



State of California – Military Department
California Cadet Corps

CURRICULUM ON CITIZENSHIP

Strand C2: Citizenship

Level 11

This Strand is composed of the following components:

- A. Improve Yourself
- B. Improve Your Community
- C. **Improve Your State, Country, and Planet**



“Make the World a Better Place: Improve Yourself!”

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C. Improve Your State, Country, and Planet

Standard #2: Students learn duty, service, and responsibility as a citizen of their school, their community, the State of California, and the United States.

OBJECTIVES

DESIRED OUTCOME (Leadership)

Cadets will embrace their potential role as Active Citizens.

Plan of Action:

1. Define Active Citizenship in their own words
2. Differentiate between the rights and responsibilities of citizenship
3. Identify effective ways of volunteering as an Active Citizen
4. Identify the four dimensions of Active Citizenship
5. Identify the topics that Active Citizens should have a grasp of
6. Identify the skills and aptitudes of an Active Citizen
7. Identify the characteristics of Active Citizenship
8. Identify tips for the Active Citizen
9. Explain two Active Citizenship Models
10. Take an Active Citizen self-assessment

C1. What is Active Citizenship

Active Citizenship is the philosophy that citizens should work toward the improvement of their community, through economic participation, public volunteer work, and other such efforts to improve life for all citizens.



Citizenship can mean something as simple as membership in a community or nation. It's also about how we live together in our communities and how we 'get on' locally, nationally and globally. Democracies need active, informed and responsible citizens; citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. We use the term 'citizenship' in school (you probably receive some type of grade or rating in school for your "citizenship") to relate to

how you act as a citizen – how well you serve the community. That's usually measured in terms of whether you generally follow the community's rules, contribute to the community's welfare, and take actions that benefit the community. Cadet Corps judges your citizenship on your classroom conduct, regular class attendance, truthfulness, dependability and morality (per CR 1-1). We also value your school and community service, and the unit's community service.

Active Citizenship takes this a step farther (though luckily no grade is involved), looking at how we participate as meaningful members of our community, nation, and the world. Do we help others? Do we get involved? Do we educate ourselves on issues and take action toward the benefit of the group? Do we act only to benefit ourselves, or are we a team player within our community?

Active citizenship?



Balance between rights and responsibilities...

Active citizenship is an umbrella concept regarding the rights and responsibilities of citizens. The philosophy urges people to be more engaged in the world around them. Practicing active citizenship can be as simple as volunteering at a food bank or as complex as organizing with others to tackle a serious global problem, such as climate change. (Hawthorn, 2019) An active citizen promotes the quality of life in a community through both political and non-political process developing a combination of knowledge, skills, values and motivation to work to make a difference in the society. (European University College Association, Accessed DEC 2020)

The concept of active citizenship acknowledges that in a democratic society, all individuals and groups have the **right** to engage in the creation and re-creation of that democratic society, and they have the right to participate in all of the democratic practices and institutions within that society. In the US, most of our rights are delineated in the Bill of Rights in the Constitution. Individuals have the **responsibility** to see that no groups or individuals are excluded from these practices and institutions. (Tufan, 2009) Political beliefs don't have a bearing on active citizenship. It's not a Democratic or Republican concept, and in fact is more prevalent in other countries than it is in the United States. It is predominantly

focused on getting younger people – students and young adults – actively involved in their community, but there is no age limit for the concept.

Global citizenship is the idea that in today's world, our identity transcends geographic or political borders, and that responsibilities and rights are derived from membership in the broader class of "humanity." Our responsibilities in this concept are to all humanity and to the earth itself, not narrowed by nation or group.



One of the benefits of active citizenship is that it brings people together, whether they're united toward a common goal or not. The rise of the Internet in our lives has driven many people to live their life online, with actual interaction with others – especially those with whom they disagree – a rarity. This, and other aspects of the internet era, is a major cause of the polarization in politics that has arisen around the world. When people come together, to work toward or to advocate their goals, the polarization falls away, and we realize how similar we are, and how easy it can be to work out a position between the two poles. It's much easier to not recognize someone as a human being if you're on the Internet.

Active citizens don't want the government to provide standard solutions for everything. They prefer a tailor-made approach and authorities that think along with them. So citizens and government are devising new ways of relating to each other and working together – in what is often called a 'do-ocracy'. The government can support citizen participation in various ways, for instance by abolishing unnecessary rules and regulations wherever possible, like the complex application procedures volunteers sometimes have to contend with to obtain funding for their activities. (Netherlands Gov't, Accessed 2020)

Active Citizenship

- An effective active citizen is a person who understands the obligation and undertakes the responsibility to improve community conditions, build healthier communities and address social problems.”

Tufts University Jonathan M. Tisch College of Citizenship and Public Service

Seek to,

- Demonstrate a commitment to active citizenship
- Increase your awareness of the importance of involvement and active engagement



“I have a responsibility as a citizen to my community. It is both a responsibility and a privilege, because as I work to make my community a better place, I receive intrinsic benefits as well.”

- Anna Morton

The idea of active citizenship has created a new approach to volunteering – using professional skills to help others.

One of these passionate professionals is Chris Schmidt, a program manager at Bank of America/Merrill Lynch in Boston. At his demanding day job, he focuses on global trade and supply chain finance. But in his free time, he's a volunteer mentor with Citizen Schools, a wonderful organization that was founded in 1995 to bring large numbers of caring adults into the nation's schools as mentors.

"I remembered how difficult it was at that age to connect the dots, so to speak, between school and the real world, so I wanted to become a Citizen Teacher to help kids understand the business world around them and encourage them to make connections outside of the classroom."

He's been thrilled by the ways he's been able to help:

"I try to bring all the experiences and skills that I have accumulated in my professional life into the classroom such as com

munication, leadership, teamwork, business acumen, and analysis. Citizen Schools has this mantra of the "teach back" where apprentices are expected to absorb what they have learned well enough to be able to teach it back to their teachers, friends, and families. I have realized that being a member of a business team is not so different from being a Citizen Teacher in the sense that I need to "teach back" what I know and learn every day to my colleagues and our clients as a coach or advisor rather than as a lecturer." (Tisch, 2010)

In an academic article published in 2009 by Hoskins & Mascherini, they outline four dimensions of Active Citizenship (Tufan, 2009):

- Protest and social change
- Community life
- Representative democracy
- Democratic values

1. Protest and social change. Membership, participation activities, donating money and volunteer work in the form of:

- ✓ Protest activities: Also includes signing a petition, taking part in a lawful demonstration, boycotting products, ethical consumption and contacting a politician
- ✓ Human rights organizations
- ✓ Trade Unions
- ✓ Environmental organizations

2. Community life. Being actively involved in your community; Membership, participation activities, donating money and volunteer work in the form of:

- ✓ Religious organizations

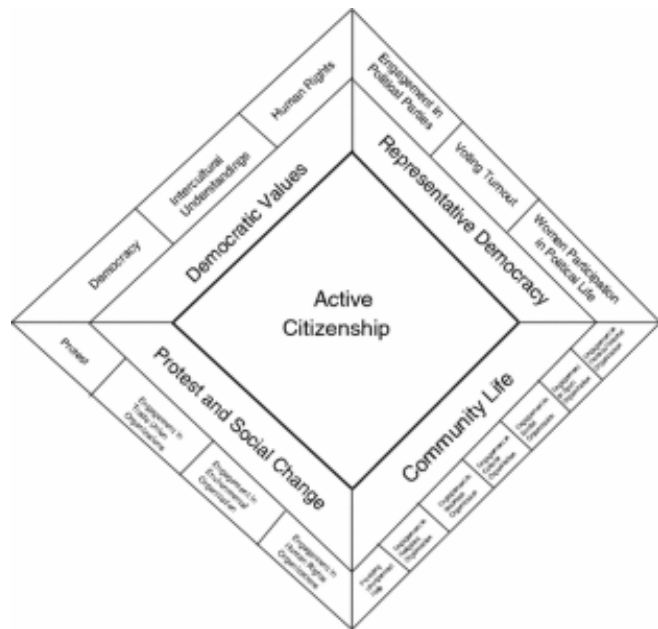
- ✓ Business
- ✓ Cultural activities
- ✓ Social
- ✓ Sports
- ✓ Parent-Teacher organizations
- ✓ Unorganized help

3. Representative democracy:

- ✓ Engagement in political parties
- ✓ Voting
- ✓ Participation of women and minorities in political positions

4. Democratic values:

- ✓ Democracy – values in relationship to citizenship activities
- ✓ Intercultural understanding regarding immigration
- ✓ Human rights – law and rights of migrants

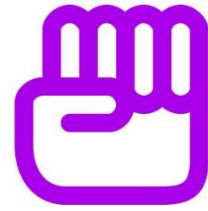


Their study of 19 European countries showed that the Nordic countries, and especially Sweden, have the highest rate of active citizenship, followed by Central Europe and Anglo-Saxon countries. Mediterranean countries and Eastern European countries had the least involvement in active citizenship. Think about what you know of the countries in Europe – their political systems and bent, their culture, and their history. What makes the Nordic countries (Denmark, Sweden, Norway, Finland) more likely to engage in active citizenship. How do you think the US would stand up against these nations if we were included in this study?

Another look at what an Active Citizen is brings out these points (Ramos, 2013):

- ✓ Active Citizens are those who develop the skills, knowledge and understanding to be able to make informed decisions about their communities and workplaces with the aim of improving the quality of life
- ✓ An active citizen may challenge the rules and existing structures although they should generally stay within the bounds of democratic processes and not become involved in violent acts
- ✓ Active Citizens value respect, courage, openness, tolerance, listening, working
- ✓ Active Citizens participate in the community (involvement in a voluntary activity or engaging with local government agencies)
- ✓ Active Citizens are empowered to play a part in the decisions and processes that affect them, particularly public policy and services
- ✓ Active Citizens have knowledge and understanding of the political/social/economic context of their participation so that they can make informed decisions
- ✓ Active Citizens are able to challenge policies or actions and existing structures on the basis of principles such as equality, inclusiveness, diversity and social justice

- ✓ Democracies need active, informed and responsible citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process
- ✓ Democracies depend upon citizens who are
 - Aware of their rights and responsibilities as citizens
 - Informed about the social and political world
 - Concerned about the welfare of others
 - Articulate in their opinions and arguments
 - Capable of having an influence on the world
 - Active in their communities
 - Responsible in how they act as citizens
- ✓ Citizenship issues are
 - Real: they actually affect peoples' lives
 - Topical: current today
 - Sometimes Sensitive: can affect people at a personal level, especially when family or friends are involved
 - Often controversial: people disagree and hold strong opinions about them
 - Ultimately moral: relate to what people think is right or wrong, good or bad, important or unimportant in society
- ✓ Active Citizenship helps young people
 - to develop self-confidence and successfully deal with significant life changes and challenges such as bullying and discrimination
 - by giving them a voice in the life of their schools, communities, and society
 - to make a positive contribution by developing the expertise and experience needed to claim their rights and understand their responsibilities and preparing them for the challenges and opportunities of adult and working life
- ✓ Active Citizenship helps create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in the democratic process
- ✓ Essential elements of citizenship education are
 - Knowledge and understanding about topics such as
 - laws and rules
 - the democratic process
 - the media
 - human rights diversity
 - money and the economy
 - sustainable development
 - the world as a global community
 - concepts such as democracy, justice, equality, freedom, authority, and the rule of law
 - Skills and aptitudes:
 - Critical thinking
 - Analyzing information
 - Expressing opinions
 - Taking part in discussions and debates
 - Negotiating
 - Conflict resolution
 - Participating in community action



Active citizenship



- Values and dispositions:
 - Respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view
 - Willingness to listen to, work with and stand up for others

C2. How to be an Active Citizen

There are lots of ways to be an active citizen. Whether you focus on one of the dimensions listed at the end of C1 (from the Hoskins & Mascherini study), or use another of the models presented here, it all boils down to being involved in your community in some, or many, ways. Being an *active* citizen is more than just being a *good* citizen – but being a good citizen is a good way to start.



There are some unresolved philosophical issues regarding citizenship, including the proper balance between **duties** and **rights**. If a nation gives *rights* to its people, then they may have certain *responsibilities*. Responsibilities include at least benign public behavior (not harming others), and ideally being active in helping our community, state, nation, and world.

The Junior Chamber International (JCI) lists the following characteristics of active citizenship:

- Respect
- Honoring duties
- Being informed
- Compassion
- Active Involvement
- Working together
- Sustainable solutions
- Self-development
- Safe, stable and clean environment

Good citizens have a knowledge and understanding about:

- Laws and rules
- Voting for government office
- Role and influence of the media
- Human rights
- Cultural diversity
- Money and the economy
- The environment and sustainable development
- Concepts such as democracy, justice, equality, freedom, authority, and the rule of law

**EVERY GOOD CITIZEN
ADDS TO THE STRENGTH
OF A NATION**

GORDON B HINCKLEY
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Many people feel a sense of commitment to their neighborhood and are actively involved in activities to improve the quality of life there. This is called 'citizen participation'. For example, local residents engage in voluntary work, organize litter-clearing campaigns, set up collectives to purchase solar panels or form local care cooperatives. They may also be involved in the decision-making about the municipal budget. (Netherlands Gov't, Accessed 2020)



Bob Graham and Randi Weingarten, in their article on teaching Civics, introduce five principles for teaching action civics. Has your education involved these? If not, you may want to pursue them on your own (Weingarten, 2018) :

- Help students recognize challenges or opportunities in their school, community, state, or nation that can be addressed through effective citizenship
- Instruct students on the competencies required for civic success (i.e., the skills of effective citizenship)
- Provide students with foundational knowledge of democratic institutions and processes while teaching citizenship skills (e.g., exploring federalism to identify which level of government can resolve the challenge a student has selected)
- Instill in students the dispositions of democratic citizenship, such as respect for fellow citizens of different races, religions, classes, and sexualities, and tolerance for different political viewpoints
- Encourage students to utilize their newly learned skills, knowledge, and values to address the challenge or opportunity they have identified.

Some tips for Active Citizenship (Black, 2010):

- ✓ Take only positive positions
- ✓ Listen to all peoples' views
- ✓ Avoid stereotyping
- ✓ Accept responsibility – don't blame others for a lack of success
- ✓ Be persistent
- ✓ Act
- ✓ Keep an ongoing assessment
- ✓ Celebrate milestones along the way to maintain motivation



Junior Chamber International (JCI) is a non-profit international non-governmental organization of young people between 18 and 40 years old that work to create positive change. Started in Saint Louis, MO in 1915, it went international in 1944. It has members in about 124 countries, and regional or national organizations in most of them. They offer a model for active citizenship and an organization that actively encourages young people to get involved in addressing the issues they believe are important. (JCI, 2020) They also actively encourage youth to take leadership roles – something they have in common with the California Cadet Corps!



Practical Exercise: Match each problem with an action you could take in response.

<u>Problems:</u>	<u>Actions:</u>
You learn that a local organization needs help building homes for people who are homeless	Get your friends to sign a petition, or a written request signed by many people, asking the government to put up a stop sign. Then, send the petition to the leaders of your city.
You support a candidate for an upcoming election. You know many young people in your community don't vote and you want more people to be involved	One Saturday each month, organize some of your friends to help paint walls and plant flowers for the new houses the group builds
You believe a road near your school is not safe for students walking home. You want to show the city council that this problem affects many people.	Sign up to help register voters in your community and give people information about when and where to vote.

Practical Exercise: You might notice issues that you want to learn more about in your community. Imagine you are in the situations below. Match each situation with the steps you could take to become more informed.

<u>Situation:</u>	<u>How to Become Informed:</u>
You notice that some people living in your community don't have places to live. You would like to do something to help them.	Talk to your teachers or friends to see if they have also noticed this problem. Research different ways of encouraging cars to slow down in this area.
You see campaign signs in your community for candidates running for office. You don't know anything about the candidates and want to learn more.	Read an article in your local newspaper about a group that is working to end homelessness.
While walking to school you notice people driving fast and not stopping at a crosswalk. You wonder if people crossing the road will be safe.	Go to the websites of all of the candidates. Read what they believe and decide which candidate to support.

For group-interactive exercises on **Volunteering and Active Citizenship**, see separate *Group Activities on Active Citizenship* file in the Cadet Corps C2 (Citizenship) Curriculum.

THE ACTIVE CITIZEN

Thoughts of young change-makers who attended the UDAAN 2013 Conference on climate change and creative activism

REALIZE

Being aware of what is happening and what should be done.
Criticizing and questioning. Understanding the problem.
Developing consciousness.

Realizing society needs help

TAKE RESPONSIBILITY

Not waiting or complaining.
Taking a stand.

TAKE INITIATIVE

Not depending on anyone to start. Not being passive.
Taking a lead.

PARTICIPATE

Participate in community.
Use of democratic tools.
Comply with civic duties.

ACT

Get on the ground.
Chart out a plan or strategy.
Work and speak out
against injustice.

MOBILIZE

Raise awareness.
Bring people together
for a common cause.

CONTRIBUTE TO SOCIETY

Local perspective: Make your
city or community better.



PURSUE COMMON GOOD

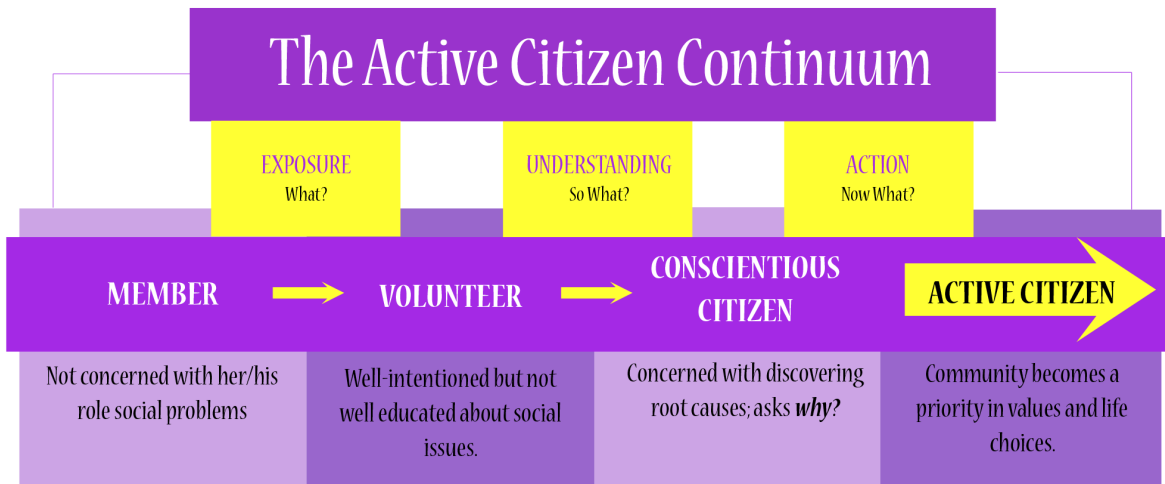
Global perspective: Make change
in environmental, economic and
socio-political issues



Making Change 2014

C3. Models for Active Citizenship

A. Active Citizen Continuum:



(Bowen, 2013)

B. "Take Part" Model for Active Citizenship (Editors of ChangesUK.net, 2020)

In order to provide opportunities for people to start to recognize their potential for leadership and participation, this model proposes that there are four essential ingredients. Each suggests specific learning outcomes, which combine to create the conditions for people to be confident and active in the public domain. Yet another model that helps you hone your leadership skills while making a difference in the world!

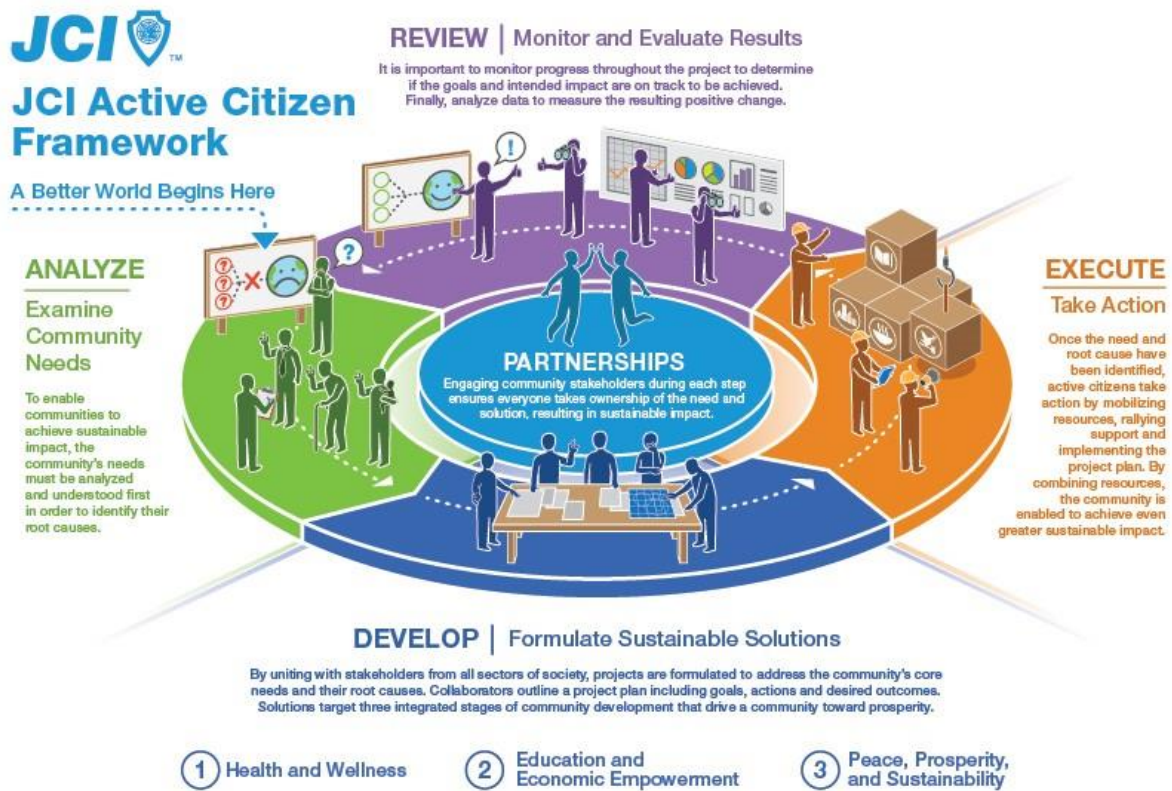
1. Value your own skills.
Here the focus is on work with individuals, whether in terms of confidence building, validating life experiences or practical skills development, for example, presentation skills, public speaking, chairing meetings, budgeting, planning, dealing with difficult situations, being more assertive. In general, these can be the building blocks towards increased self-esteem and an acceptance of one's own value and experiences.
2. Know yourself through and with others.
At this stage we can reflect upon our own situation in relation to the wider context of our experiences. It provides the opportunity to make sense of the factors that shape our lives, for example, education, religion, family, parenthood, sexuality, class, race, economic dependence. It is at this point that we realize that while we have many experiences in common, we are all products of our particular and diverse cultures, backgrounds and traditions. If we can learn how to value ourselves and communicate with others in a genuine way, we are in a better position to develop a network of support and deal with the inevitable conflicts and work together to make positive changes.



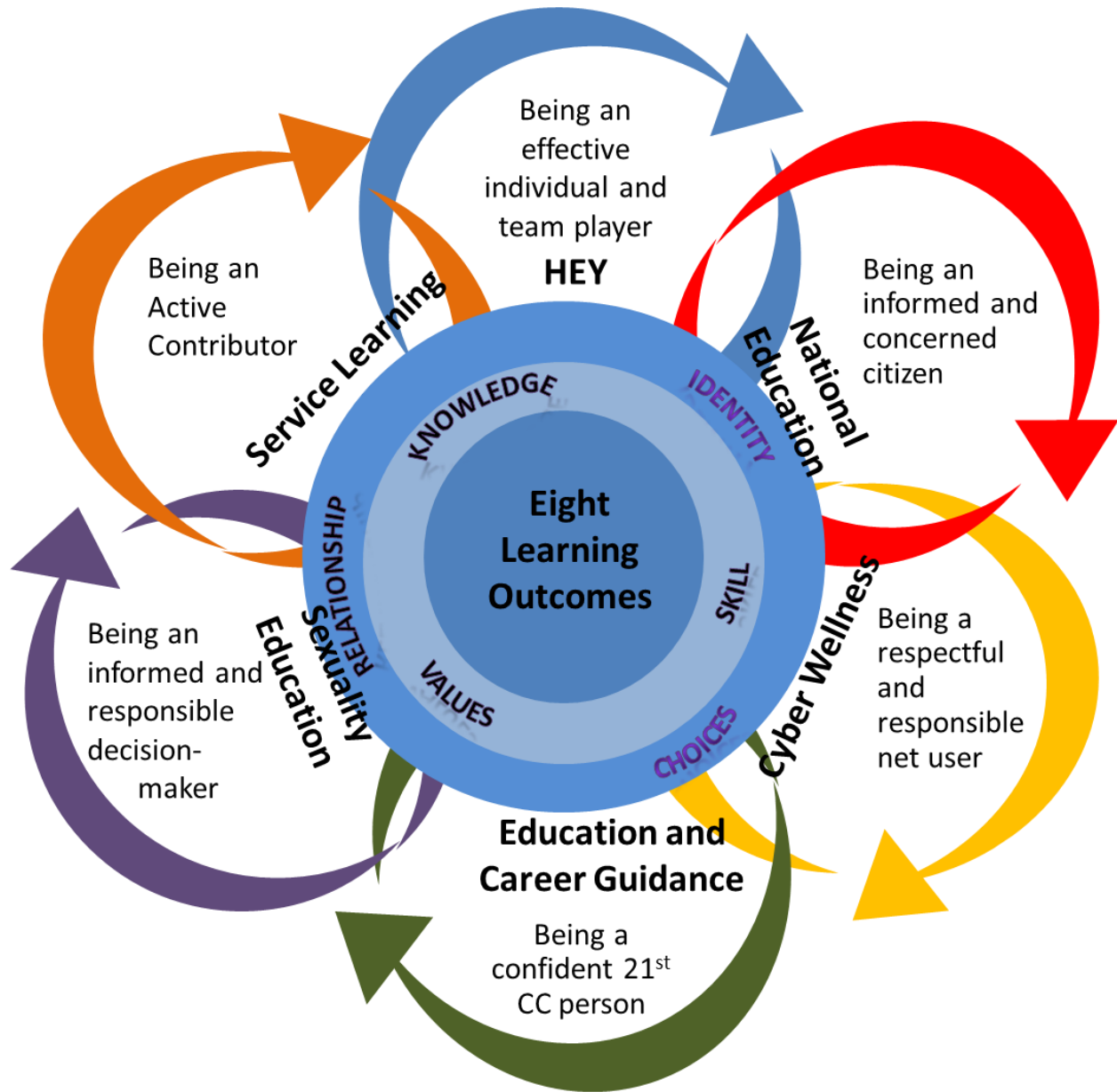
The model © *changes*

3. Know how the external world operates and choose where you want to be.
To be able to make changes and get our voices heard we need to know how the system operates: how decision-making structures are set up, how these structures work, who is involved, how accountable they are, who holds power in any given situation. This means knowing about the local, national and international structures that impact upon our lives. If we are clear about our place within the system; as a voter, a constituent, a consumer, a citizen, we start to have a clearer understanding about our rights and responsibilities. Once we have this knowledge, we can make choices about where we want to be and the roles we want to play, for example, an elected member, a school administrator, a politician, a judge, on a Citizen's Panel.
4. Know where to go to get what you want.
In order to make changes we have to make our voice heard, ask people for information and know how to get what we want from individuals and organizations. This can involve negotiating, campaigning, lobbying – or simply being more assertive!

C. The JCI Active Citizen Framework
(see explanation of JCI in Lesson C2)



D. Eight Learning Outcomes of Character & Citizenship Development
(Clementi Town Secondary School, Accessed JAN 2021)



This model contains 6 modules aimed at molding the character of every student so that they become active contributors with the passion to learn, bright learners with the confidence to lead and caring citizens with the humility to serve. The diagram above summarizes the 6 CCE modules and the outcome of each module.

Highly Effective Youths (HEY)

In order to effect a student-centric curriculum, there is a customized school-based CCE curriculum based on the '7 habits for the Highly Effective Youths' by Stephen Covey. These habits, which are a result of a set of attitudes, underpinned by values, are applied through the Social and Emotional competencies.

National Education (NE)

National Education has been integrated into the formal CCE curriculum and is part of the school's Citizenship Education program. With its vision of 'Every Student, An Active and Global Citizen', the NE programme aims to nurture active and concerned citizens with the passion to learn, confidence to lead and humility to serve.

Cyber Wellness (CW)

The Cyber Wellness module focusses on developing the child's instinct to protect himself and empowers him to take responsibility for his own well-being in cyberspace. It highlights three principles to guide students in their actions, i.e. Respect for self and others; safe and responsible use and; positive peer influence. It also provides a 3-step process, Sense-Think-Act.

Education and Career Guidance (ECG)

To help foster a confident 21st century person ready for the work force, Education and Career Guidance module helps students to develop their social and emotional competencies; discover their interests, strengths and weakness; and also explore their career choices.

Sexuality Education

The Sexuality Education module aims to help students develop a moral compass, respect for themselves and others through making wise, responsible and informed decisions based on positive mainstream values and attitudes. Besides decision-making skills, students are taught to manage their thoughts, feelings and behaviors on human sexuality through effective communication and problem-solving skills.

Service-Learning

The S-L program aims to nurture students with a heart of Service, equipped with the requisite Social-Emotional Competencies, to have a good knowledge of the needs of the school and the community and to work in teams for the greater good of the community. Service Learning aims to develop every student into:

An **Active** Contributor who has the confidence to voice up, work effectively in teams, is innovative and strives for excellence

A **Bright** Learner who takes initiative to serve the real needs of the community and take ownership

A **Caring** and Concerned Citizen who can communicate effectively, has good interpersonal skills and takes an active part in the betterment of the lives of others.

Can you use the leadership skills you have learned in Cadet Corps and put them to use in other parts of your life? These models suggest that you can. If you want to be a contributing citizen of your community, California, the United States, and the World, you must be involved in issues that are important to you. A leader has an impact on others; as an active citizen, you can spread that impact, potentially around the world!

C4. Active Citizenship Self-Assessment

<i>How active a local citizen are you?</i>		
<i>Answer the questions below by circling Yes/No (Y/N) or not applicable (NA).</i>		
1. Do you know the name of a local politician?		Y / N
2. Do you know how to make your views known to him/her?		Y / N
3. Do you volunteer to help any local organizations (e.g. Scouts, a church group, a local charity, a sports team)?	NA	Y / N
4. Do you try to welcome newcomers in your community?	NA	Y / N
5. Do you avoid using unpleasant names that discriminate against certain groups (i.e. using 'gay' as an insult; calling someone a 'nerd' or a 'pikey'; insulting someone because they have red hair)?		Y / N
6. Would you challenge someone else if you overheard them using insulting words about certain groups?	NA	Y / N
7. Do you know which organization(s) to approach about recycling locally?		Y / N
8. Do you think you have views that deserve to be taken seriously?		Y / N
9. Would you be prepared to present your views to a local politician?		Y / N
10. Which of these things have you done to get your views taken seriously?		Y / N
a. I produced a poster to support a campaign.		Y / N
b. I produced a PowerPoint and emailed it to my teacher.		Y / N
c. I wrote a letter or email and sent it to the right person.		Y / N
d. I produced a petition and got real signatures on it.		Y / N
e. I produced a survey and got some replies.		Y / N
f. I did something else (Explain what you did below)		Y / N
<hr/> <hr/> <p style="text-align: center;">Give yourself one Active Citizenship point for each 'Yes'</p> <p style="text-align: center;">My total Active Citizenship score is: _____</p>		

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