do you see are available to resolve this dilemma?**
- **Which options are the most compelling? Why?**
- **How would you resolve the dilemma?**
- **What values did you rely on to make your decision?**
- **What consequences (if any) do you see your decision has on the others involved?**
- **Could you personally live with this decision? If not, examine other options to your dilemma.**

### *What Are Your Options?*

In any situation, there are a variety of options available to you. Some of these are good and reasonable; others can produce short- and long-term negative effects. Going back to the example of the woman and the socks, your options include:

- **Turning away and forgetting that you saw anything**
- **Telling a cashier**
- **Confronting the woman yourself**

Out of these three options, which are the most compelling?

### *Which Options Are Most Compelling?*

You've determined your available options. Now it's time to figure out which ones would work best in this specific situation. Doing nothing is one option. You can figure that it's none of your business, and even though you know stealing is wrong, this pair of stolen socks really doesn't concern you. But then you remember that the store might have to raise its prices on various items to cover the cost of shoplifted merchandise, so this does directly affect you. You might decide that doing nothing is not a compelling option.

Telling a cashier is another option. You've been told your entire life that "tattling" is wrong, but you feel that the cashier would probably know how to handle this situation. She most likely would call a security person who is trained in dealing with circumstances like this, would probably speak to the woman and get the socks back from her, or have her pay for the items. This seems like a compelling option.

Your third option is to confront the woman yourself. But what if the woman told you that she was going to pay for the socks before she left the store, and that this is none of your business? What would you do then? Or what if she yelled at you, or shoved you? This doesn't seem like a good option.

### ***How Would You Like to Resolve the Dilemma?***

When making ethical decisions, you need to look down the road and imagine how you'd like the situation resolved. In most cases, you don't want to see anyone hurt. You don't want to damage friendships and other relationships. You just want to do the right things for the right reasons. In this case, you feel that doing nothing will not resolve the problem to the best end. And confronting the woman isn't an option. All you want is for the woman to pay for the socks or return them to the store.

### ***What Values Did You Rely On?***

Values are taught to us at a very early age. Some values you have learned from your family, such as The Golden Rule ("do unto others as you'd have them do unto you"). Some you have learned from your church, such as The Ten Commandments. Others you have learned from your friends and the situations you've lived through, such as to have a friend you need to be a friend. One of your values is that stealing is wrong, but hurting an individual is also wrong. So you decide that telling a cashier is the best course of action.

### ***What Are the Consequences to Your Actions?***

You tell the cashier and a security person arrives to speak with you. You point out the woman with the socks, and the security person talks with her. She is embarrassed, but as the customer and security person talk, she realizes that she needs to pay for the merchandise, or be arrested for shoplifting. She pays for the socks and vows to never try shoplifting again.

### ***Can You Live with Your Decision?***

In this case, the decision you made and the course of action you took is very easy to live with. The store didn't lose money on the merchandise; the woman learned a lesson and has decided to never shoplift again; and you know you did the right thing.

Not all ethical decisions are that easy, however. Sometimes your personal values are different from others. Sometimes you need to understand where your values come from, and be open to change or adjust your thinking in different situations. And sometimes doing the right and ethical thing can be hard, especially when the consequences of your action are different from how you'd like to see a situation resolved.

## ***Setting the Example***

When making an ethical decision and taking action on it, sometimes things just don't turn out as well as you might have liked. As discussed in the previous lesson, leaders must know themselves through self-evaluation and stand on their convictions. They must take responsibility for their actions and set an example for their team. One way to avoid dealing with ethical dilemmas within your unit is to lead by example and develop followers in an ethical manner. Set high standards, be loyal, be

morally and ethically courageous, establish principles and stand by them, and develop convictions within your followers that you are the best role model for them.

Being the best role model you can possibly be is crucial to avoiding ethical problems, dilemmas, and situations within your team. Your followers will follow your example, so if you expect honor, integrity, courage, loyalty, respect, and ethical behavior from your team members, you must demonstrate these traits yourself. Your personal example affects people more than any amount of instruction or form of discipline. This might seem like a heavy responsibility, but remember that no aspect of leadership is more powerful than the example you set.

## *Conclusion*

Ethical dilemmas can occur in any setting, whether it's a personal or professional arena. But one of the best ways to avoid ethical dilemmas within your leadership role is to set the example for those whom you lead. Your followers will imitate you and your actions, so by being the best, showing sound and fair decision-making skills, and treating your followers with respect and dignity, you instill ethical behavior in them.

When faced with an ethical dilemma, ask yourself what options are available to you, how you would like to see the situation resolved to everyone's benefit, and whether your decision is something you can live with.

## *Lesson Review*

1. Define the term "ethical dilemma."
2. Refer back to the scenario of the woman stealing the socks in the store. Which option would you choose? Why?
3. Have you ever been faced with an ethical dilemma? How did you solve it?
4. You discover Bill Gates' wallet lying on the street. It contains \$10,000.00 in cash. Do you send it back to him?

Chapter 8  
Case Study

## CASE STUDY

*Chapter 8, Lesson 2: Ethical Choices, Decisions, and Consequences*

**Exercise: Ethical Case Study**—Participate in a discussion about the **ethical choices and consequences** of an assigned case study. Develop a multi-flow map to illustrate the **motives and consequences** of the decisions that were made. Discuss how the consequences had a **positive or negative impact**.

**Ethical dilemma**—a situation where you must weigh the consequences of your actions before making a decision or taking action.

*The Decision to Drop the Atomic Bomb in World War II*

World War II erupted in Europe when Hitler invaded Poland, September 1, 1939. Concerned that Nazi Germany might develop an atomic weapon of unimaginable destruction, Albert Einstein wrote to President Roosevelt, warning him of the danger. Sufficiently alarmed, the United States embarked on a top secret project, code named “Manhattan,” to develop an atomic bomb. At \$2,000,000,000, the Manhattan Project was the riskiest and most expensive program ever undertaken by the U.S. Government up to that time.

The United States was drawn into World War II after Japanese forces attacked the Pacific Fleet at Pearl Harbor Hawaii, December 7, 1941. American forces were immediately rushed to the European and Pacific theaters to fight the combined Axis Powers of Germany and Japan. Believing Hitler was the bigger threat, the Allies, led by the United States, Great Britain, and Soviet Union, agreed on a “Europe First” policy, focusing their attention against the Nazis. Germany was defeated May 5, 1945, before either side could build an atomic bomb. A top secret report concluded that neither Germany nor Japan was capable of producing an atomic bomb, yet the Manhattan Project continued working to build one.

On July 16, 1945, American scientists successfully detonated the first atomic device at Trinity Site near their secluded laboratories in Los Alamos, New Mexico. The United States was still at war with Japan. Harry S. Truman was President of the United States, having succeeded Roosevelt who died in office April 16, 1945. While war raged in Europe, American and British forces slugged their way across the Pacific in their drive towards Tokyo. The Soviet Union had not participated in the Pacific campaign, choosing to remain neutral with Japan while fighting for survival against Germany. Truman was in Potsdam meeting with Churchill, trying to enlist the aide of Stalin, when he learned of the atomic test at Trinity. Truman was troubled by the mounting casualties in the Pacific as Allied forces drew nearer the Japanese home islands. Driven by the Bushido warrior code, the Japanese were prepared to resist to the last, and more willing to die than surrender. Over 207,000 Japanese gave their lives while exacting a huge toll on American forces invading Okinawa. The Joint Chiefs told Truman to expect over 1,000,000 American casualties and even larger number of Japanese dead in the pending attack on the home islands. Truman appointed a committee to evaluate using the atomic bomb. The committee examined many options, includ-

ing a demonstration in Tokyo Bay, but Los Alamos was uncertain the device would detonate. Rather than lose a valuable war asset, and to emphasize its destructive power, the committee recommended dropping the atomic bomb on a city. By August 1945, the United States had two nuclear bombs in its arsenal.

On August 6, 1945, the Enola Gay dropped the first atomic bomb on Hiroshima. Over 140,000 Japanese were killed in the blast, and an uncounted number died from the lingering effects of radiation. On August 9, 1945, a second atomic bomb was dropped on the city of Nagasaki. The next day, August 10, 1945, Japan indicated its willingness to surrender.

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<b><i>Ethical Choices</i></b>	<b><i>Consequences</i></b>	<b><i>Impact</i></b>
Should the U.S. have continued producing the atomic bomb after it knew Germany and Japan couldn't?	The U.S. has already invested \$2,000,000,000 into the program, and the project was in full production.	Could it have delayed the onset of the Cold War and a nuclear arms race with the Soviet Union?
Should the U.S. have invaded the home islands of Japan?	Estimated 1,000,000 Americans and many more Japanese killed.	Does the President have an obligation to reduce American casualties at the expense of the enemy?
Should the destructive power of the atomic bomb have been demonstrate in Tokyo Bay?	Los Alamos scientists uncertain if device would work.	The U.S. could lose a valuable war asset.
Should the U.S. drop atomic bombs on inhabited cities?	Over 210,000 Japanese killed from the blast; untold number killed or maimed from lingering effects of radiation.	The U.S. is the only country in history to use nuclear weapons in war.
Why are nuclear weapons considered so frightening?	Overwhelming destructive power and lingering radiation effects.	Nuclear weapons have the potential to destroy human civilization.

# Lesson 3

## Global Citizenship Choices, Decisions, and Consequences



### Key Terms

aggression  
deterrence  
diplomacy  
foreign policy  
intelligence  
terrorism  
sanctions  
standard of living  
summit meeting  
nationalism

### What You Will Learn to Do

- Predict how American choices and decisions can affect those in other countries differently from the way in which they affect Americans

### Linked Core Objectives

- Apply critical thinking techniques

### Skills and Knowledge You Will Gain Along the Way

- Compare characteristics of developed and developing nations
- Summarize the main goals of American Foreign Policy
- Discuss ways that nations can cooperate to solve global problems
- Examine ways that American political, military, and humanitarian choices affect other nations
- Define key words contained in this lesson

# Chapter 8

## Introduction

Have you ever considered how your actions affect people outside of your community? Your actions often have an impact on your family, friends, and neighborhood. The actions and choices made by you and other Americans can also impact people outside your neighborhood and even outside the country. In this lesson you examine the ways that American choices can impact other nations, and the importance of being a global citizen.

## Global Citizenship

A global citizen can be defined as a person who feels a need to tackle injustice and inequality on worldwide scale, and who possesses a desire and ability to work actively to do so. Global citizenship requires seeing the Earth's inhabitants as precious and unique, and safeguarding the future for those generations coming after us no matter their origin. It is a way of thinking and behaving, an outlook on life, and a belief that you can make a difference beyond the confines of your particular community or nation.

A global citizen can be described as someone who:

- **is an individual with rights and responsibilities**
- **bases actions on his/her developing beliefs and values**
- **is aware of the world and has a sense of their own role in it**
- **respects and values diversity**
- **has an understanding of how the world works economically, politically, socially, culturally, technologically, and environmentally**
- **is outraged by social injustice**
- **participates in and contributes to the community at a range of levels from local to global**
- **is willing to act to make the world a more sustainable place**
- **is in relationship with others within interdependent local, national, and global communities**
- **takes responsibility for their actions**

It takes hard work to become a global citizen. You need to have a knowledge and understanding of beliefs and teachings, practices, processes, and lifestyles at local, national, and global levels. You also need to have a basic understanding of economic and political institutions, as well as values in countries other than the United States. Everyone has the potential to be a global citizen, and in a world of increasing interdependence, it is a necessity for those who wish to lead. For those willing to take up the challenge, all you need is courage and commitment.

## ***U.S. Decisions, Global Impact***

Being a global citizen requires you to examine how actions in your community affect those in other communities. In this case, imagine that the United States is your “community.” You need to recognize that what U.S. decision makers do can have widely rippling effects throughout the world. To begin with, an understanding of American foreign policy is necessary.

## ***American Foreign Policy***

The United States is one nation among many in the world. One of the main duties of any government is making a plan for relating to other nations. A government’s **foreign policy** is a plan that outlines the goals it hopes to meet in its relations with other countries. Foreign policy also sets forth the ways these goals are to be met.

### ***Goals of Foreign Policy***

What do Americans hope for in relations with other countries? To think about that question, you might ask yourself what we, as individual Americans, want in our relations with the people around us.

First of all, we want to be respected. We want others to treat us as equals. We would like to live in a safe place, free from the fear of harm. As adults, we would like to be able to earn a living.

These goals are like the goals we have as a nation. In general, the foreign policy goals of the United States are to protect citizens’ safety, to promote prosperity, and to work for peace and democracy in other countries.

- **National Security:** Government leaders naturally try to protect the interests of their country. Acting in the national interest involves making sure the nation is safe. National security, or the ability to keep the nation safe from attack or harm, is the chief goal of American foreign policy. Because war is the greatest danger to any nation, national security mainly focuses on the threat of war.
- **World Peace:** A second goal of American foreign policy is to get countries to work together as a way to keep out of war. In today’s world, wars anywhere can be a threat to people everywhere. People fear that other countries may be drawn into the fighting. They fear that nuclear weapons may be used and the world destroyed.
- **Trade:** Increasing trade is a third goal of United States foreign policy. Trade is good for the United States economy. Trade creates markets for American goods and services, earning profits for our businesses. It also brings us goods from other countries.

Trade also brings greater interdependence and therefore cooperation. Maintaining good trading relations helps the United States meet its goals of national security and world peace. The profit and products nations gain from trade give them a good reason to avoid war with their trading partners.

- **Human Rights and Democracy:** Another goal of American foreign policy is to encourage all countries to respect the human rights of freedom, justice, and equality. Americans believe that democracy, in which citizens have the final say in their government,

### ***Key Note Term***

**foreign policy** – of or involving the relations of one country with another.

is the best way to protect human rights. Thus, they want to help people in other countries who are trying to form or keep democratic governments.

History shows that countries in which human rights are denied can be a threat to world peace. When citizens do not have the right to take part in their own government, revolutions and civil wars are likely to break out, and other countries are likely to be drawn in. Therefore, encouraging human rights and democracy is also a way to meet our foreign policy goals of peace and security.

### ***Tools of Foreign Policy***

How does a country go about meeting its foreign policy goals? The United States uses several tools, such as defense, alliances, diplomacy, trade measures, and intelligence, in its relations with other nations.

#### ***Defense***

Defense is an important tool of American foreign policy. It helps the government maintain national security. American armed forces, with modern weapons, aircraft, and ships, are the means by which we defend ourselves against **aggression**.

A key part of United States foreign policy has been **deterrence**. In the arms race between the United States and the Soviet Union, both sides claimed that they were building weapons as deterrence against aggression.

Sometimes it is not clear whether a nation is using its armed forces for defense or aggression. When the Soviets sent their army into Afghanistan in 1979, they said they were just helping the Afghan government defend against anti-communist forces. The United States accused the Soviets of aggression—of using its military power to take over an independent nation.

In 1989, when American forces overthrew Panama's dictator, Manuel Noriega, Latin American leaders accused the United States of aggression. President Bush said the invasion's purpose was to protect American interests, especially the Panama Canal, and to help Panama get rid of a corrupt leader.

#### ***Alliances***

The United States also meets its foreign policy goals by forming military, political, or economic alliances with other countries. North Atlantic Treaty Organization members (NATO), a military alliance created to protect Western Europe from Soviet aggression, pooled military forces into one army in order to better defend themselves if attacked.

An example of a political alliance is the Organization of American States (OAS), made up of countries in North, Central, and South America. The OAS helps its members work together peacefully, trying to settle disputes before they become violent. The OAS also reports on human rights in its member countries and helps to keep elections fair and honest.

The United States is a member of several economic alliances. One is the Organization for Economic Cooperation and Development (OECD). The 27 members of the OECD, mostly Western European countries, agree to help each other's economic well-being through trade. They also work together in giving aid to developing nations.

#### ***Key Note Term***

**aggression** – an attack or threat of attack by another country.

**deterrence** – keeping a strong defense to discourage aggression by other nations.

### Foreign Aid

Another tool used to meet foreign policy goals is foreign aid. After World War II the United States gave aid to European countries to help them rebuild factories, farms, cities, and homes destroyed in the war. Since the end of World War II, the United States has given or loaned almost \$500 billion in foreign aid to over 100 countries.

Foreign aid can support American policy goals by strengthening governments and political groups that are friendly to the United States. In some cases this military aid has helped countries that are trying to put down rebellions within their borders. Sometimes the United States has sent weapons to rebels who are struggling against governments considered unfriendly to American interests.

Economic aid takes many forms. The United States might help pay for a hospital, or a dam to control floods or produce electricity. Aid might be loans or grants to help a country start a new industry.

#### Key Note Term

**foreign aid** – a program of giving military and economic help to other countries

### Developed or Developing Nations

There is a striking difference between nations that are considered *developed*, and those that are considered *developing*. These differences must be taken into account when applying the tools of foreign policy to these nations. A developed nation can be defined as one that is capable of world focus. A developing nation, on the other hand, has its focus on internal matters. Too, a developed nation does not base its wealth solely on natural resources, such as diamonds, oil, or raw materials, but rather on a post-industrial economy. Developed nations generally operate under a stable form of republic government; developing nations generally suffer under a dictatorship with tribal warfare being considered common. In general, the **standard of living** is better in developed nations rather than in developing. Developed nations include England, France, Germany, Japan, and Australia. Developing nations include many of the countries in Africa, South America, and some in the middle east.

#### Key Note Term

**standard of living** – social conditions established by authority as a fixed rule, measure, or model.

Sending experts and teachers to work in developing countries is also a form of aid. The United States also sends aid in a crisis such as a flood or earthquake. Aid helps nations' economies to grow and is seen as a way to reduce the chance of revolution and war.

Foreign aid has caused bitter debates in Congress and the nation. Americans disagree over how much and what kind of aid to give. Some say that giving help to other countries is our duty as a rich and powerful country. They say that if we do not give aid, poorer nations will turn to other governments—governments that are not necessarily friendly to the United States—for help. Another argument for economic aid is that it helps the United States. Countries that receive our aid can then buy American products.

Those who oppose aid do so for two main reasons. Some say that we should solve problems at home first and not send so much money out of the country.

**Key Note Term**

**sanctions** – measures to stop or limit trade with another nation in order to change its behavior.

**Key Note Term**

**intelligence** – information, not always available in the public domain, relating to the strength, resources, capabilities and intentions of a foreign country or domestic groups that can affect the lives and the safety of citizens.

**terrorism** – the use of threat of violence to spread fear, usually for the purpose of reaching political goals.

Other critics say that the kind of aid we give does more harm than good. They charge that our military aid has sometimes helped governments that violate human rights. Just because a group is friendly to the United States, they say, is not a good reason to give it money and weapons. Critics also believe that some kinds of economic aid give the United States too much control over how other countries develop.

**Trade Measures**

Another tool of foreign policy is trade measures, or the terms under which the United States trades with other countries. One trade measure is a quota, which states how much of a foreign product can be sold in the United States. Another measure is a tariff, a tax on foreign products sold in the United States. Trade measures also include limits on what products United States firms can sell abroad, such as weapons, or whether untested foreign products, such as drugs, can be brought into the United States.

In recent years a foreign policy tool has been **sanctions**. In 1998, for example, India and Pakistan conducted underground nuclear weapons tests. To demonstrate its disapproval of the tests, the United States imposed economic sanctions on both nations.

The United States has two main goals in regulating trade with other countries. One is to get other countries to buy American goods. The other is to get our trading partners to support us in other foreign policy goals, such as stopping human rights violations and reducing possible threats to peace.

**Intelligence**

Information about another country and what its government plans to do is called **intelligence**. Most countries work hard to gather intelligence in order to help them meet the goal of national security.

The Central Intelligence Agency (CIA) and other agencies gather information for the United States government. The CIA focuses mostly on countries it thinks might be unfriendly, and tries to learn what the governments of these countries intend to do. It also tries to predict how these governments will react to what the United States does.

Much of intelligence is secret. Information is sometimes gathered by spying. Sometimes intelligence agencies have helped overturn the government of a country. In Chile in 1973, for example, the CIA took part in overthrowing the government of Salvador Allende. The United States government thought Allende was not favorable to our national interest. Like defense, diplomacy, foreign aid, and trade measures, intelligence is an important tool of foreign policy.

**Diplomacy**

Can you remember settling a disagreement with someone by talking it out? In a similar way, the American government tries to settle disagreements with other countries peacefully. To do so, it depends mostly on another tool of foreign policy,

diplomacy. **Diplomacy** is the relations and communications carried out between countries. When countries disagree, they send representatives called diplomats to talk about the issues.

The United States uses diplomacy not only to settle disagreements but also to accomplish tasks such as building a canal or space station. Alliances and trade agreements are also made through diplomacy. Diplomacy often results in formal agreements known as treaties.

Usually, diplomacy is carried out by members of the Department of State. Sometimes, however, there is a **summit meeting**, a meeting at which the President talks about important issues with heads of other governments. In 1999, President Clinton traveled to China for a summit meeting with Chinese President Jiang Zemin at which the two leaders discussed military and economic issues.

### Key Note Term

**diplomacy** – relations and communications carried out between countries.

### Key Note Term

**summit meeting** – a meeting between heads of state.

## The Importance of Diplomacy

Diplomacy deals with the influence of public attitudes on the formation and execution of foreign policies. It encompasses dimensions of international relations beyond traditional negotiations; the cultivation by governments of public opinion in other countries; the interaction of private groups and interests in one country with those of another; the reporting of foreign affairs and its impact on policy; communication between those whose job is communication, as between diplomats and foreign correspondents; and the processes of intercultural communications.

When you engage in successful diplomatic efforts, you:

- **Compare and contrast the political, economic, and military components of foreign policy decision making and analyze the impact of foreign policy on domestic decisions**
- **Draw conclusions about the implications of foreign policy as it is currently applied to various regions of the world**
- **Evaluate the national interest and how it is formulated, assess alternatives to current policies, and examine their likely impact on the United States, its allies, and other nations**
- **Examine the theory, nature, and causes of war and their relationship to diplomacy; assess the contributions of diplomacy to accomplishment of war objectives**

When diplomacy is carried out correctly, a volatile situation can be managed and diffused. Take, for example, the incident between the U. S. and China when an American military plane was crippled and forced to land on Chinese soil. Had it not been for the expert diplomatic efforts of Brigadier General Neal Sealock and his team, this situation might have ended very differently.

BG Sealock and his team engaged in several aspects of diplomacy. As you read the following account of the China incident, you will see how intercultural communications played a major role in negotiations. You will also see how this team evaluated the impact of the situation on the U. S. and other nations of the world. Had the U. S.



responded to this event by not taking into account the difference in cultures and foreign policies, the U.S. might have been viewed by other nations in a less than favorable light. And the situation could have escalated into something much more dangerous.

BG Sealock and his team also engaged in global citizenship by:

- **being aware of the world and the U. S. role in it**
- **respecting and valuing the culture of China**
- **understanding how the world (especially China and the Far East, in this case) works economically, politically, socially, culturally, technologically, and environmentally**
- **respecting and understanding the different political system in China and working with it rather than against it**

Diplomacy, an understanding of foreign policy, and global citizenship worked together to diffuse a critical situation, and work it through to a peaceful and mutually satisfactory conclusion.

## *The China Incident*

In the early months of 2001, relations between the United States and China had reached a low point. The newly elected President George W. Bush and the U.S. Congress had under consideration a proposal for additional weapons sales to Taiwan, the island nation off the coast of China that had been established by Chinese opponents to Mao Zedong in the aftermath of the successful Communist revolution of 1949. Until 1978, the United States had recognized Taiwan as the official government of China; however, as the result of a long-standing effort beginning with the Nixon administration to defuse tensions between our government and the most populous nation on Earth, we withdrew our official recognition of Taiwan and granted it to the People's Republic of China (PRC) with the understanding that China would not use military force to impose its sovereignty over Taiwan. To underscore U.S. determination to protect the Taiwanese from mainland China's aggression, the U.S. Congress passed the Taiwan Relations Act in 1979, obligating the United States to provide Taiwan with defensive weapons. In 2001, Taiwan requested an arms deal that would include such sophisticated weapons platforms as Arleigh Burke destroyers, air to air and surface to air missiles, and electronic tracking systems. The PRC viewed these discussions with intense suspicion, suggesting these weapons were not defensive but offensive, and that further discussions between the U.S. and Taiwan regarding the sale of these weapons would damage or destroy the relationship between China and the United States.

Coupled with this dispute, China still harbored resentment over an incident that had taken place in Belgrade, Yugoslavia two years before. On May 7, 1999, during the NATO Allied Force operation against Yugoslavian Slobodan Milosevic's genocidal government, American aircraft had mistakenly bombed the Chinese embassy, killing three Chinese journalists and wounding 20 staff members. China did not

fully accept the U.S. explanation that the error was caused by reliance on old databases and out of date maps, and instead suggested the bombing came as a result of China's opposition to NATO's intervention in the Balkans.

With these events as a backdrop, the mid-air collision between a U.S. Navy reconnaissance aircraft and a Chinese fighter jet on April 1, 2001, threatened to escalate into an event with global consequences. Were it not for the training and discipline of the Navy flight crew and the chief negotiator for the United States, Army Brigadier General Neal Sealock, the outcome might have been far different. The details of this incident illustrate the importance of diplomatic skills and awareness of international relationships for those who strive to acquire global citizenship.

For Lt. Shane Osborn, mission commander for the reconnaissance flight, the day had been routine. He and his 23-member crew had awakened at 0300 for a 0400 pre-flight briefing and a take-off at 0500 from Kadena Air Force Base on Okinawa, Japan, to conduct an eight-hour electronic surveillance mission in international airspace over the western Pacific. The EP-3E ARIES II aircraft, a four-engine turboprop, had performed nominally, and four hours into the flight, the heading was changed for the long flight back to Kadena at their cruising altitude of 24,500 feet and cruising speed of 180 knots. Because of the complexity of the aircraft, most of the EP-3E flights were conducted on auto-pilot. As the plane headed home, Lt. Osborn experienced a sense of relief that the usual "escort" of Chinese mach speed jet aircraft had not joined them. Commonly, Chinese pilots, based on the island of Hainan, would fly in tandem with the EP-3E reconnaissance flights at some point during the mission as a means of harassment and a way to signal their mastery of the international airways. Normally the Chinese jets maintained a safe distance, but in recent months, there had been a number of close calls as the high speed jets slowed far below what was safe for their aircraft to match the relative snail's pace of the reconnaissance aircraft, and flew within 50 feet of American planes.

Shortly after changing course, Lt. Osborn's fears were realized. Two Chinese jet fighters approached at great speed, and then, slowing almost to a stall, began to weave back and forth and around the EP-3E. In horror, the flight crew watched as one of the Chinese pilots approached within ten feet, removed his oxygen mask, and mouthed fierce angry words while gesturing with his hand. Just as Lt. Osborn warned the intelligence specialists in the rear of plane, who without windows were unaware of the unfolding drama, the unthinkable happened. The Chinese pilot lost control of his plane. It collided with the American aircraft with such force that the nose cone dislodged, the fuselage was punctured in several places, and the high strength propeller blades of one of the left engines were shredded. Immediately, the EP-3E plunged into a vertical inverted dive following in slow motion the now bisected Chinese jet's descent to the South China Sea.

Four years of intensive training in jets and multi-engine aircraft preparing for every imaginable emergency paid off for Lt. Osborn and his crew. Before the air speed indicator malfunctioned, it registered 450 knots, almost twice the maximum safe speed for the EP-3E. Osborn, his co-pilot, and flight engineer managed to right the aircraft, and then level it off at an altitude of 8000 feet. After verifying the good condition of all of his crew and telling them to put on their parachutes, Osborn quickly

calculated the options available considering the overwhelming damage to the plane. He could order the crew to bail out through the rear hatch into shark infested waters, thereby guaranteeing his death and at least one other member of the flight crew because two people had to remain at the controls to ensure a fairly level flight and the safe evacuation of the rest of the crew. Or he could attempt to land the crippled aircraft at the closest airfield, Lingshui Air Base on Hainan Island, the home base of the two pilots who had caused the disaster. The crew had already begun Emergency Destruction procedures of all the classified and sensitive equipment and documents aboard the plane. At least three direct radio broadcasts to Hainan had been made to alert the airfield of the emergency though there had been no audible response. Osborn made the decision to save as many of his crew as possible, and set course for Lingshui Air Base in the People's Republic of China.

Very shortly, China announced that 24 American military personnel were being detained as “guests” while an investigation of the accident proceeded. However, the Chinese made clear that a preliminary assessment of the situation indicated an act of deliberate **aggression** on the part of the American air crew, the illegal encroachment upon Chinese airspace and sovereign territory, and espionage against the People's Republic of China.

The United States responded by sending two Arleigh Burke destroyers, and one Spruance class anti-submarine destroyer to patrol the waters off Hainan Island. President Bush, in a brief statement on the evening of April 1, called for immediate access to the crew by American officials, and the prompt return of our personnel and the EP-3E. To expedite these demands, Ambassador Prueher directed a three person diplomatic crew to travel by commercial flight from Beijing to Hainan Island to gain first-hand knowledge of the situation, establish contact with the crew, and direct negotiations with the Chinese holding the air crew and the reconnaissance plane.

Brigadier General Sealock, the senior member of the American delegation, brought formidable qualifications and experience to the task at hand. During his 28-year Army career, BG Sealock had acquired an extensive knowledge of Chinese culture that included fluency in Mandarin Chinese, a familiarity with military aviation during his career as an attack helicopter pilot, and an in-depth understanding of U.S. foreign policy and intelligence analysis through formal education at Command

### Key Note Term

**aggression** – an unprovoked attack.

*Figure 8.3.1: The damaged U.S. Navy EP-3E surveillance plane parked at Lingshui base on China's Hainan Island in this April 3, 2001 photo, released by China's official Xinhua news agency.*

Courtesy of AP/Wide World Photos



and Staff College and practical participation at domestic and foreign billets. At the time of the mid-air collision, BG Sealock was the senior military attaché to the U.S. Embassy in Beijing, China's capital. Very shortly after his arrival on Hainan Island, BG Sealock and his team had accomplished the most pressing objective, a brief conversation with local authorities indicating our desire to meet with them and arrange for their expeditious departure back to the U.S. They were also able to press for confirmation of the welfare and safety of our American military personnel.

### *The Right Man . . . excerpt from Born To Fly, by Shane Osborn*

Shane Osborn, pilot of the downed plane, wrote the following in his book, *Born To Fly*. This book chronicles the events that took place during The China Incident from the viewpoint of the crew. Here, Osborn describes meeting BG Sealock for the first time since their capture.

*"We saw the glare and shadow of a video lamp and the flash of still camera strobes. In the hubbub, I called to Johnny, 'Let me know if it's a military rep.'"*

*"But I didn't have time to depend on a scout to identify the man who strode through the door. Army Brigadier General Neal Sealock, the U. S. Defense Attaché at our Beijing Embassy, was tall and square-shouldered. The left breast of his green uniform blouse bore multiple rows of decorations and ribbons."*

*"'Attention on deck,' I ordered the crew. We rose in unison and snapped to attention."*

*"'At ease,' General Sealock said, his eyes scanning the room."*

*"U. S. Consular Officer Ted Gomm followed General Sealock. A heavyset Chinese official set off to the right."*

*"'Take your seats,' General Sealock said. 'We've got to get this going quick because they only gave me 40 minutes to see you. I need some information on papers, your places of birth and dates of birth.'"*

*"As he raised his pen above his open notebook, the Chinese official shook his head. 'No, that is against the rules.'"*

*"General Sealock looked at the man in exasperation. 'This is information you requested. You told me to get it. I'm just writing it down like we negotiated. I'm not passing anything.'"*

*"'Ah, alright,' the official conceded."*

*"General Sealock looked evenly at the man, and then down at his watch. 'Now you're going to give us back those 60 seconds towards the 40 minutes.'"*

*“We’ve got the right guy working for us, I realized. It was fantastic for morale to see the U. S. side standing up for us.”*

*“Once he had collected the personal information, General Sealock rose to his full height and looked us all in the eye, one at a time. This is what is known as command presence. It was meant to inspire people, and I can certainly say it did so that night.”*

On the afternoon of April 3, 2001, President Bush addressed the nation regarding this potentially explosive event and commended BG Sealock for his immediate actions. In his speech, President Bush stated:

*“I want to report to the American people, and especially to the families involved, that I’ve just talked with Brigadier General Sealock, who, earlier today, met with our 24 men and women in China.”*

*“The General tells me they are in good health, they suffered no injuries, and they have not been mistreated. I know this is a relief to their loved ones, and to all Americans.”*

*“Our crew members expressed their faith in America, and we have faith in them. They send their love to their families. They said they’re looking forward to coming home, and we are looking forward to bringing them home.”*

*“This is an unusual situation, in which an American military aircraft had to make an emergency landing on Chinese soil. Our approach has been to keep this accident from becoming an international incident. We have allowed the Chinese government time to do the right thing. But now it is time for our servicemen and women to return home. And it is time for the Chinese government to return our plane.”*

*“This accident has the potential of undermining our hopes for a fruitful and productive relationship between our two countries. To keep that from happening, our servicemen and women need to come home.”*

### ***Meet Brigadier General Gratton O’Neal Sealock, Deputy Commanding General, United States Army Cadet Command***

Brigadier General Sealock entered the U.S. Army in 1974 upon graduation from Eastern Washington State College as a Distinguished Military Graduate, receiving a Regular Commission in Infantry.

After the Infantry Officer Basic Course, BG Sealock was assigned to the 1st Battalion (Airborne) 508th Infantry, 82d Airborne Division, serving as a rifle platoon leader, weapons platoon leader, and heavy mortar platoon leader before receiving orders to

attend flight training. Completing flight school and the AH-1 Cobra Course in 1977, he was assigned to C Company, 3d Aviation Battalion (Combat), Schweinfurt, FRG. He joined the battalion staff in Kitzingen in 1979.

Upon completion of the Infantry Officer Advanced Course in 1981, BG Sealock was assigned to the Army Aviation Center, Fort Rucker, Alabama, as an attack helicopter instructor pilot and flight commander. He served as operations officer for the Hanchey Division and assumed command of 64th Company, 6th Battalion in May 1983.

From late 1984 through 1986, BG Sealock studied Mandarin Chinese at the Defense Language Institute, the Ministry of Defense (UK) Chinese Language School in Hong Kong, and Fudan University in Shanghai, PRC through the Army's Foreign Area Officer Program. He graduated from the Armed Forces Staff College in 1987.

Returning overseas, he served as the executive officer, 4th Squadron, 7th Cavalry at Camp Garry Owen, ROK. Subsequently, BG Sealock was assigned to DIA as the China Country Officer in Washington, D.C. In August 1990, he returned to Hong Kong as the Assistant Army Attache and Director of the China FAO Training Program. From May 1992 through April 1994, BG Sealock commanded the 4th Squadron, 3d Armored Cavalry Regiment, Fort Bliss, Texas.

April 1994-June 1995, as a National Security Fellow at the Kennedy School of Government, Harvard University in lieu of the Army War College. Afterward, he was assigned as the China Desk Officer and the Northeast Asia Branch Chief, Asia Pacific Division in the Directorate for Strategy and Policy, J-5, the Joint Staff from June 1995 through May 1997.

BG Sealock returned to Fort Rucker and assumed command of the 1st Aviation Brigade June 26, 1997 through June 1999.

From August 1999 through May 2000, BG Sealock was assigned as the United States Army Attaché for the United States Embassy, in Australia.

From September 2000 to August 2002, BG Sealock was assigned as the United States Defense Attaché, Defense Intelligence Agency, in Beijing, China.

BG Sealock currently holds the position as Deputy Commanding General, Cadet Command, Fort Monroe, Virginia, August 2002.

For the American crew who had been held incommunicado for over forty-eight hours, the arrival of General Sealock offered an extraordinary boost to their morale. Accompanied by Senior U.S. Consular Officer, Ted Gomm, General Sealock met for forty minutes with the captive Americans, assuring them that the United States was making every effort to secure their release. As Lt. Osborn wrote, his immediate impression was, "We've got the right guy working for us." Not only did General Sealock hold the Chinese to account for the guidelines agreed upon for this initial meeting, he also ensured personal messages to family and friends of the American crew would be transcribed and conveyed.

The difficulties of the team's mission cannot be overstated. Aside from the seriousness of the charges from Chinese officials, heightened further by inflammatory accu-

**Key Note Term**

**nationalism** – A sense of national consciousness that exalts one nation above all others.

sations from a Chinese press spurred on by extreme **nationalism**, General Sealock and his team also dealt with the absence of senior civilian Chinese leadership. Many of the leaders were on a trip to Latin America accompanying President Jiang Zemin. One major concern was how to establish productive communications with China's leaders. He was forced to deal directly with representatives from the Chinese Communist Party (CCP) based in Beijing. The People's Liberation Army was not in control of the negotiations; in fact, two separate negotiations had to be conducted—one in Hainan and the other in Beijing by Ambassador (Admiral) Joseph Prueher—and these efforts required coordination. To be effective, General Sealock needed the sophisticated interpersonal skills developed over his professional career including the ability to lead, build a team on the run, listen carefully, interpret the body language of his Chinese adversaries, and employ his understanding of Chinese culture and negotiating techniques. Moreover, the time difference between China and Washington, DC required members of General Sealock's team to be available at any hour of the day or night. Despite all the possible roadblocks, General Sealock and the U.S. diplomatic corps in China rapidly assembled a negotiations team with the full confidence of the President of the United States, and the authority to act independently to ensure the interests of the U.S. It is interesting to note that every member of the team had prior military experience. Their military backgrounds, training, and education proved invaluable in the direct contact with Chinese counterparts.

Before BG Sealock had pierced the wall of isolation surrounding the American air crew, these dedicated members of the military had held their own. Unsure of their status, but extremely aware of the hostility and suspicion from their Chinese hosts, they rightly fell back on their own military training, especially the mandatory Survival, Evasion, Resistance and Escape (SERE) instruction, and the military Code of Conduct integrated with SERE indoctrination. All of them recognized the need for cohesion, and for maintaining, within the restrictions of their confinement, the same military discipline expected of them when performing the more routine duties of their military service. The existing chain of command, especially Lt. Osborn and Senior Chief Petty Officer Mellos, provided the leadership to see them through this ordeal. As an example, the crew staged a mini hunger strike after Lt. Osborn was separated from the crew for a lengthy interrogation by the commanding officer of the Lingshui air base, refusing to eat until he rejoined their ranks. They also refused to admit any responsibility for the mid-air collision, insisting that the Chinese pilot, later identified as Wang Wei, had been wholly to blame for his own tragic death. In spite of repeated threats from the Chinese that they might be bound over for trial for espionage and that their families might be in jeopardy, the Americans held steadfast. Their mission commander, Lt. Osborn, through both personal persuasion and strict compliance to military guidelines, bolstered their resolve. Just as his piloting skills had saved their lives, Lt. Osborn's college NROTC lessons and active duty officer schooling in leadership and strategic decision-making kept his young crew on a focused and even keel. Subsequently, General Sealock singled out Lt. Osborn and Senior Chief Mellos but praised the professionalism, exuberance, and experience of the entire crew, and credited their behavior as an important element in the successful outcome.

General Sealock also mentioned the positive effect of the Inter-agency and the total support provided through the leadership of the National Command Authority. All Americans can be proud of a system that works in an emergency situation. In this particular case, a relatively new organization, the Joint Personnel Recovery Agency (JPRA), a Department of Defense organization established in 1999, provided outstanding support. They are charged with “shaping the planning, preparation, and execution of personnel recovery for the Department of Defense.” In its mission statement the JPRA notes four key goals:

- **To return isolated personnel to friendly control**
- **To deny the enemy a potential source of intelligence**
- **To prevent the exploitation of captured personnel in propaganda programs designed to influence our national interest and military strategy**
- **To maintain morale and the national will.**

All of these goals were particularly pertinent to the repatriation of the EP-3E and its crew.

Originally, Chinese officials had demanded four conditions for resolution of the crisis. First, China insisted on an abject apology for the collision with the U.S. taking full blame for the death of Wang Wei. Second, China asked for a complete explanation of the incident, including every detail of the flight of the EP-3E, a demand certain to compromise the classified reconnaissance mission. Third, China required full compensation for their losses. This demand for compensation amounted to one million dollars in U.S. currency. Finally, China called for the halt of all future reconnaissance flights. By April 11, when an agreement was reached for the release of the American crew, Secretary of State Colin Powell and President Bush had both expressed regret for the death of the Chinese pilot and the loss of the Chinese aircraft, while making it clear the United States would not proffer a blanket apology. Instead, an agreement was struck to continue discussions about further reconnaissance flights, the return of the EP-3E, and appropriate payment to the Chinese for the expenses associated with the accident. According to the Beijing government, the U.S. acknowledged that the Navy aircraft did violate Chinese airspace, but did so only during the emergency landing procedure. The actual collision happened over international waters.



*Figure 8.3.2: BG Sealock during negotiations in China.*

Courtesy of AP/Wide World Photos.



What changed the ferociously adamant stance of the Chinese? For years China had been pressing for membership in the World Trade Organization (WTO), and approval of their inclusion in this prestigious international group depended heavily on the good will of the United States. Moreover, China had bid to be the host nation for the 2008 Summer Olympics, and although the International Olympic Committee claims neutrality when awarding host status, the Chinese could not afford the continuing controversy of holding foreign military personnel hostage. Finally, during the initial furor over the loss of the Chinese jet, the pilot, Wang Wei, had been hailed as a hero and a martyr of the People's Liberation Army. Secret intelligence information possessed by the United States, including photos of Wang Wei flying recklessly close to another American reconnaissance flight, exposed the likely truth of the incident. Wang Wei routinely jeopardized his own safety, and the safety of those around him, including his own wingman.

Ultimately, China was offered \$34,567 as payment for goods and services associated with the detention of the EP-3E crew. In July, 2003, the EP-3E was disassembled by U.S. personnel at Lingshui Air Base and flown to the United States aboard a leased Russian cargo plane. It has been completely refurbished and is back with the fleet. Lt. Osborn received the Distinguished Flying Cross for his heroism and leadership. Brigadier General Sealock now serves as the Deputy Commanding General of the United States Army Cadet Command. For General Sealock, it is the culmination of a distinguished career in which he continues to serve his country by developing and encouraging the leaders of tomorrow.

**Note:**

In August of 2001, Richard L. Armitage, Deputy Secretary of State, said of BG Sealock, "His talents came to the fore during the EP-3 incident. General Sealock made invaluable contributions to the USG effort to secure release of our service men and women. His timely reports from Hainan Island—in some cases, reporting directly to the President—on the status of the U.S. aircrew and on his interactions with the local PLA provided crucial information to USG decision makers. His meetings with the detained aircrew were also key in helping out service men and women sustain their high morale in a very stressful situation. General Sealock's performance during the incident was nothing short of brilliant."

As mentioned earlier in this lesson, BG Sealock and his team worked intelligently and diligently to take into account the Chinese culture and political system, the world view of the United States, and the places in the world political and economic arenas that China and the U.S. both held. These expert and well-thought-out negotiations led to a satisfactory conclusion that left the relations between the United States and China intact, and prevented other countries from any involvement that could have led to global problems.

## Conclusion

Global citizenship is mandatory if the United States and the rest of the world is to grow, thrive, and cooperate for the good of all. The ability to look at problems and situations objectively in the world, and predict or determine how choices and decisions can either benefit or injure a world neighbor is crucial in today's society. By understanding how actions, choices, and decisions can lead to good or bad consequences, you understand how those choices and decisions can impact other nations.

American political, military, and humanitarian choices can have tremendous impact on other nations. In the China Incident:

- **two different political archetypes had to work together to resolve an issue to the benefit of both countries**
- **although very different in structure, the American and Chinese military cooperated with each other to solve the problem**
- **by recognizing the cultural differences between Americans and the Chinese, and by respecting those cultural differences, the China Incident was resolved without injury to either culture.**

## Lesson Review

1. Why is global citizenship so important?
2. Discuss diplomacy and explain how a person can be diplomatic. What is the importance of diplomacy?
3. Define the term "sanctions." When and why might they be used?
4. What might have happened if BG Sealock had not given the Chinese the time required to resolve the situation? How did his expert diplomatic work keep this from developing into a larger international incident?

Chapter 8  
Case Study

## CASE STUDY

*Chapter 8, Lesson 3: Global Citizenship Choices, Decisions, and Consequences*

**Exercise:** Examine a case study that involves a series of events that impacted international relations. **Develop a flow map** or multi-flow map to **organize the events of the incident**. Participate in a discussion to compare **how people in and out of the U.S. were impacted** by the decisions and choices made during the case study incident.

- Illustrate how an American choice affects at least one other country.
- Summarize the “Who, What, Where, When” of a specific American decision or action that affects those in at least one other country.
- How did the decision affect Americans and how did it affect those in other countries?
- Evaluate the negative and/or positive consequences for Americans and for other countries.
- Make recommendations for increasing the positive consequences for both Americans and those from other countries.

*Recap of the EP-3 Incident with China*

On April 1, 2001 at 8:16 p.m., the staff in DIA's Alert Center received a report of a MAYDAY from an EP-3 aircraft heading toward Lingshui, China. To their horror, they learned that an American EP-3 surveillance plane and a Chinese F-8 jet fighter had collided over the South China Seas. Despite an 8,000-foot freefall, the E-P3 made it safely to China's Hainan Island; the F-8 tore apart and crashed, and the pilot Wang Wei was killed. At 8:31 p.m. the Alert Center began notifying key people who would be directly involved in this incident. And by 9:00 p.m., the Alert Center had notified BG Neal Sealock.

The EP-3 ARIES II is a Navy signals intelligence reconnaissance aircraft equipped with sensitive receivers and high-gain dish antennas for collecting electronic emissions deep within targeted territory. China immediately impounded the aircraft and detained the 24-man crew. Deputy Foreign Minister Li Zhaoxign said the Chinese public was outraged both by the resumption of U.S. surveillance flights near China and by U.S. suggestions that the spy plane be flown back from the Chinese military base where it landed after colliding with a Chinese fighter jet. “If we allow such a military plane which had a mission of spying on China to be flown back from a Chinese military airfield, that would further hurt the dignity and sentiments of the Chinese people,” said Li. “It would be the cause of strong indignation and opposition from the Chinese people.” Spokesman Zhu Bangzao declared: “The United States should take full responsibility, make an apology to the Chinese government and people, and give us an explanation of its actions.” U.S. Secretary of State Colin Powell responded with equal bluntness: “We have nothing to apologize for.” According to Secretary of Defense Donald Rumsfeld, the United States wasn't spying: “Our EP-3 was flying an overt reconnaissance and surveillance mission in international air-

space in an aircraft clearly marked, 'United States Navy.' It was on a well-known flight path that we have used for decades. Many countries perform such flights, including China." Secretary Rumsfeld further accused China of provoking the incident. Later testimony by Navy Lieutenant Shane Osborn, the E-P3 commander, supported this view by stating his aircraft was flying straight and level, on autopilot, heading away from Hainan Island in international airspace when it was subjected to harassment from the Chinese fighter.

Lt. Osborn said that the Chinese jet came within three to five feet of his own aircraft twice, and on the third time, the Chinese pilot apparently misjudged and the F-8's vertical stabilizer contacted the E-P3's number one propeller. Lt. Osborn's initial thought was "This guy just killed us" as the EP-3E dropped 8,000 feet and rolled out of control. Lt. Osborn regained control of the aircraft and declared an in-flight emergency as he turned back towards Chinese airspace, deciding to head towards Hainan Island. The EP-3 made numerous attempts to broadcast Mayday distress signals, but none of them were answered. When they landed, they were greeted with armed troops.

BG Neal Sealock, the U.S. defense attaché to China, was dispatched to Hainan to negotiate the return of the EP-3 aircraft and crew. BG Sealock reported directly to the President and was given authority to act on the Nation's behalf. Tensions mounted as three days into the crisis President Bush declared "It is time for our servicemen and women to return home. It is time for the Chinese government to return our plane." In response, Chinese President Jiang Zemin demanded "The United States must stop these types of flights in the airspace of China's coastal areas." Furthermore, China bluntly rejected U.S. claims that the damaged plane and the advanced intelligence-gathering equipment on board were sovereign U.S. territory and off-limits to inspection or seizure.

As the standoff continued, Republican congressional leaders, including Richard Shelby, chairman of the Senate Select Committee on Intelligence, and Henry Hyde, chairman of the House International Relations Committee, began referring to the spy plan crew as "hostages." All this time, BG Sealock pursued intense negotiations with Chinese representatives in Hainan, coordinating his efforts with the Ambassador in Beijing. Having spent four years as an attaché, BG Sealock had a good background on the Chinese language and culture that helped him understand the implications and possible innuendos as negotiations proceeded. He was aided by a team of inter-agency experts with similar training in Chinese language, culture, and negotiating techniques. These skills proved critical in defusing the situation by persuading Chinese representatives to allow BG Sealock to meet with the EP-3 crew. At the time of his first meeting with the crew, he stated, "My name is Neal Sealock, and I'm here to get you home."

After reporting their apparent good health and safety, Secretary of State Colin Powell assumed a more conciliatory approach saying "I hope this starts us on a road to a full and complete resolution of this matter." The impasse was broken after 11 days of intensive negotiations. Ambassador Joseph Prueher gave a letter to Foreign Minister Tang: "Please convey to the Chinese People and the family of pilot Wang Wei that we are very sorry for their loss... We are very sorry the entering of China's airspace and the landing did not have verbal clearance."

Having extracted an 'apology' from Washington, Beijing released the 24 American servicemen. The EP-3 was disassembled and shipped to the United States three months later. President Bush later announced the resumption of EP-3 flights along the Chinese coast.

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### **1. Illustrate how an American choice affects at least one other country.**

*"Deputy Foreign Minister Li Zhaoxign said the Chinese public was outraged both by the resumption of US surveillance flights near China and by US suggestions that the spy plane be flown back from the Chinese military base where it landed after colliding with a Chinese fighter jet."*

### **2. Summarize the "Who, What, Where, When" of a specific American decision or action that affects those in at least one other country.**

**Who:** President of the United States

**What:** Chose to conduct surveillance flights of China

**Where:** Hainan Island

**When:** April, 2001

**3. How did the decision affect Americans and how did it affect those in other countries?**

*“If we allow such a military plane which had a mission of spying on China to be flown back from a Chinese military airfield, that would further hurt the dignity and sentiments of the Chinese people,” said Li. “It would be the cause of strong indignation and opposition from the Chinese people.”*

**4. Evaluate the negative and/or positive consequences for Americans and for other countries.****Negative**

**China:** U.S. acquiring military intelligence of their country.

**U.S.:** China acquired valuable intelligence on EP-3.

**Positive**

**China:** Won international support for anti-U.S. stance.

**U.S.:** President perceived as strong, without using force.

**5. Make recommendations for increasing the positive consequences for both Americans and those from other countries.**

U.S.–China Relations (U.S. Department of State)

U.S.–China relations cooled after the incident but gradually improved. Following the September 11, 2001 terrorist attacks in New York City and Washington DC., China offered strong public support for the war on terrorism and has been an important partner in U.S. counterterrorism efforts. China and the U.S. have also been working closely on regional issues like North Korea.

# Chapter 8

## Lesson 4

### *Historical Timeline: Choices, Decisions, and Consequences*



#### *Key Terms*

chronological  
timeline

#### *What You Will Learn to Do*

- Outline how major decisions (leadership, ethical, or global) have led to significant events in American history

#### *Linked Core Abilities*

- Apply critical thinking techniques

#### *Skills and Knowledge You Will Gain Along the Way*

- Examine ways leadership, ethical, global decisions have impacted history
- Describe how historic events have influenced leadership, ethical, and global decisions
- Investigate historic actions and decisions that have influenced citizens today
- Define key words contained in this lesson

## *Introduction*

History is a fascinating subject. There is an almost irresistible draw to look at the bigger picture—the overall course of events—in an attempt to glean some insight, or to approach some greater knowledge.

An important aspect in the study of an historical event is an analysis of the significant actions that took place. History is more than memorization of dates, events, and people. History influences the future. What happened yesterday affected events today; what happens today impacts life tomorrow. In this lesson you assess how major leadership, ethical, and/or global decisions led to significant events in American history. You examine a timeline to get an idea of how that history played out.

## *One Thing Leads to Another*

Imagine this scenario: You wake up late one morning and miss the bus to school. Because of that, you also miss an important exam in a class. Your instructor will not let you make up the exam, so you get a lower grade than you expected in this class. And that lower grade keeps you from traveling with the debate team to a crucial debate. The team loses.

Now, imagine this: You get up on time to get to school. You take the exam in your class and get an A+. You travel with your debate team to the crucial debate and because of your debating expertise, your team wins. Also, there's someone at the debate from an exceptional university who sees you debate and offers you a full scholarship to this school. You graduate from college with honors and end up becoming President of the United States.

These are two examples of how one event builds on another; how one minor event can greatly influence the future. This concept holds true in American and world history. Try to envision what might have happened if Abraham Lincoln had the flu and couldn't deliver the Gettysburg Address. Or if the Battle of Normandy had never happened? How one event or action is handled can dictate how the future plays out; one thing leads to another.

## *Examining a Timeline*

One way to examine how historical events build on one other to bring us to where we are today is to analyze a **timeline**. A timeline is an account of specific decisions and events, broken down into specific segments of time. Timelines can visually share changes over time in different curriculum areas such as science, social studies, math, and language arts. Timelines can document the events of a person's or

### ***Key Note Term***

**timeline** – a linear representation of important events in the order in which they occurred; a schedule; timetable.



**Key Note Term**

**chronological** – a list or arrangement of events in the order they took place.

character's life, the stages of an animal's life, the sequence of how something occurred, or the events in a time period.

The entries on a timeline are not listed in order of importance; rather, they are shown in the **chronological** order that the events happened. By showing the timing of events, you can see how one incident or event has an effect on another.

Have you ever wondered how Saddam Hussein took control of Iraq? What led to the current situation? The following is one example of a timeline of the history of Iraq from 1920 through 1991.

<b>1920</b>	Iraq comes under British mandate after the fall of the Ottoman empire in 1918.
<b>1921</b>	Faisal I becomes king of Iraq (Aug. 23).
<b>1932</b>	Iraq achieves independence from Britain (Oct. 3).
<b>1933</b>	Faisal I dies and is succeeded by his son, Ghazi.
<b>1934</b>	The first of seven military coups over the next five years takes place; King Ghazi is retained as a figurehead.
<b>1939</b>	King Ghazi is killed in an automobile accident; his son, Faisal II, 3, becomes king; Faisal's uncle, Emir Abd al-Ilah, becomes regent.
<b>1940</b>	Anti-British leaders in Iraq side with the Axis powers in the early part of World War II.
<b>1941</b>	Britain defeats Iraq; pro-Axis leaders flee.
<b>1943</b>	Iraq declares war on the Axis countries.
<b>1945</b>	Iraq becomes a charter member of the Arab League.
<b>1948</b>	Iraq and other Arab countries launch an unsuccessful war against Israel, which had declared statehood that year.
<b>1958</b>	A military coup overthrows the monarchy, kills King Faisal II, and declares Iraq a republic. General Abdul Karim Kassem becomes Iraq's leader, and begins reversing the monarchy's pro-western policies (July 14).
<b>1961</b>	The Kurds, located in northern Iraq, revolt and demand autonomy; fighting between the Kurds and the government continues for decades.
<b>1963</b>	Kassem is killed in a coup led Colonel Abd al-Salam Aref and the military as well as members of the Ba'ath party (Feb. 8). The Ba'ath party, founded in Syria, advocates pan-Arabism, secularism, and socialism. Colonel Aref becomes president, Ahmed Hasan al-Bakr of the Ba'ath Party becomes president. Aref purges the government of Ba'ath party, including President al-Bakr.

<b>1966</b>	Aref dies; his brother, Abdul Rahman Aref, takes over the presidency (Apr. 17).
<b>1968</b>	Ahmad Hasan al-Bakr overthrows Aref in a bloodless coup. The Ba'ath party again dominates (July 17).
<b>1970</b>	A peace agreement is signed between the Iraqi government and the Kurds, granting the Kurds some self-rule (March 11).
<b>1973</b>	Iraq fights in the Arab-Israeli War (The Yom Kippur War) and participates in the oil boycott against Israel's supporters.
<b>1975</b>	Fighting again breaks out with the Kurds, who call for their independence.
<b>1979</b>	Al-Bakr resigns; his vice-president, Saddam Hussein, succeeds him (July 16). Hussein swiftly executes political rivals.
<b>1980</b>	The bloody eight-year Iran-Iraq war begins. The main issue is control of the Shatt al Arab waterway, an essential resource providing for water and transportation that runs along the border of both countries (Sept. 22).
<b>1988</b>	Iraq retaliates against the Kurds for supporting Iran during the Iran-Iraq war, and through "Operation Anfal" slaughters civilians or forces them to relocate. Thousands flee to Turkey (Feb.–Sept.). Iran-Iraq war ends in a stalemate. An estimated 1.5 million died in the conflict (Aug. 20).
<b>1990</b>	Iraqi troops invade Kuwait. Saddam Hussein justifies the attack by blaming Kuwait for falling oil prices that harm the Iraqi economy (Aug. 2). The UN imposes economic sanctions on Iraq (Aug 6). U.S. military forces arrive in Saudi Arabia (Aug. 9). The UN issues a Security Council resolution setting Jan. 15, 1991, as the deadline for Iraq's withdrawal from Kuwait, authorizing the use of "all necessary means" if it does not comply (Nov. 29).
<b>1991</b>	<p>The Persian Gulf War begins when Operation Desert Storm launched by a U.S.-led coalition of 32 countries under the leadership of U.S. Gen. Norman Schwarzkopf. A campaign of air strikes against Iraq begins (Jan. 16–17).</p> <p>Ground forces invade Kuwait and Iraq, vanquish the Iraqi army, and liberate Kuwait. President George H. W. Bush declares a cease-fire on the fourth day (Feb. 24–28).</p> <p>Shiites and Kurds rebel, encouraged by the United States. Iraq quashes the rebellions, killing thousands (March).</p> <p>Formal cease-fire is signed. Saddam Hussein accepts UN resolution agreeing to destroy weapons of mass destruction and allowing UN inspectors to monitor the disarmament (April 6).</p> <p>A no-fly zone is established in Northern Iraq to protect the Kurds from Saddam Hussein (April 10).</p>

**1991**  
*cont'd*

UN weapons inspectors report that Iraq has concealed much of its nuclear and chemical weapons programs. It is the first of many such reports over the next decade, pointing out Iraq's thwarting of the UN weapons inspectors (July 30).

**1992**

A southern no-fly zone is created to protect the Shiite population from Saddam Hussein and provide a buffer between Kuwait and Iraq (Aug. 26).

U.S. launches cruise missile on Baghdad, after Iraq attempts to assassinate President George H. W. Bush while he visited Kuwait (June 27).

**1994**

Iraq drains water from southern marshlands inhabited Muslim Shiites, in retaliation for the Shiites' long-standing opposition to Saddam Hussein's government (April).

**1996**

A UN Security Council's "oil-for-food" resolution (passed April 1995) allows Iraq to export oil in exchange for humanitarian aid. Iraq delays accepting the terms for more than 1½ year (Dec. 10).

**1997**

The UN disarmament commission concludes that Iraq has continued to conceal information on biological and chemical weapons and missiles (Oct 23).

Iraq expels the American members of the UN inspection team (Nov. 13).

**1998**

Iraq suspends all cooperation with the UN inspectors (Jan. 13).

UN secretary-general Kofi Annan brokers a peaceful solution to the standoff. Over the next months Baghdad continued to impede the UN inspection team, demanding that sanctions be lifted (Feb. 23).

Saddam Hussein puts a complete halt to the inspections (Oct. 31).

Iraq agrees to unconditional cooperation with the UN inspectors (Nov. 14), but by a month later, chief UN weapons inspector Richard Butler reports that Iraq has not lived up to its promise (Dec. 15).

The United States and Britain began four days of intensive air strikes, dubbed Operation Desert Fox. The attacks focused on command centers, missile factories, and airfields—targets that the Pentagon believed would damage Iraq's weapons stores (Dec. 16–19).

**1999**

Beginning in January, weekly, sometimes daily, bombings of Iraqi targets within the northern no-fly zone begin, carried out by U.S. and British bombers. More than 100 air strikes take place during 1999, and continue regularly over the next years. The U.S. and Britain hope the constant barrage of air strikes will weaken Saddam Hussein's grip on Iraq (Jan. 1999–present).

By examining this timeline, you can ask yourself:

- **What might have happened if Iraq had not received independence from Britain until later?**
- **Would Israel have been different if Iraq had not join in the 1948 attack of the newly independent state?**
- **How might today's Iraq be different if the Kurds had not violated their peace agreement?**
- **If Al-Bakr had not resigned and Saddam Hussein succeeded him, who might have eventually led Iraq and how would their politics have changed history?**

Through timelines, you can see where one action influenced how the next action occurred. One historic action caused or had a major impact on another, and the timeline gives you a clear picture of choices, decisions, and consequences from the timing of these events.

Other examples of timelines include the following:

#### ***Other timelines to consider:***

The building and deconstruction of the Berlin Wall, U.S. Civil War, Holocaust, Vietnam War, American Revolutionary War, and America's Great Depression.

#### ***Note***

To view more timelines, go to <http://ph.infoplease.com/spot/timelinearchive.html>. Another good website for timelines is <http://www2.canisius.edu/~emeryg/time.html>. Both of these websites offer many timelines for you to examine.

## ***Why Study Timelines***

There is a saying that those who do not remember history are doomed to repeat it. By studying history through historical timelines, you can make decisions so that history does not repeat itself. Basically, if an action didn't work at one point in time, it's likely that it won't work now.

Timelines also show how events went from Point A to Point B. By understanding how decisions were made and events unfolded, you have a better idea of the history of any situation, can form knowledgeable opinions, and make decisions based on sound information. For example, check out <http://www2.canisius.edu/~emeryg/time.html> and examine the following timelines:

- **The Berlin Wall (construction and destruction)**
- **The U. S. Civil War**
- **The Holocaust**

- **The Vietnam War**
- **The American Revolution**
- **America's Great Depression**

By looking at these timelines, you can ask and answer:

- **How did leadership, ethical, and global decisions impact history?**
- **How did historic events influence leadership, ethical, and global decisions?**
- **How did these historic actions and decisions influence citizens today?**

One example of an ethical decision based on recent history was the bombing of Japan in World War II. By understanding the events that led up to that decision and actions, you can get an idea of how and why this event occurred.

#### Ethical Decisions on a Global Scale

As you learned in Chapter 8, Lesson 2, “Ethical Choices, Decisions, and Consequences,” ethical choices can lead to good or bad consequences. When looking at timelines, you can see what lead up to these decisions, and how they influenced history. Take, for example, the U.S. dropping the atomic bomb on Japan in World War II.

#### Note

The word “ethics” comes from the Greek word *ethos*, meaning character or way of life. Western philosophers transformed the root word to refer to a good way of life appropriate to all human beings in all places in all times. Largely by way of reason, but sometimes by education, every person can understand the rules of ethical behavior. The word “morality” comes from the Latin *moralis*, meaning customs or manners, and therefore refers to the laws and traditions of particular places and times. To give you an understanding of the difference, almost all societies condemn stealing. This is a matter of ethics. But the penalties for stealing have varied throughout history and national culture. In one of the classics of Western literature, *Les Misérables*, the protagonist, Jean Valjean, was condemned to 19 years in prison for stealing a loaf of bread to feed his family. His penalty was a matter of morality. Ethics, then, seems to pertain to the individual character of a person or persons, where morality seems to point to the relationship between human beings. Nevertheless, in ordinary language, whether a person is called ethical or moral, or an act is referred to as unethical or immoral, doesn't really make any difference. In philosophy, however, the term ethics is also used to refer to a specific area of study: morality, which concentrates on human conduct and human values.

On August 6, 1945, the atomic bomb was dropped on the Japanese city of Hiroshima. After being released from the Enola Gay, one of the B-29 bombers flying over the city on that day, it took about a minute for the bomb (nicknamed “Little Boy”) to reach the point of explosion. Little Boy exploded at approximately 8:15 a.m. (Japan Standard Time) when it reached an altitude of 2,000 feet above the building that is today called the “A-Bomb Dome.”

Little Boy generated an enormous amount of energy in terms of air pressure and heat. In addition, it generated a significant amount of radiation (Gamma ray and neutrons) that subsequently caused devastating human injuries.

The strong wind generated by the bomb destroyed most of the houses and buildings within a 1.5 miles radius. When the wind reached the mountains, it was reflected and again hit the people in the city center. The wind generated by Little Boy caused the most serious damage to the city and people.

On August 9, 1945, another atomic bomb (nicknamed “Fat Man”) was dropped on Japan, this time on the city of Nagasaki. The following day, on August 10th, Japan surrendered, thus drawing World War II to its conclusion. The following timeline shows the events from July 16, 1945, when the first atomic bomb was tested in New Mexico, to the day of Japan's surrender. By examining the following timeline, you can get an idea of some of the global events that led up to the decision to drop the bomb on Japan. (See the Case Study at the end of this lesson to see how World War I began.)

<b>Jul 16, 1945</b>	The first U.S. test explosion of the atomic bomb was made at Alamogordo Air Base, south of Albuquerque, New Mexico, equal to some twenty thousand tons of TNT. The bomb was called the Gadget and the experiment was called Trinity. It was conducted in a part of the desert called Jornada del Muerto, (Dead Man's Trail), and measured the equivalent of 18,600 (21,000) tons of TNT. It was the culmination of 28 months of intense scientific research conducted under the leadership of physicist Dr. J. Robert Oppenheimer under the code name Manhattan Project. The successful atomic test was witnessed by only one journalist, William L. Lawrence of the New York Times, who described seeing the blinding explosion
<b>Jul 17-Aug 2, 1945</b>	President Truman, Soviet leader Josef Stalin, and British Prime Minister Winston S. Churchill (and his successor Clement Atlee) began meeting at the Schloss Cecilienhof in Potsdam in the final Allied summit of World War II. It re-established the European borders that were in effect as of Dec 31, 1937.
<b>Jul 23, 1945</b>	French Marshal Henri Petain, who had headed the Vichy government during World War II, went on trial, charged with treason. He was condemned to death, but his sentence was commuted.
<b>Jul 24, 1945</b>	U.S. Navy bombers sank the Japanese battleship-carrier Hyuga in shallow waters off Kure, Japan.
<b>Jul 26, 1945</b>	U.S. cruiser Indianapolis reached Tinian with atom bomb.
<b>Jul 26, 1945</b>	The U.S., Britain and China issued the Potsdam Declaration to Japan that she surrender unconditionally. Two days later Japanese Premier Kantaro Suzuki announced to the Japanese press that the Potsdam declaration is to be ignored.

<b>Jul 29, 1945</b>	After delivering parts of the first atomic bomb to the island of Tinian, the USS Indianapolis was hit and sunk by the I-58 Japanese submarine around midnight. Some 900 survivors jumped into the sea and were adrift for 4 days. Nearly 600 died before help arrived.
<b>Jul 30, 1945</b>	The USS Indianapolis, which had just delivered key components of the Hiroshima atomic bomb to the Pacific island of Tinian, was torpedoed by a Japanese submarine. Only 316 out of 1,196 men survived the sinking and shark-infested waters.
<b>Aug 3, 1945</b>	Chinese troops under American General Joseph Stilwell took the town of Myitkyina from the Japanese.
<b>Aug 6, 1945</b>	Hiroshima, Japan, was struck with the uranium bomb, Little Boy, from the B-29 airplane, Enola Gay, piloted by Col. Paul Tibbets of the US Air Force along with 11 other men. The atom bomb killed an estimated 140,000 people in the first use of a nuclear weapon in warfare. Major Thomas Wilson Ferebee was the bombardier. Richard Nelson was the radio operator.
<b>Aug 8, 1945</b>	President Truman signed the United Nations Charter.
<b>Aug 8, 1945</b>	The Soviet Union declared war against Japan.
<b>Aug 9, 1945</b>	The 10,000 lb. plutonium bomb, Fat Man, was dropped over Nagasaki after the primary objective of Kokura was passed due to visibility problems. It killed an estimated 74,000 people. The B-29 bomber plane Bock's Car so named for its assigned pilot, Fred Bock, was piloted by Captain Charles W. Sweeney. Kermit Beahan (d.1989) was the bombardier.
<b>Aug 10, 1945</b>	Japan announced its willingness to surrender to Allies provided that the status of Emperor Hirohito remains unchanged. Yosuke Yamahata photographed the aftermath of the bombing of Nagasaki. He was dispatched by the Japanese military, but did not turn over the pictures to the military authorities.

When thinking of ethical decisions that affected U.S. and world history, try to imagine how history would have been changed if the Atomic bomb had not been dropped on Japan during World War II. Would the war have continued much longer? Would the U.S. have been attacked again by the Japanese, as they had been at Pearl Harbor the year before? Because the Soviet Union had declared war on Japan on August 8th, do you think that thousands of Soviet and U.S. soldiers would have lost their lives? By looking at a timeline, how can you predict what might have happened if the decision to drop the atomic bombs had been different?

### ***Ethical Decisions on a Local Level***

Timelines can also show events on a local level. Take this example: The city of Indianapolis, Indiana, had a problem. Local leaders noted that historically in the summertime when kids were out of school, many disadvantaged children were not eating lunch. When school was in session, a midday meal was supplied by the school system, but this wasn't the case when the schools were closed for summer vacation. These kids still needed lunch, so local Indianapolis leaders set out to solve this problem.

With local government and community support, Indy Parks and Recreation began hosting the Free Summer Lunch Program at park locations and other partnered sites throughout the city. In the summer of 2004, the fifth year this program had been in existence, Indy Park officials expected that more than 70,000 lunches would be served. Free meals were available to children 18 years of age and under, and were provided without regard to race, color, national origin, sex, age, or disability. This program will continue, and will most likely grow larger with each summer, but the city of Indianapolis is prepared to handle it.

This is an example of how local leaders looked at the historic decline of local nutrition, made a decision to solve the problem, and did the ethically correct thing. They provided meals for those who wouldn't otherwise have had food during the day.

### ***Conclusion***

One decision or action builds on another, and these events are what comprise not only history but the future as well. To get a clear picture of how events unfolded or how specific decisions caused specific actions, a timeline is an invaluable tool. Timelines break down history into chunks of categorized information, and show how present times came about.



**Chapter 8****Lesson Review***Lesson Review*

1. Define the term “timeline.”
2. What does a timeline show?
3. Is there a limit to the amount of time a timeline can show? Why?
4. Why is it important to see how decisions were made and events unfolded?

## CASE STUDY

### *Chapter 8, Lesson 4: Historical Timeline: Choices, Decisions, and Consequences*

**Exercise:** Historical case study to examine the impact of a **series of events**. Discuss **citizen and global reactions** during and after the events described in the case study. **Classify events** that involved leadership, ethical, or global decisions. **Predict** what might have happened if different choices and decisions were made.

Timeline—a timeline is an account of specific decisions and events, broken down into specific segments of time.

### *The Spark That Ignited World War I*

On June 28, 1914, Gavrilo Princip, a Bosnian Serb and radical nationalist, assassinated Franz Ferdinand, the Archduke of Austria-Hungary and heir to the throne, and his wife, Sophie. How could this single act of barbarism engulf over 32 nations and 30,000,000 lives in world war?

Historians trace the origins of World War I to the end of the Napoleonic era and blame the Congress of Vienna in 1815 for setting conditions for the Franco-Prussian war in 1870 leading to the rise of Germany in 1871. Eager to maintain Germany's new status as a major European power, Chancellor Otto von Bismarck began forming a system of alliances designed to isolate France. In 1872, Bismarck orchestrated the League of the Three Emperors between Kaiser Wilhelm I of Germany, Czar Alexander II of Russia, and Emperor Franz Joseph of Austria. Russia departed the League after Germany sided with Austria over a dispute in the Balkans during the Congress of Berlin in 1878.

In the absence of Russia, Bismarck forged the Dual Alliance with Austria in 1879, and expanded it to include Italy, thus creating the Triple Alliance in 1882. Bismarck made no formal alliance with Britain, but did his best to remain on friendly terms with the traditional enemy of France. For 20 years, Bismarck maintained the peace in Europe by brokering a skillful balance of powers on the continent.

In 1890, Bismarck was dismissed by Kaiser Wilhelm II. The new emperor wanted to make Germany a world power, and commenced a program of colonial and naval expansion. Alarmed by Germany's ambition and suspicious of her ties with Austria, Russia sided with France and formed the Franco-Russian Alliance in 1893. In 1905, the German General Staff formulated the Schlieffen Plan advocating an attack on France in the event of war with Russia. Feeling increasingly isolated, Britain began to seek her own alliances. In 1902, she concluded the Anglo-Japanese Alliance to check Russian expansion in the Pacific.

In 1904, Britain defied expectations by signing the Entente Cordiale expressing friendship with France. In 1907, Britain joined the Triple Entente allying with both Russia and France. The Triple Entente of Britain, France, and Russia now stood in

direct opposition to the Triple Alliance of Germany, Austria, and Italy. A single incident could now ignite global conflagration.

In 1912, Italy came into conflict with the Ottoman Empire over holdings in the Adriatic Sea. Serbia took advantage of the weakened Ottoman Empire to attack Bulgaria. Russia sided with Serbia while Austria supported Bulgaria; Britain and Germany urged peace. Russia and Austria were now poised for war. The crisis enraged Serbs against Austria for its support of Bulgaria and its continued occupation of Bosnia-Herzegovina. On June 28, 1914, when Gavrilo Princip assassinated Franz Ferdinand, Austria declared war on Serbia. Russia declared war on Austria. Germany attacked into France, and Europe was plunged into the first world war.

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<b>Event</b>	<b>Reaction</b>	<b>Classification</b>
<b>1871</b> —Creation of the German Empire under Kaiser Wilhelm I and Otto von Bismarck.	none	<b>leadership</b> —unify independent states into German nation.
<b>1873</b> —Three Emperor's League established between Germany, Austria-Hungary, and Russia	none	<b>global</b> —isolate France.
<b>1874</b> —First Balkan Crisis; Serbia revolt in Bosnia-Herzegovina.	<b>1878</b> —Congress of Berlin  <b>1879</b> —Dual Alliance between Germany and Austria-Hungary	<b>leadership</b> —Russia resigns from the Three Emperor's League.  <b>global</b> —Russia forms enmity against Austria.
<b>1882</b> —Triple Alliance between Germany, Austria-Hungary, and Italy.	<b>1894</b> —Franco-Russian Alliance	<b>global</b> —France and Russia unite to contain Germany.
<b>1890</b> —Kaiser Wilhelm II fires Otto von Bismarck.	<b>1890</b> —Germany embarks on colonial and military expansion.	<b>ethical</b> —Kaiser Wilhelm II interested in the greater glory of an expanded Germany.
<b>1905</b> —Development of the Schlieffen Plan in Germany.	none	<b>global</b> —War with Russia will provoke an automatic attack against France.
<b>1907</b> —Triple Entente between Britain, France, and Russia.	<b>1907</b> —Germany begins military buildup and naval arms race.	<b>global</b> —The Triple Entente and Triple Alliance stand in opposition; an attack on one will ignite global conflagration.
<b>1912 to 1913</b> —Third Balkan Crisis.	<ul style="list-style-type: none"> <li>• Austria &amp; Russia now poised for war.</li> <li>• Serbians hate Austria.</li> </ul>	<b>global</b> —conditions set to start global war.
<b>June 28, 1914</b> —Gavrilo Princip assassinates Archduke Franz Ferdinand of Austria.	<ul style="list-style-type: none"> <li>• Austria declares war against Serbia.</li> <li>• Russia declares war against Austria.</li> <li>• Germany invades France.</li> <li>• Britain declares war against Germany.</li> </ul>	<b>ethical</b> —Gavrilo Princip attempted to achieve nationalist objectives through illegal and immoral means.

# *Appendix*

## *Mandatory Core Service Learning*

***Making a Difference with  
Service Learning***

***Chapter 8***

## Lesson 1

# Orientation to Service Learning



### Key Terms

community service  
debriefing  
facilitator  
orientation  
recorder  
reflection  
reporter  
service learning  
timekeeper

### What You Will Learn to Do

- Identify the components of service learning

### Linked Core Abilities

- Apply critical thinking techniques

### Skills and Knowledge You Will Gain Along the Way

- Compare the types of service opportunities within your community
- Identify the benefits of serving others within a community
- Associate the roles and responsibilities of service learning teams
- Define key words contained in this lesson

## Introduction

You have probably noticed that people who seem to find the most satisfaction in life are those actively engaged in doing something to make the world a better place for everyone. They seem happy because they are making a difference. Have you ever helped a friend through a difficult time or done something similar to stopping to help change a flat tire or take food to a sick neighbor? Then you know why people who help others appear to be more genuinely content with their lives.

Unfortunately, although you know you will feel good, it is probably not easy for you to get started. You are not alone. Many people find it awkward to reach out. However, after you take those initial steps and begin making a difference, the difficulties disappear. Feelings of accomplishment and generosity of spirit make the effort and time you spent worthwhile.

So how do you get started in service? First, look around you. There are problems and people in need everywhere. You do not have to look very far to find hunger, illiteracy, pollution, illness, poverty, neglect, and loneliness. Decide on an urgent need or one that you find most compelling. What matters most is that you make a commitment to address the need in a positive way.

After you have chosen a need, select a project that will help you accomplish your goal of making a difference. President John F. Kennedy reminded everyone to, “Ask not what your country can do for you; ask what you can do for your country.” Planning and carrying out the **service learning** project will help you selflessly “do” for your neighbor, your community, your state, your country, and the world.

The author Aldous Huxley said, “Experience is not what happens to you; it’s what you do with what happens to you.” Service learning takes that belief to heart. It is not enough to take positive actions, you must learn from your actions. For example, starting a paper recycling program is a worthy project; it can become more meaningful when you learn more about why it is important, reflect on your experiences, identify what you learned, analyze how you’ve changed, and decide other ways you can recycle and help others commit to recycling.

Service learning experiences can become the starting point for self-awareness, self-improvement, and self-fulfillment. In the process of making a difference for others, you make a difference in yourself.

## What Is Service Learning?

Service learning is an active and experiential learning strategy where students have a direct impact on an identified need that interests and motivates them. It requires sequential lessons that are organized so **orientation** and training come before the meaningful service activity and structured reflection follows the activity.

### Key Note Term

**service learning** – an environment where one can learn and develop by actively participating in organized service experiences within one’s own community.

### Key Note Term

**orientation** – the act or process of orienting or being oriented, such as being oriented on the first day of college.



Orientation and Training

+ Meaningful Service

+ Structured Reflection

—  
SERVICE LEARNING

## Structured Teamwork

Service learning requires active participation in structured teamwork. Working within small teams and solving problems together will help you become active participants. Each member is assigned a team role, including:

- **Facilitator** (The facilitator leads team discussions to identify needs and prepare service learning activities.)
- **Recorder** (The recorder takes notes for the team and organizes information.)
- **Reporter** (The reporter represents the team voice and reports team findings.)
- **Timekeeper** (The timekeeper keeps track of time and plans the schedule.)
- **Debrief** (The debriefer encourages team members and leads discussion after presentation.)

Cadet teams should determine, plan, and execute service-learning activities with the aid of their instructor.

## Orientation and Training

Orientation and training activities are necessary to prepare you and other participants for the service experience. Integrating what you are learning in class with the service activity is a key goal of service learning. This step requires in-class lessons, followed by selecting a service project that relates to the curriculum and meets academic standards.

You should be familiar enough with the material to conduct the service project you have selected. Part of the planning process will require you to determine what you need to know before the activity and to train yourself accordingly.

If possible, speak with representatives or others involved with the service you have selected to see what to expect. Orient yourself with the service goals, those you will be helping, other organizations or people that you may need to contact, and so on. In other words, learn what you need to know before starting the service experience and plan for all potential circumstances.

### Key Note Term

**facilitator** – one who facilitates; one who leads team discussion.

**recorder** – one who takes notes for the team and organizes information.

**reporter** – one who represents the team voice and reports team findings.

**timekeeper** – one who keeps track of time and plans the schedule.

**debrief** – one who encourages team members and leads discussions after presentation and team discussion.

## Meaningful Service

It is your responsibility to initiate and plan service activities to correspond to the lesson material. Although there should be at least 15 cadets per service experience, you can either work in committees on one project or small teams on separate projects. For example, you may want to divide the project components among three teams of five cadets each. Learning should be an active and social experience that is meaningful to you and those involved. Within your teams, choose a service activity that:

- Addresses a real and important need another group is not addressing
- Is interesting and challenging
- Connects you to others within the community or world
- Challenges you to develop new skills
- Requires little or no money
- Is achievable within the time available
- Has a positive effect on others

## Structured Reflection

**Reflection**, or taking time to observe, analyze, and integrate actions with learning, is an important part of the learning process. A strong reflection helps you develop skills and extend learning from the service experience. You may use many types of reflection: learning logs and essays; team and class discussions; performances; graphic organizers; and public presentations. Using learning logs throughout the experience to record thoughts, feelings, knowledge and processes will help you organize what you have learned.

Within your teams, share what you have learned by discussing your answers to open-ended questions before, during, and after each service experience. Reflection questions should encourage observation, analysis and integration.

## Community Service Versus Service Learning

Community service in many states is dispensed by a judge or court system as mandatory work for infractions of the law. Some students and members of the community view this type of service as punishment. What students learn is that they don't ever want to be forced to do "service" again. Today, many high schools include community service hours as a graduation requirement and though intentions are good, sometimes the emphasis is on quantity of hours, not quality of the project.

Service learning, on the other hand, is a step up from community service; it brings academics to life and is driven by student involvement. You should identify essential needs in your school or community, and then decide on your own projects. In addition, you should plan and carry out your own projects and take responsibility for your own learning. Reflecting on the experience will reveal the importance of your service work and the impact you are making on yourself and others.

### Key Note Term

**reflection** – a thought, idea, or opinion formed or a remark made as a result of mediation; consideration of some subject matter, idea, or purpose.

### Key Note Term

**community service** – any form of service provided for the community or common good.

## ***Why Use Service Learning?***

Service learning is rapidly growing in popularity around the country. Students who are able to learn about the world around them and work to improve it as part of their education reap many benefits. Such students:

- **Learn more**
- **Earn better grades**
- **Come to school more often**
- **Demonstrate better behavior**
- **Become more civic minded**
- **Gain a first-hand appreciation and understanding of people from other cultures, races, and generations**
- **See the connections between school and “real life”**
- **Feel better about themselves**
- **Learn skills they can use after leaving school**

Service learning provides a safe environment where you can learn, make mistakes, have successes, and develop by actively participating in organized service experiences within your community. For example, such experiences might include:

- **Meeting actual community needs by providing meaningful service**
- **Coordinating in partnership with the school and community**
- **Integrating these service opportunities into an academic curriculum, thereby enhancing what your school teaches, extending your learning beyond the classroom, and offering unique learning experiences**
- **Providing you with opportunities to use previously and newly acquired academic skills and knowledge in real-life situations in your own community**
- **Providing structured time for you to think, talk, and write about what you did and saw during your actual service activity**
- **Helping you to develop a sense of caring for others**

Providing service can be a powerful tool in the development of attitudes and behavior. It can transform young adults from passive recipients into active providers, and in so doing, redefine the perception of their involvement in the community from a cause of problems to a source of solutions.

Important skills you will need to work successfully to accomplish each service learning activity are similar to those identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) report. There are several important skills and qualities identified in the SCANS to ensure students are prepared for the workforce. The following are just a few of those skills service learning can help you strengthen.

- Being an effective team member
- Providing resource and time management
- Engaging in frequent and effective communication
- Making decisions
- Organizing and being responsible
- Effectively managing personal problems such as poor writing skills, lack of research skills, or stereotyping

## ***Conclusion***

When combined with formal education, service becomes a method of learning or “service learning.” Learning is maximized by combining the three main service learning components: orientation and training, meaningful service, and structured reflection.

Service learning is the single learning strategy that can accomplish the most good for the greatest number of people. Studies suggest that service learning reinforces curriculum content and standards, and benefits participants academically, as well as personally and socially. By getting involved to help meet different needs, you have the potential to make a difference to someone specific or to the entire community.

## ***Lesson Review***

1. Who do you know that might benefit from your participation in service learning?
2. Define the term “learning logs.”
3. Compare and contrast community service and service learning.
4. List five benefits from your participation in service learning.

## Lesson 2

### *Plan and Train for Your Exploratory Project*



#### *Key Terms*

experimental learning  
exploratory project  
field education  
problem-based learning  
training

#### *What You Will Learn to Do*

- Prepare for a service learning project

#### *Linked Core Abilities*

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world

#### *Skills and Knowledge You Will Gain Along the Way*

- Select an exploratory project
- Identify the steps needed to conduct a service learning experience

- Identify the essential components of a chosen service learning project
- Develop a plan addressing various circumstances and outcomes of the project
- Define key words contained in this lesson

## Introduction

There are several points to consider before undergoing service learning. Planning ahead will prepare you both mentally and physically to undertake the challenge. Before you select a service learning project in class, your instructor should familiarize you with service learning by guiding you in an **exploratory project** within the community. This will help you select a service project and demonstrate the steps to conducting a proper service learning experience.

## Exploratory Project Purpose

The exploratory project is an introduction to a service learning activity that utilizes **experiential learning** and **problem-based learning** principles. The purpose of a teacher-planned exploratory project is to provide students with a meaningful experience, expose them to how it feels to serve, and to stimulate their thinking about possible service learning activities.

One of the primary benefits of engaging in an exploratory project is to understand what service learning entails. Service learning is not community service, although many confuse the two. Until you participate in service learning, you will not have a real-life experience to justify the difference.

Exploratory projects help you capture a vision of how to make a difference in the world. After you get involved, you may begin to see the world through different glasses. In addition, as you work to address one need in the community, several other unmet needs will begin to surface. Your vision of the world may change when you begin to see critical needs where you never saw them before.

Suggested introductory projects could include going to a hospital or nursing home to visit residents, distributing food at a food bank, or volunteering at a local Red Cross program.

## Service Learning Steps

Before participating in service, familiarize yourself with the following steps to conduct a proper service learning experience:

### Key Note Term

**exploratory project** – a teacher-planned introductory project to service learning, intended to provide students with a meaningful experience, expose them to how it feels to serve, and to stimulate their thinking about possible service learning activities.

**experiential learning** – gaining practical knowledge, skills, or practice from direct observation of or participation in events or in a particular activity.

**problem-based learning** – an instructional strategy that promotes active learning where problems form the focus and learning stimulus and problem-solving skills are utilized.

1. Complete a pre-assessment of skill level using the Personal Skills Map from the JROTC Success Profiler.
2. Determine a school, community, or national need you can fill relating to class curriculum.
3. Brainstorm and select a meaningful service project that meets proposed guidelines.
4. Start a learning log to record new knowledge, thoughts and feelings throughout all phases.
5. Plan and organize details of the service activity and discuss expectations.
6. Participate in a meaningful service activity that meets the service learning guidelines (Form 219-R).
7. Discuss and reflect on what you experienced (observation).
8. Discuss and reflect on what you gained from the experience (analysis).
9. Discuss and reflect on what you can do with the new information (integration).
10. Complete a project summary report and a final group evaluation form to judge teamwork and other activities.
11. Brief the experience to community members, administration, classmates, and so on.
12. Complete a post-assessment using the Personal Skills Map and related analysis to determine a plan of action.

## Choosing a Service Activity

After participating in an exploratory project, you should be able to select your own service activity that meets an important need and integrates the curriculum.

It is very important that you participate in selecting a service activity that is meaningful to you and others. Brainstorm service ideas relative to the lesson curriculum and program at hand. Then as a class or team, select the service activity.

Service learning opportunities can use **field education** principles to incorporate scholastic programs with the curriculum. You can integrate programs such as:

- Lions-Quest Skills for Action®
- Groundhog Job Shadow Day®
- NEFE High School Financial Planning Program®
- You the People®
- Chief Justice®
- Cadet Ride®

### Key Note Term

**field education** – performing service and training to enhance understanding with a field of study.

In field education, you perform the service as a part of a **training** program designed primarily to enhance understanding of a field of study while providing substantial emphasis on the service.

Besides integrating curriculum and service, you will learn more about the different types, models, and terms of service in the next lesson, “Project Reflection and Integration.”

### Key Note Term

**training** – to form by or undergo instruction, discipline, or drill; to teach so as to make fit, qualified, or proficient.

## Planning the Service

After you have chosen an activity, you must plan the essential facets for project completion and prepare or train yourself for what is to come.

This is where service learning begins. Service learning efforts should start with clearly stated goals and development of a plan of action that encourages cadet responsibility. You can achieve those goals through structured preparation and brainstorming such as discussion, writing, reading, observation, and the service itself. Keep the goals consistent with the level of the activity planned and ensure that the goals and plan of action draw upon the skills and knowledge of your team. When corresponding goals to the curriculum, try to determine academic content standards you will address through the service.

Besides determining goals and standards, plans should be comprehensive to ensure adequate preparation for each step or task. Determine a description of the task(s) and answer the questions:

- **Who will be involved?**
- **What is involved and needs to be done?**
- **When will each step take place?**
- **Where will it all take place?**
- **Why will we do it?**
- **How will it work?**

For example, you might decide to visit a local veterans hospital. You could discover the needs of the elderly patients that reside there by discussions with the hospital's administrative personnel or possibly by meeting with the residents themselves. You should also determine where the project fits into the curriculum. Together, you might decide that the patients need to have younger people help them write letters to family members, assist with their wellness and fitness, or plan and lead activities.

If you are aware of children who have a hard time learning to read, you could plan a service activity to a local elementary school. Because teachers rarely have extra time on their hands to spend one-on-one with those children, certain schools may welcome JROTC cadets who could come and spend time reading or listening to the children read. You do not have to limit this service to reading. Consider helping in



**Service Learning  
Success Story**

During lessons on Planning and Social Responsibility, cadets in Gastonia, North Carolina, decided to plant a garden at a nursing home. Their pre-planning resulted in a specially designed, waist-high “no stoop garden” so seniors could help maintain the plants and flowers. This is a good example of how the needs of the elderly were taken into consideration when the garden plan was developed.

mathematics or other subjects. Remember to maximize the use of your participating cadets’ skills and knowledge. Contact your local Junior Achievement office at <http://www.ja.org> for more service learning suggestions to help teach elementary students. You can also find service learning project ideas by searching the Internet.

Do not forget to accomplish the administrative details during the preparation phase. Teams often overlook these requirements or assume that someone else will do them. You must obtain permission from school administrators to conduct the service learning activity as a field trip and arrange for transportation, lunch, and parental release/permission slips for participating cadets, and the necessary supplies and equipment to perform the activity. Invite administrators, counselors, community members, and so on to be on your Advisory Board so that they will become more involved with your project.

### *Training for the Service*

Before participating in the service activity, prepare yourself for different circumstances or outcomes. This may involve learning about the subject matter you will be expected to know to complete the tasks you have laid out, or discussing different outcomes and expectations within your teams. Try your best to be prepared for different situations you may encounter. Within teams, or as a class, brainstorm and discuss potential hazards you may encounter, and precautions you should take to make the task run smoothly.

Pretend you are taking a bus to a children’s hospital with a group of cadets to tutor sick children who cannot be in school. You may need to train yourselves on particular academic subjects/content, research what grade levels will be represented, and locate the hospital. Also, make sure to pair up and plan a meeting time and place.

### *Executing the Service*

In this phase, there are a few rules to remember. Arrive on time and always be courteous. You are representing your school and you should act accordingly at all times. Also, ensure that you understand the task or goal at hand. If you are not sure, ask an authority. They should be able to point you in the right direction. If you are a team leader, make sure your team members feel completely comfortable with the tasks. Finally, if a situation or problem arises that needs an authority’s attention (for example, an accident occurs and someone is hurt), take what actions you can and have someone contact the person in charge.

Being well organized and completely prepared are fundamental for a successful execution phase. For example, if you are going to build a garden such as the one mentioned earlier in this lesson:

- Ensure you have the correct tools and supplies to complete the service.
- Know the name or names of the contacts for the particular service you are performing.
- Identify alternate group leaders in case there are absences.
- Assign cadets to work on projects according to their experience and abilities.
- Be thoroughly prepared to complete the task, but be flexible to make changes. Things may not go as you plan them.

Remember, you are there to render a service for your community.

## Conclusion

The exploratory project will introduce you to service learning through active participation. From there, you will be ready to choose your own service activity. At that time, remember that good planning is the key to a successful service learning venture. Training may be necessary to complete the task, and learning should be the focus as well as making a difference through service.

You should now be prepared to use the proposed steps and planning procedures to conduct a proper service learning experience.

## Lesson Review

1. Define the term “problem-based learning.”
2. Why is it important to participate in a service activity that means something to you?
3. What materials might you need if you were visiting children in a hospital?
4. Name three projects in your community you might want to join.
5. What are the steps needed to conduct a service learning experience?

## Lesson 3

### *Project Reflection and Integration*



#### *Key Terms*

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advocacy service  
after action review  
analysis  
direct service  
indirect service  
integration  
observation  
placement  
project

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#### *What You Will Learn to Do*

- Evaluate the effectiveness of a service learning project

#### *Linked Core Abilities*

- Communicate using verbal, non-verbal, visual, and written techniques
- Apply critical thinking techniques

#### *Skills and Knowledge You Will Gain Along the Way*

- Relate the projected goals of a service learning project to the final outcomes
- Identify ways to integrate service learning into the JROTC curriculum
- Outline service learning objectives for the future
- Define key words

## Introduction

Now that you have an idea of what service learning is all about, what comes next? After the exploratory project, you will be able to determine and conduct appropriate service learning activities. Before choosing activities, you should know about the models, terms, and types of service available, and how to integrate service with what you are learning in class.

After you have completed a service activity, you should follow it up with a structured reflection, demonstration of learning, and evaluation of the service learning.

## Short-term Versus Long-term Service

You need to understand how to meet others' needs through either short-term or long-term service activities. Short-term service projects include:

- Restoring a historical monument during history lessons
- Raising money at an event for charity during financial planning lessons
- Visiting a nursing home while discussing wellness and fitness issues

Long-term service projects include:

- Adopting a local waterway while studying environmental issues
- Setting up an advocacy campaign to raise financial resources for shelters during financial planning lessons
- Organizing an after-school tutoring program during lessons on teaching skills

## Models of Service

Service can be done anywhere to reinforce what you are learning in class; you do not even have to leave the school grounds. The two models of service include **projects** and **placements**.

### Project Model

Service learning projects are initiated and planned by cadets with instructor guidance. Tutoring elementary children in subjects you are currently studying or starting a recycling program based on information from your geography lessons are examples of service projects.

### Key Note Term

**projects** – a task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by cadets with instructor guidance.

**placement** – service learning activities carried out beyond the classroom in a pre-existing, structured situation.

## Placement Model

Service learning placements are activities carried out beyond the classroom in a preexisting, structured situation. The placement organization typically assigns responsibilities to students individually. Examples include: teaching lessons for Junior Achievement, or volunteering for Special Olympics during fitness lessons.

## Three Types of Service

The three types of service are **direct**, **indirect**, and **advocacy**. These service types are described in the following sections.

### Direct Service

Direct service involves face-to-face contact with those being served in either project or placement models of service learning. Examples of direct service include working in a soup kitchen or working with disadvantaged children while you are studying about group communication.

### Indirect Service

Indirect service requires hands-on involvement in a service activity without any face-to-face contact with those served. An example would be raising money for a veterans hospital or e-mailing deployed soldiers during your military lessons unit.

### Advocacy Service

Advocacy services do not require face-to-face contact with those served. Advocacy involves speaking out on behalf of an issue or cause. For example, starting a school-wide poster campaign to teach others about an issue would be an advocacy service.

### Key Note Term

**direct service** – involves face-to-face contact with those being served in either project or placement models of service learning.

**indirect service** – requires hands-on involvement in a service activity without any face-to-face contact with those served.

**advocacy service** – does not require face-to-face contact with those served; involves speaking out on behalf of an issue or cause.

## Integrating Service Learning

Because the learning should equal the service in service learning, it is important to integrate classroom content with the chosen service. Service learning should reinforce curriculum content and standards for you to benefit academically, personally, and socially. Applying content standard material to real-life experiences will give you a better understanding of the curriculum.

When conducting a service learning project, take time to pinpoint the standards you should address and ways to assess your learning. As a team or class, consider:

- What standards are we addressing?
- What should we know or be able to do?
- What assessments can illustrate our learning?

Not only will you fulfill an important need with your service project, you will be learning the national standards in a more relevant and engaging manner.

## *Service Learning Examples*

Field education integrates curriculum programs with service learning. This section presents examples of how you can integrate service learning with curriculum related programs, including:

- **Lions-Quest Skills for Action®**
- **You the People®/Chief Justice®**
- **Groundhog Job Shadow Day®**
- **Cadet Ride®**
- **Winning Colors®**
- **NEFE High School Financial Planning Program®**

### *Lions-Quest Skills for Action®*

Lions-Quest Skills for Action (SFA) is a student-centered program based on combining learning with service. The program is divided into four parts and a Skills Bank. The program curriculum is an elective that advocates service, character, citizenship, and responsibility.

The Skills for Action curriculum helps guide you through the crucial steps of conducting service learning activities. Those steps include identifying needs, choosing and planning a project to address the need, carrying out the project, and reflecting on experiences and exploring what was learned throughout the project.

### *You the People and Chief Justice®*

There are a variety of ways to incorporate service learning with You the People (YTP) and Chief Justice. After you are grounded in YTP citizenship skills and have formed groups, you can identify a service learning activity to integrate into the skill-building curriculum.

For example, you could create, circulate, and publicize a petition that addresses a community issue and create a videotape to document the issue for community officials.

### *Groundhog Job Shadow Day®*

Groundhog Job Shadow Day (GJSD) is a nationwide effort to introduce students to the skills and education needed to make it in today's job market by letting them explore various career options.

For example, you may decide to start a Job Shadow effort to link the schools to the community; then organize a career day or GJSD to make it possible for high school students in the community to explore different career opportunities.

For details about the program, go to <http://www.jobshadow.org>.

### ***Cadet Ride®***

The Cadet Ride is an extension of American history that allows you to choose different historical characters to research. You can reenact them on site or in the classroom and then complete a related service learning activity.

You first need to identify issues that still relate to the community today, such as homeless veterans or victims of terrorist attacks; then take time to discuss how you can use what you have learned to improve the community/world issue. Finally, complete a related service learning activity, taking time to reflect on each phase of the experience.

Project examples used with the Cadet Ride include supporting war memorials or assisting in veterans' hospitals or shelters. Specifically, you could decide to educate others on the service of Lieutenant General Maude, who died in the line of duty at the Pentagon on 11 September 2001. In addition, you could plan a memorial for him and/or other victims to commemorate the acts of war that occurred at the World Trade Center, the Pentagon, and in Pennsylvania.

### ***Winning Colors®***

Winning Colors states that everyone is capable of developing decision-making, thinking, feeling, and action behaviors. One example of a service learning project would be to teach senior citizens or elementary students about Winning Colors, how to discover their personal needs, and develop a plan to help them achieve a successful balance.

#### ***Note***

You can earn two hours of college credit with Winning Colors and a service learning project. Ask your JROTC Instructor for more details.

For more information about Winning Colors go to <http://www.winningcolors.com>.

### ***NEFE High School Financial Planning Program®***

The National Endowment for Financial Education (NEFE) High School Financial Planning Program® (HSFPP) is designed to teach practical money management skills to introduce financial planning through course work. Numerous service learning activities can be integrated into the NEFE HSFPP curriculum.

**Note**

You can earn two hours of college credit when you do the NEFE curriculum and a service learning project. Ask your JROTC Instructor for more details.

Suggested service learning activities related to the NEFE HSFP include:

- **Teach elementary students Junior Achievement material in relation to HSFP**
- **Provide a budget assistance program**
- **Host a Credit Awareness or Financial Fitness Fair**
- **Develop budgets and spreadsheets for local services**
- **Start an Investment Club in school**
- **Design, produce, and distribute informative posters**
- **Comparison-shop for homebound seniors' groceries**

For more information, call NEFE at (303) 224-3510, or visit <http://www.nefe.org>.

**Integration with Additional Unit Content**

Besides using applicable curriculum programs in service learning, you may decide to integrate additional content and services. The key is to connect the service activity with course curriculum.

For example, after studying harmful effects of tobacco/drugs, you could teach elementary school kids by putting together an anti-drug advocacy program. You could create banners, skits and instructional materials, then plan and coordinate the elementary program teachings.

**After the Service**

After the service, you will participate in an **after action review** so you can reflect, demonstrate, and evaluate. This will be done in three phases, as described in the following sections.

**Structured Reflection Phase**

Remember, a strong reflection helps develop skills and extend your learning from the service experience. Besides keeping a running learning log of entries, you should hold team discussions to answer open-ended questions before, during, and after each service experience. Sharing what you learned with your teammates and listening to others, will add to your learning experience.

Types of reflection questions to ask about the service learning experience include:

**Key Note Term**

**after action review** – reflecting on what was learned after an act.



**Key Note Term**

**observation** – an act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence.

**analysis** – a study of something complex, its elements, and their relations.

**integration** – the act or process or an instance of forming, coordinating, or blending into a functioning or unified whole.

- **Observation/What—What did I do?**
- **Analysis/So What—What did it mean to me?**
- **Integration/Now What—What will I do because of what I accomplished or learned?**

This phase provides you with a structured opportunity to think about what you just did for your community and to describe the feelings that stimulated your actions throughout this activity. Experience indicates that reflection is the key to successful service learning programs.

After you actually perform the service, you should come together as a group to contemplate your service experiences in a project summary report, learning logs, essays, and class discussions. In doing so, you should thoroughly describe what happened during the activity; record any differences your activity actually made; and try to place this experience in a larger context. Specifically, do you believe you successfully accomplished your service learning goals? If not, why? What can you do better the next time? Share your feelings and thoughts. Discuss experiences that made you happy, sad, or angry, events that surprised or frightened you, and other topics related to the activity.

**Demonstration Phase**

In the demonstration phase, you share with others your mastery of skills, creative ideas, and the outcomes from this project; then identify the next steps to take to benefit the community. The actual demonstration can take many different forms. For example, you might:

- Give a presentation to peers, faculty, or community members about the activity.
- Write articles or letters to local newspapers regarding issues of public concern.
- Extend the experience to develop future projects that could benefit the community.

**EVALUATION PHASE: Evaluating Service Learning**

A goal in JROTC is to couple high service with high integration of course content to maximize learning and skill development, as well as meet identified needs. When evaluating your service learning activities, reflect upon accomplishments and determine ways to improve.

High service meets a clear and important need and is organized and implemented by students. High integration with curriculum addresses classroom goals, incorporates classroom content, and improves course-related knowledge and skills. Use the following quadrants to rate your service learning experience.

**Quadrant 1**

**Example:** After studying financial planning lessons from the National Endowment of Financial Education, cadets teach Junior Achievement lessons to elementary students and assist them in making posters to advocate financial responsibility.

### ***Quadrant 2***

**Example:** Cadets organize a drive for stuffed animals and blankets after learning about work skills and participating in Groundhog Job Shadow Day.

### ***Quadrant 3***

**Example:** Teacher directs cadets to send e-mail to deployed service members after studying a historic event through a cadet ride.

### ***Quadrant 4***

**Example:** Teacher assigns cadets to perform a color guard in the community after studying lessons in You the People.

## ***Service Learning Authentic Assessments***

Authentic assessments that evaluate the service activity and student learning are imperative to a successful service learning initiative. Choose assessment tools that measure and affirm learning, program goals, and impact on the need identified, to determine potential improvements.

Service learning lends itself to performance-based assessment, enabling you to exhibit what you have learned in a hands-on and meaningful context. Be sure to take advantage of college credits available through service learning and your curriculum.

## ***Conclusion***

In addition to teaching you the value of volunteering, service learning fosters your development of citizenship skills, as well as personal, social and thinking skills. It teaches service responsibilities and prepares future service commitments. Most importantly, service learning builds a spirit of cooperation among you, your peers, the school, and the community.

## ***Lesson Review***

1. List the three types of services and give an example of each.
2. Choose one service learning curriculum-related program and discuss it.
3. Define the term “placement.”
4. State what you learn through the evaluation phase.

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*“To motivate young people  
to be better citizens”*