



State of California – Military Department
California Cadet Corps

CURRICULUM ON CITIZENSHIP

Strand C8: These UNITED States

Level 11

This Strand is composed of the following components:

- A. Common American Values**
- B. Great Americans
- C. Symbols of American Pride



“What We Stand For”

Table of Contents

A. Common American Values 3

Objectives 3

Introduction 4

A1. Declaration of Independence 5

A2. The Constitution 9

A3. The Bill of Rights 12

A4. A Democratic Republic 13

A5. Democratic Values..... 14

A6. Capitalism 15

A7. Individualism 19

A8. Freedom 21

A9. Importance of Time and Work Ethic 22

A10. Equality..... 23

References 25

A. Common American Values

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 (Followership)

At the conclusion of this training, Cadets will have a better concept of the values that Americans as a nation hold dear, their meaning, and the sources of those values.

Plan of Action:

1. Identify who wrote the Declaration of Independence, when, and why.
2. Identify the five parts of the Declaration of Independence.
3. Identify the American values established in the Declaration of Independence
4. Identify the US Constitution by a description of its purpose
5. Identify principles outlined in the US Constitution
6. Identify the concepts put forth in the seven Articles of the Constitution
7. Identify the main values reinforced by the US Constitution
8. Identify the purpose of the Bill of Rights
9. Identify the rights spelled out in the Bill of Rights
10. Differentiate a *Republic* from a *Democracy*
11. Identify key attributes of government put forth in the Declaration of Independence and Constitution
12. Explain the core democratic values found in the Declaration of Independence, Constitution, and other core American foundational documents
13. Identify key American cultural values
14. Define *capitalism* and identify its main characteristics
15. Define *individualism* and differentiate it from *collectivism*
16. Define freedom as it relates to American culture.
17. Explain how time and work ethic differ in some cultures
18. Explain the concept of 'protected classes'
19. Give four examples of 'protected classes'
20. Give two examples of classes that are not currently protected
21. Give an example of discrimination against a protected class
22. Define *immutable characteristics* and give two examples

Introduction

What are the basic values of the American people? Where did they come from? Have they changed over the past 250 years? Who's opinion matters?

This section of curriculum will dive into the core values of America, and the sources that either summarize or state those values. We will discuss the importance of those values in our lives today.

Depending on who you listen to, here are some of what we consider to be America's core values:

- Independence / Self-Reliance
- Liberty / Freedom
- Equality / Equal Opportunity
- Material Wealth – the American Dream
- Hard Work
- Competition
- Justice
- Privacy

America, and our culture, has changed a lot since the country was founded. Are these values as important or true as they were in 1776? Do you, as an American, embrace these values as our ancestors did? Are they relevant to new US citizens from all over the world? Have they stood the test of time? Keep these questions in mind as you consider the lessons in this section.

Three documents that are incredibly important to the history of the United States of America are collectively known as the Charters of Freedom: the Declaration of Independence, the US Constitution, and the Bill of Rights. These documents lay out the basis for America being a free and independent country, and give us the framework for our laws and system of government.

We will look at these documents and some common American values that have played a major role in the formation and success of America. These lessons are not designed to replace these subjects in your social studies classes. The California Cadet Corps has as two of its objectives Patriotism and Citizenship. As cadets, we pledge to understand these concepts in a deeper way than the average student. What is patriotism? It's not just beating our chests and announcing that America is a great country. It's pride and understanding of what has made America great – the foundational documents, history, and values that we hold dear. What makes a great citizen? Someone who contributes to their community, state, and nation in a positive way, participates in the processes of republican democracy, and is a positive help and influence on the people around them.

A1. Declaration of Independence

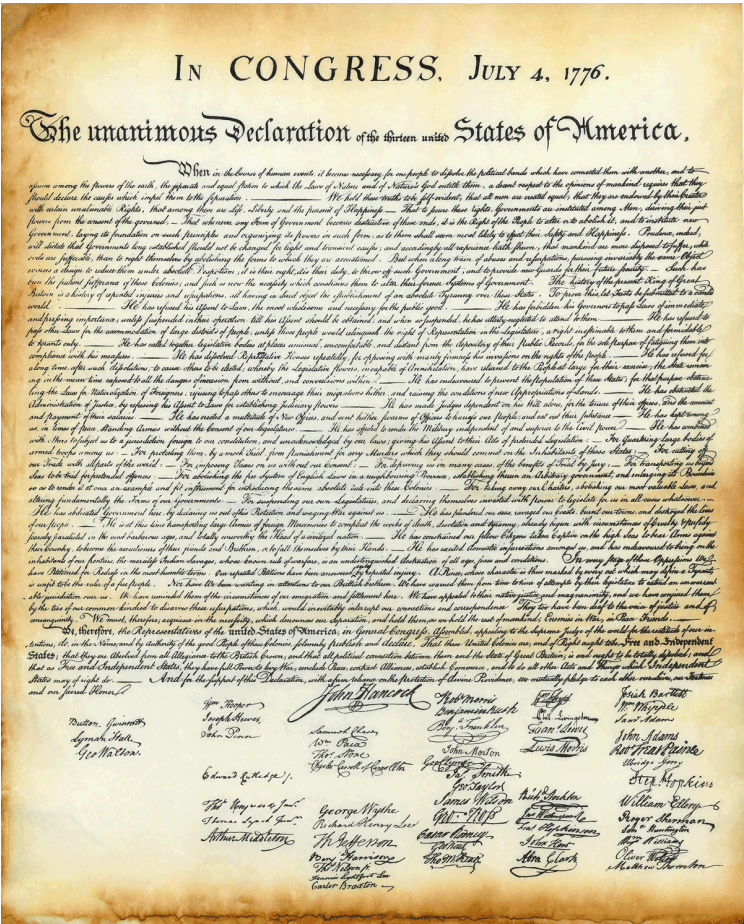
Unless you slept through your social studies classes, you’re familiar with the Declaration of Independence. Drafted by Thomas Jefferson and a committee from the Second Continental Congress consisting of Ben Franklin, John Adams, Roger Sherman, & Robert Livingston, the Declaration of Independence was America’s official statement that we no longer considered ourselves a part of the British Empire. Americans and British soldiers had been fighting the Revolutionary War on American soil for a year already, and the colonial government finally came together on July 4, 1776 to announce that independence was its goal.

Producing the Declaration of Independence was no easy task. Not all colonies agreed that they wanted to seek independence. Coming out publicly in support of independence, against the mightiest empire in the world, seemed like a sure way to being declared a traitor, confiscation of property, and loss of individual freedom. When most colonies started coming around to the idea of supporting independence, they still had to agree on the details – a process that took months. Even the final document we look at today is about 75% of what Thomas Jefferson presented to the Congress, after cuts and changes. But they did accept it, sign it, and publish it. The 13 colonies became the first 13 states of the United States, united in the desire to forge ahead independent from Great Britain.

The Declaration of Independence was more of a statement of values and ideals than a framework for a new country. Historians argue about what documents or philosophers influenced its message. People over the centuries have emphasized different aspects of it to support their cause, depending on their point of view. The irony of declaring that “all men are created equal,” yet supporting slavery as an institution, has always been a major issue.

The document announced to the King and Parliament, the American colonists, and to the world that the American colonies were breaking away from Great Britain, and it gives the reasons Congress believed that to be a supportable action.

The Declaration of Independence may be broken into five parts (US National Archives, Accessed in OCT 2020):



The Introduction asserts as a matter of Natural Law the ability of a people to assume political independence, acknowledges that the grounds for such independence must be reasonable, and therefore explicable, and ought to be explained.

In CONGRESS, July 4, 1776

The unanimous Declaration of the thirteen united States of America,

"When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation."

The Preamble outlines a general philosophy of government that justifies revolution when government harms natural rights.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.-- That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,--That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security."

The Indictment lists the particular grievances documenting the king's "repeated injuries and usurpations" of the Americans' rights and liberties. These are the specific reasons the founding fathers gave for their severance from Great Britain. To see the full list of 27 grievances, check it out in the National Archives at <https://www.archives.gov/founding-docs/declaration>.

The Denunciation of the British People describes the colonists' attempts to inform and warn the British people of the king's injustice, and the British people's failure to act. Even so, it affirms the colonists' ties to the British as "brethren." It then finishes the case for independence.

"Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends."

Finally, the Conclusion asserts that there exist conditions under which people must change their government, that the British have produced such conditions and, by necessity, the colonies must throw off political ties with the British Crown and become independent states. The conclusion contains, at its core, the Lee Resolution that had been passed on July 2.

The 56 members of the Second Continental Congress signed the Declaration of Independence. You may see one of the original copies on display in the National Archives in Washington DC.

For more information on each of the signers of the Declaration of Independence, go to:

[Declaration of Independence Signers](#)

"We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor."

AMERICAN VALUES:

What were the values proposed in the Declaration of Independence? For the most part, they are the values expressed by European philosophers in the Age of the Enlightenment. Benjamin Franklin (one of the men on the Committee to draft the Declaration of Independence, along with Thomas Jefferson) was a follower of this philosophy, as were many of his contemporaries.

The main ideas espoused in the Declaration of Independence, which pull strongly from Enlightenment and humanist theory, are:

- Equality ("all men are created equal")
- Freedom & Opportunity ("endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness")
- The power of government comes from the consent of the people governed

- People have the right to abolish their government and institute a new one (PapersOwl, Accessed in

The Enlightenment: a European intellectual movement of the 17th and 18th centuries that emphasized reason and science. The philosophy advocated for a society based upon reason rather than faith, a civil order based on natural law and science, with ideals such as liberty, progress, tolerance, fraternity, constitutional government, and separation of church and state. Radicals believed in democracy, individual liberty, freedom of expression, and eradication of religious authority. (Lumen, Accessed in OCT 2020)

OCT 2020)

To boil it down, the values established by the Declaration of Independence are **equality, liberty, and opportunity.**

Equality: The value of equality as it comes from our nation's founding documents, is the equal treatment of people irrespective of social or cultural differences. It has grown, in law, to mean equal treatment and rights regardless of race, color, gender, religion, age, sexual orientation, or national origin.

It may seem surprising that these are the only values spoken of in the Declaration of Independence. When we think of rights, we think of the many rights outlined in the Bill of Rights (Amendments 1-10 of the Constitution). But the Declaration of Independence was simpler than that. Its sole purpose was to communicate the breaking away from Great Britain of the American colonies. It established the basic values that Congress believed gave them the right to do that, then it listed the grievances against the colonists they believed the King (and his government) was responsible for. It concluded that the colonies “are, and of Right ought to be Free and Independent States.”

Liberty: The state of being free. As a value, Liberty refers to the ability to choose our own path, believe and say and do what we want (as long as it doesn't hurt others). The Bill of Rights – the first ten amendments to the Constitution - guarantees Americans freedom of speech, press, and religion, the right to bear arms, to refuse to have soldiers quartered in your house, freedom of unreasonable search and seizure, right to a speedy and fair trial by jury, and against self-incrimination, and freedom from excessive bail or fines. “It's a free country” implies your ability to do something that's not illegal or forbidden, even if others don't like it.

It has to be addressed that the values listed in the Declaration of Independence are *ideals* – concepts that are perfect. They don't represent the reality of the situation in 1776, or even today. We believe that all people are created equal, but there are many inequalities in this world. We believe people have the right to life, liberty, and the pursuit of happiness; but often people are denied these basic rights. All people are equal – but we can own slaves (in 1776). In 1860, the national government denied the right of states to secede from the Union, though that right seems to be pretty clearly articulated in the Declaration of Independence. We generally agree on these values, but we don't necessarily completely achieve them.

Opportunity: What is 'the right to Life, Liberty, and the pursuit of Happiness' if not opportunity to make something of yourself. This is a strongly held value in America, and is a value that many immigrants have held most dear. Coupled with some sense of equality, America gives its citizens the opportunity to achieve whatever they're capable of, within the limits of their intellect, strength, courage, and abilities. In many cases, this points people toward the value of material wealth (generally what people mean with the phrase 'the American Dream'). Many Americans value hard work matched with the opportunity to get ahead in life.

A2. The Constitution

The Constitution of the United States is a much more legally important document than the Declaration of Independence (which, in some ways, was really just a press release). The Constitution is the basis for the law of the United States. It's longer than the Declaration of Independence, and can be (and has been) amended when two thirds of both houses and three fourths of the states agree to a change. It has served as a model for new governments around the world.



As the Constitution establishes the law of the United States, it puts forth numerous **principles**. This establishes fundamental truth relating to how our nation governs itself. These principles are: (Worldhistory.us, 2017)

- Popular sovereignty, meaning rule by the people
- Republicanism, meaning the right to vote for representatives
- Federalism, meaning power is shared between the national and state governments
- Separation of powers into branches that make, enforce or interpret laws
- Balance of Power - controls (checks) can be made on the other branches
- Limited government - everyone is bound by the US Constitution
- Individual rights - personal freedoms are guaranteed by the Bill of Rights
- Judicial Review – the power of the courts to determine the legality of laws

Justice: the quality of being fair and reasonable. This value, which speaks both to fairness (harkening back to equality and opportunity) and a fair and impartial justice system, is the focus of much of the Constitution. Amendments 4-8 to the Constitution give to Americans protection from many of the grievances they had against the King's system of justice.

The Constitution consists of a Preamble, seven Articles, a Closing Endorsement, and Amendments. The Preamble outlines the Constitution's purpose and guiding principles. It reads:

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

The main Articles:

Article I describes the legislative branch of the federal government.

Article II describes the office of the President of the United States.

Article III describes the court system (the judicial branch), including the Supreme Court.

Article IV outlines the relations among the states and between each state and the federal government.

Article V outlines the process for amending the Constitution.

Article VI establishes the Constitution and all federal laws and treaties to be the law of the land.

Article VII describes the process for establishing the proposed new frame of government, including popularly elected ratifying conventions in each state.

The Closing Endorsement contains the signatures of the 39 delegates to the Constitutional Convention on September 17, 1787. It's not a federal holiday, but Constitution Day is celebrated on September 17th each year to commemorate the publication of America's most important founding document.

As opposed to these principles, the main **values** reinforced by the Constitution are:

- Liberty (particularly in Amendments 1-3)
- Equality (particularly in the 14th Amendment)
- Justice (particularly in Amendments 4-8)
- Privacy (particularly in Amendments 4, 5, 9, and 14)



Privacy: Americans value their independence and privacy. Privacy rights in the Constitution speak to 'the right to be let alone,' and include the right to be free of unreasonable search or seizure, the right to free assembly, and the right to due process. This includes a general right to privacy within family, marriage, motherhood, procreation, and child rearing. (USLegal.com, Accessed OCT 2020) The right to privacy often means the right to personal autonomy, or the right to choose. It also, of course, is a foundation for protection of an individual's personal information.

There have been 33 constitutional amendments approved by Congress and sent to the states for ratification. The first ten comprise the Bill of Rights (see Lesson A3). Of the 33, 27 have been ratified and are part of the

Constitution. Of the six that haven't been ratified, four are still pending because there was no end date set, and the other two are closed, having not been ratified within the timeframe set.

The Amendments to the Constitution are:

#	Date	Summary
1	1791	Established freedom of religion, speech, press, assembly and the right to petition the Government for a redress of grievances
2	1791	Protects citizens' rights to bear arms
3	1791	Prevents the government from quartering troops in private homes
4	1791	Prevents the government from unreasonable search and seizure of the property of US citizens
5	1791	Protects citizens from self-incrimination, prosecution and punishment without due process, double jeopardy, and eminent domain
6	1791	Guarantees a speedy trial by a jury of one's peers, being informed of the crime you're accused of, and the right to confront witnesses, compel testimony, and have legal representation
7	1791	Provides that civil cases also be tried by jury
8	1791	Prohibits excessive bail, excessive fines, and cruel and unusual punishments
9	1791	States that the list of rights described in the Constitution is not exhaustive, and that the people still have all the rights that are not listed
10	1791	Gives all powers not specifically given to the US government in the Constitution to either the states or to the people
11	1795	This amendment set limits on when a state can be sued. In particular it gave immunity to states from lawsuits from out-of-state citizens and foreigners not living within the state borders.
12	1804	Revised the presidential election procedures.
13	1865	This amendment abolished slavery and involuntary servitude.
14	1868	Defined what it means to be a US citizen. It prohibits states from reducing the privileges of citizens and ensures each citizen the 'right to due process and the equal protection of the law'.
15	1870	Gave all men the right to vote regardless of race or color or whether they had been slaves.
16	1913	Gave the federal government the power to collect income tax.
17	1913	Established that senators would be directly elected.
18	1919	Prohibition of alcohol making alcoholic drinks illegal. (It would later be repealed by the Twenty-first Amendment)
19	1920	The 19th amendment gave women the right to vote. It's also called women's suffrage.
20	1933	Gave details on the terms of office for Congress and the President.
21	1933	This amendment repealed the Eighteenth Amendment.
22	1951	Limited the president to a maximum of two terms or 10 years.
23	1961	Provided that Washington, DC be allowed representatives in the Electoral College. This way the citizens of Washington DC would have a vote for the president even though they are not officially part of a state.
24	1964	Said that people don't have to pay a tax, called a poll tax, in order to vote.
25	1967	This amendment defined the presidential succession if something should happen to the president. The first in line is the Vice-President.
26	1971	Set the national voting age at 18.
27	1992	States that Congressional salary changes cannot take effect until the beginning of the next session of Congress.

A3. The Bill of Rights

The Bill of Rights are the first 10 amendments of the Constitution of the United States. They were adopted all at the same time. They have more significance – hence the name and consideration as a separate document – than the subsequent amendments.

The amendments in the Bill of Rights were mostly drafted by James Madison after he studied what he saw as the deficiencies in the Constitution. Some of those deficiencies were the result of politics. The bitter debating process during the drafting of the Constitution brought out two major camps – the Federalists and the Anti-Federalists.



***Anti-Federalists** opposed a stronger federal government. They wanted states to have more authority. They were worried that the presidency might evolve into a monarchy. They were led by Patrick Henry of Virginia.*

***Federalists** wanted a stronger federal government. This arose from the Articles of Confederation (which preceded the Constitution), which was so weak that Congress couldn't raise taxes to pay for an Army, and required a unanimous vote for all major decisions. They were led by James Madison, and influenced by Alexander Hamilton.*

The first ten amendments (there were actually 12, but only ten were ratified) were written to address the objections raised by the Anti-Federalists. They give specific guarantees of personal freedoms and rights, clear limitations on the government's power in judicial proceedings, and ensure the states or the people have all powers not specifically granted to the federal government.

Just to review:

1	1791	Established freedom of religion, speech, press, assembly and the right to petition the Government for a redress of grievances
2	1791	Protects citizens' rights to bear arms
3	1791	Prevents the government from quartering troops in private homes
4	1791	Prevents the government from unreasonable search and seizure of the property of US citizens
5	1791	Protects citizens from self-incrimination, prosecution and punishment without due process, double jeopardy, and eminent domain
6	1791	Guarantees a speedy trial by a jury of one's peers, being informed of the crime you're accused of, and the right to confront witnesses, compel testimony, and have legal representation
7	1791	Provides that civil cases also be tried by jury
8	1791	Prohibits excessive bail, excessive fines, and cruel and unusual punishments
9	1791	States that the list of rights described in the Constitution is not exhaustive, and that the people still have all the rights that are not listed
10	1791	Gives all powers not specifically given to the US government in the Constitution to either the states or to the people

The Bill of Rights applied only to the federal government – it did not extend the rights therein to the states. After the Civil War, with the passage of the 14th Amendment, courts began gradually interpreting the Constitution in favor of extending these rights to state and local governments. For the past hundred years, courts have incorporated most portions of the bill of Rights, making them enforceable against state governments.

A4. A Democratic Republic

We tend to think of the United States as being a democracy. Certainly, the US is a democracy in that the power comes from the people – we don't have a monarch or dictator running the country. But more accurately, the United States is a *republic*. Why did the founding fathers set it up this way? Why is it a good system?

*A **democracy** is a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections.*

*A **republic** is a government in which supreme power resides in a body of citizens entitled to vote and is exercised by elected officers and representatives responsible to them and governing according to law.*

(Webster, 2020)

As the terminology commonly used today, a republic is a democracy. Democracies and republics are both forms of government in which supreme power resides in the citizens. The word *republic* refers specifically to a government in which those citizens elect representatives who govern according to the law. The word *democracy* can refer to this same kind of representational government, or it can refer instead to what is also called a *direct democracy*, in which the citizens themselves participate in the act of governing directly. (Webster, 2020)

What were the founding fathers doing when they made the US a republic? As with most of the founding concepts in the Declaration of Independence and the Constitution, they were putting in place systems that worked better, in their opinion, than what was in place at the time in the British Empire. They were solving the problems they'd suffered under. There were many disagreements about aspects of how to make a perfect union, and debate and compromise were a big part of the process. What are some of the key attributes of their new system?

- Republic vs Monarchy (popular sovereignty)
- All citizens are equal before the law
- Political parties provide legitimate opposition
- Federalism, meaning power is shared between the national and state governments
- Separation of powers into branches that make, enforce or interpret laws
- Balance of Power - controls (checks) can be made on the other branches
- Individual rights - personal freedoms are guaranteed by the Bill of Rights
- Judicial Review – the power of the courts to determine the legality of laws
- Separation of Church and State
- No taxation without representation
- Opportunity to pursue happiness
- Government controlled by Law (the Constitution)

The founding fathers wanted the government to be of the people, not of a king or a bunch of aristocrats. But a pure democracy, other than being unwieldy for any large body, also threatens the minority. In a pure democracy, majority rules. That's great – unless you're in the minority. The founding fathers instituted checks and balances into our Constitution, and the basic rights and freedoms of the Bill of Rights, to ensure that the majority couldn't trample on the minority. They spread out the powers to govern to ensure no one element of our government could become tyrannical. They built into our Constitution processes that separated power between the states and the federal government; the executive, Judicial, and legislative branches of the federal government; and the Senate and House of Representatives. This slows down the ability to enact change, but that caution in the end protects us all. (Agresti, 2019)

A5. Democratic Values

Values are important because they guide our beliefs, attitudes and behavior; consequently, they are a key foundation of democracy. (Foundation for Educating Citizens for American Democracy, Accessed OCT 2020)



Core democratic values are the fundamental beliefs and Constitutional principles of American society, which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches and writings of the nation.

- **Life:** Each citizen has the right to the protection of his or her life.
- **Liberty:** Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business.
- **Pursuit of Happiness:** Each citizen can find happiness in his or her own way, so long as he or she does not step on the rights of others.
- **Justice:** All people should be treated fairly in getting advantages and disadvantages of our country. No group or person should be favored.
- **Common Good:** Citizens should work together for the good of all. The government should make laws that are good for everyone.
- **Equality:** Everyone should get the same treatment regardless of where their parents or grandparents were born, their race, their religion or how much money they have. Citizens all have political, social, and economic equality.
- **Truth:** The government and citizens should not lie.
- **Diversity:** Differences in language, dress, food, where parents or grandparents were born, race and religion are not only allowed but accepted as important.
- **Popular Sovereignty:** The power of the government comes from the people.
- **Patriotism:** This means having a devotion to our country and the core democratic values in what we say and what we do.

Cultural Values

In contrast to American democratic values, American cultural values describe common ideologies or standards of behavior that have persisted over periods of American culture. American democratic values focus on principles explicitly or indirectly expressed or written in fundamental US Policy (e.g. the United States Constitution) while American cultural values highlight the popular ideals and ideologies developed and

shared by generations of the American people. While democratic values and cultural values may both converge or diverge in ideology, American cultural values have the ability to influence the manifestation of American democracy in practice (e.g. influence over election results, political priorities, Supreme Court case selection). The values listed below are from an essay written by Robert Kohls aimed to help visitors prepare to acclimate and understand American society. (Kohls, 1984) Though written in 1984, it is surprisingly valid today. Take time now to read it: [Robert Kohls Essay](#)

1. Personal control over the environment
2. Change/mobility
3. Time and its importance
4. Equality/egalitarianism
5. Individualism and privacy
6. Self-help
7. Competition and free enterprise
8. Future orientation
9. Action and work orientation
10. Informality
11. Directness, Openness and honesty
12. Practicality/efficiency
13. Materialism/Acquisitions

American cultural values have fluctuated over time while American democratic values have also somewhat shifted or expanded as can be seen in Constitutional amendments and Supreme Court interpretations.

While both sets of values have both simultaneously changed and retained some level of constancy, what happens when values from each of these sets begin to contradict one another? As the American people sort out their feelings about the changing world, we must analyze how our values may have changed, paying particular attention to where current values come into conflict with each other. Individually, we do this with our personal values as well. But it's easier to make a decision about one's own values than for the whole American people! As a nation, change and decisions are messier, and that's what breaks us into factions, parties, and 'tribes.' Sometimes it's clear which faction you agree with; other times, some of your values match one party and some match another. To make decisions, you need to assess the importance of the values you hold, and figure out what's more important to you when values are in conflict.

A6. Capitalism

Capitalism refers to an economic system in which a society's means of production are held by private individuals or organizations, not the government, and where products, prices, and the distribution of goods are determined mainly by competition in a free market. (Webster, 2020)

You likely have an opinion, whether you really even realize it, on capitalism. America has long leaned toward capitalism as our economic system, though we don't practice pure capitalism. Consider what capitalism is, what we get out of it and what we lose because of it in making an assessment of whether you approve of capitalism. Either way, it has been a huge influence on the development of our nation into what we are today (good and bad).

Capital is wealth—that is, money and goods—that's used to produce more wealth. Capitalism is practiced enthusiastically by *capitalists*, people who use capital to increase production and make more goods and money. Capitalism works by encouraging competition in a fair and open market. Its opposite is often said to be socialism. Where a *capitalist* economy encourages private actions and ownership, socialism prefers public or government ownership and control of parts of the economy. In a pure capitalist system, there would be no public schools or public parks, no government programs such as Social Security and Medicare, and maybe not even any public highways or police. In a pure socialist system, there wouldn't be any private corporations. In other words, there's just about no such thing as pure capitalism or pure socialism in the modern world. (Webster, 2020)

We consider America to be a capitalist economy, though clearly, it's not purely capitalist. The free market systems of supply and demand, and of competition allowing the survival of the fittest, in a sense, appeal to the values held by many Americans of the American Dream, equal opportunity, and individualism. America has always been the country where you have the opportunity to prosper economically if you have the ability to work hard and get good breaks. Capitalism is democracy in economics.

Here are the main characteristics of capitalism:

- Private Ownership – based on property rights, & that government should leave economic production to the private sector¹
- Capital Accumulation – a competitive system where success is measured by wealth.¹ Profit motive.²
- Capital Concentration – typically, capital becomes concentrated within a small number of people. Two basic classes – Capitalists who run the economy and the Working Class. Specialization can lead to the development of a Middle Class²
- Voluntary Participation – you are free to start any company you imagine or pursue any career you desire¹
- Free Markets – economic decisions are made by the market, not the government. Market participants freely decide how to allocate capital and what prices to set for goods.¹
- Wage Labor – most people offer their labor to the market to earn a living (the working class). Wages are set by supply and demand; people may pursue education and self-improvement to achieve higher wages by becoming qualified for professions that are in high demand¹
- Competition – relies on competition to allocate resources efficiently, improve things, and lower prices.¹ Equal opportunity for success³
- Willingness to Change - the ability to adapt and change improves efficiencies (i.e. Technology)²
- Minimal government involvement²
- Goods & Bads – an economic good is an output of the economy that has value to people. An economic bad is an undesirable output of the economy, such as pollution. Historically, capital systems give market participants strong incentives to produce economic goods, but may give few incentives to prevent economic bads. Many of the criticisms of capitalism stem from the economic bads created by capitalist economies.¹


1. (Spacey, 2018)

2. (Zucchi, 2019)

3. (The 11 Most Important Characteristics of Capitalism, Accessed OCT 2020)

Capitalism PRO and CON (Spacey, 2018):

PRO	CON
Gives people strong incentives to be productive, efficient and to improve things.	Can result in a high concentration of wealth in the hands of a relatively small group of people

Tends to result in economic growth and improvement in standard of living	Produces economic bads and may have few incentives to prevent such bads
	(Government policy can mitigate these issues with regulations, taxation and spending programs that are designed to improve quality of life and reduce economic bads)

Here are some assessments of the “top five capitalist countries” (Jessica, 2012). This is one author’s opinion, but she makes a lot of sense. Remember that capitalism is an economic system, not a political system.

Germany tops our list of one of the most capitalist countries in the world. Capitalism in Germany is found in its institutions such as banking and educational systems. German industries have prospered because the country has made it a priority to train its labor force to succeed in various industries. These various systems have worked together to make a robust capitalistic market for the country. The **German model** of prosperity supports allowing local entrepreneurs to develop and initiate new industries which help the people to communicate better with the world and to meet their needs in becoming current world players in the technology industries. The flow of goods exported from Germany are grouped into sectors, and Germany has the dominant role in exporting for markets which specialize in goods which are the result of patents, niche markets and new innovations and inventions within the country. For example, in the media industry, prosperous subsectors would be film, radio, television, teleservices, advertisement, printing and publishing houses, and data processing software.

Americans are known to be risk takers and capital makers. In the US it is possible to begin a business of humble means and expand it to grow into a conglomerate business model for people wanting to start a new business. Imagine a tiny dry cleaner who adds space in strip malls and soon owns over twenty businesses. This is the epitome of wealth and capitalism in the US. Capitalism in the US has no color and welcomes anyone willing to work hard, market a product and to bring it to fruition. Americans are said to be moved by their fear of failure and their greed for monetary success. Capitalism allows private ownership to spur production of goods and allows the private owner to keep and track profits for what sells. This allows exclusive rights and patents to the production of modern technology and boosts the social economy. Groups within industries shape the model for success in agriculture, commerce, service industries, technology and other industries. There are allowances for monopolies in financing, international trade, commodities, banking, insurance and commerce. Some of these monopolies are family run companies which are leaders in their industries and who have good will in the community which breeds loyalty for their products and services among competitive markets and the masses.

China has focused in the last fifty years on educating the masses and the effort has paid off. Adult literacy in China has risen to almost 95% and is steadily rising. China is placing a priority on the development of its human capital and offers its workers more on the dollar to produce goods for export. China reformed its economy and began to see economic growth as a result the GDP doubled, and the government allowed a pro-business and market attitude to rule in the country as a whole. China focused on exporting goods and developed a new economy as a result. Its new focus on manufactured products created over a hundred million jobs for the Chinese which supported capitalism in the country and offered a higher quality of life for the residents. China is also a large global exporter, along with Germany and the United States. **But is China really a capitalistic country?** In a way, yes. The Chinese government allows entrepreneurship as long as it is done with the permission of the government.

India is beginning to realize its potential economically as it encourages capitalism throughout the country. The infrastructure is limited by the human capital available to take jobs offered by the companies poised to hire qualified candidates as corporations globally look to India for offshore needs (call center and telemarketing, etc.). Between India and China, they both account for the world's population at almost 40% all tolled. The Indian government realizes the potential of capitalistic growth as it struggles to overcome an outdated caste system. India has a problem with its distribution of income and access to free markets, since many of its residents are poor and have no way out of poverty. Most residents of India are Hindus, and although they either worship Shiva or Vishnu, India still struggles with the caste system ranking humans in inherited socioeconomic classes. For this reason, a person is either born rich or born poor and has no way to reverse that status going forward. With the idea that much of its population is considered "untouchable," dalit or unclean, it should be difficult for the country as a whole to prosper. But in fact, the rich get richer despite these internal issues. In the early part of the century, the caste system hampered India's development, but today, lower castes are demanding to be reclassified and given full paying jobs which allow them to qualify for benefits, privileges and the chance at a higher quality life which was not possible in years past. Although many Indian residents are still illiterate (though Indian literacy rates are improving), they are realizing that it is possible to pull themselves out of poverty by any means possible. At the upper levels of education, India excels and produces very highly qualified graduates who go on to study and work in other countries around the world.

The **Japanese** economy has rebounded from its near collapse in the 1990s and has prospered with Keiretsu networks. Japan has a state-led economic machine, which keeps the country in healthy economic shape. Japan has been interested in reform in a few major areas such as: labor relations, bank relations, corporate governance and supplier relations. Reform in Japan has included the country allowing more of the US management style of capitalism with restructuring to lay off workers when production is in the lowest cycles. Japanese companies also have learned to focus on specialization instead of going into too many business areas which are diversified. By focusing on a few key industries, they are able to capitalize on gains and become industry leaders in many fields such as in high technology for mobile telephones and other communications components. Japan has continued with a hierarchy system which rewards loyalty and long-term employment with the same organization by the employees. By stressing a seniority-based pay system, the Japanese have encouraged employees to stay at one company for their entire lives.

A7. Individualism

Americans pride themselves on their individualism and self-reliance. It's a characteristic that has benefitted us often over the centuries. What do we mean by it, and what does it get us? Is it still a valid American value?

Individualism became a popular philosophy in Europe in the 18th Century, so it's natural that it was a philosophy embraced in the American Revolutionary period when our country's values were forming. American individualism incorporated the influences of New England Puritanism (value of economic success, work ethic, emphasis on social conformity), Jeffersonianism (limited federal power, economic freedom, agrarian emphasis), and the philosophy of natural rights (universal, fundamental right to life, liberty, property, safety, happiness, and privacy). The basic view of the founding fathers was that each individual's life belongs to himself, and he has a right to live it as he sees fit, to act on his own judgement, to use the products of his effort, and to pursue the values of his choosing. (Biddle, 2012) These are the rights we enjoy via the Constitution and Declaration of Independence.

Individualism is a value or political view which focuses on human independence and freedom. It is generally against external interferences regarding personal choices. (Brown, 2020) It is common in North America, Western Europe, Australia and New Zealand. Its coexistence with capitalism is strong.

The opposite of individualism is **collectivism**, which prioritizes group cohesion over individual pursuits. It views long-term relationships as essential since it promotes group goals. The people in a collectivist society can easily sacrifice their individual benefits for the sake of the whole society's progress. (Brown, 2020) Traditionally, societies in Asia, Africa and Latin America practice this cultural pattern.

To Alexis de Tocqueville, the unavoidable results of individualism are egoism, the suppression of all virtues, and the concession of political deliberation to the "tyranny of the majority." He noted that America's avoidance of the corrosive effects of individualism (at least in the early nineteenth century) stemmed from its value of liberty over equality as the basis of social relations. (Encyclopedia.com editors, 2020)

Individualism and capitalism have led to America's success as a productive, efficient society. Technological advances are the result of individuals' freedom to pursue their ideas and dreams. Innovation led to invention, agricultural revolution, the industrial revolution, and affordable necessities and luxuries. None of this would have been possible if individuals weren't encouraged to think independently and create new things and keep some of the wealth from what they built. (Abbo, 2015)

Our military has benefitted as well. Though teamwork and group focus on a mission are important, American soldiers have long been known for their ability to act independently without direction (once they know the mission and intent). Though obeying orders is required, American soldiers are expected to discern between legal and illegal orders, and are not expected to follow orders blindly. This is very different from some armies where authority is complete, and all orders must be obeyed; soldiers are not expected to think for themselves.

Individualism vs. Collectivism

Individualism	Collectivism
Identity as individual- "I"	Identity in membership- "we"
Value independence	Value interdependence
Freedom	Stability
Individual initiatives	Consultation and consensus
Heroes or champions	Whole is credited- no favorites

- The following chart is adapted from Geert Hofstede's website at www.geert-hofstede.com/. It illustrates the degree to which individualism is valued in different cultures.

U.S. 91	India 48	China 20
Australia 90	Japan 46	West Africa 20
UK 89	Russia 39	Bangladesh 20
Sweden 71	Arab World 38	South Korea 18
Germany 67	Brazil 38	Pakistan 14
Austria 55	Mexico 30	Ecuador 8

A8. Freedom

freedom [**free-duhm**]

noun

1. the state of being free or at liberty rather than in confinement or under physical restraint: *He won his freedom after a retrial.*
 2. **exemption from external control, interference, regulation, etc.**
 3. **the power to determine action without restraint**
 4. **political or national independence**
 5. **personal liberty, as opposed to bondage or slavery**: *The formerly enslaved seamstress bought her freedom and later became Mary Todd Lincoln's dressmaker and stylist.*
 6. **exemption from the presence of anything specified** (usually followed by from): *freedom from fear*
 7. the absence of or release from ties, obligations, etc.
 8. **ease or facility of movement or action**: *to enjoy the freedom of living in the country*
 9. **frankness of manner of speech**
 10. general exemption or immunity: *freedom from taxation*
 11. the absence of ceremony or reserve
 12. a liberty taken
 13. a particular immunity or privilege enjoyed, as by a city or corporation: *freedom to levy taxes*
 14. **civil liberty, as opposed to subjection to an arbitrary or despotic government**
 15. **the right to enjoy all the privileges or special rights of citizenship membership, etc. in a community or the like**
 16. the right to frequent, enjoy, or use at will: *to have the freedom of a friend's library*
 17. Philosophy. **The power to exercise choice and make decisions without constraint from within or without; autonomy; self-determination.** Compare necessity
- (Dictionary.com, 2020)
-

Freedom has a lot of meanings – it's an important concept in our culture and language. We're focusing on the value of freedom as it relates to American culture – represented in the Declaration of Independence as Liberty, and in the Constitution/Bill of Rights as rights. Pay attention to the highlighted parts of the definition.

"It's a free country." What does that common saying mean? Nobody is going to stop you from doing what you want (as long as it's legal and doesn't hurt others).

The founding fathers probably didn't anticipate that someone would smear poop on a canvas and call it art, though they wouldn't necessarily be opposed to the idea (they were pretty liberal for their day). They would almost certainly have argued for the artist's right to do that. They put "liberty" and "freedom" into our founding documents because they believed that individuals should have the right to choose their own path

without the government stopping them from acting on their beliefs. They couldn't have imagined what Americans would do in the name of freedom, but it was one of the defining values they set forth.

In many ways, we're NOT free. We have obligations and responsibilities, we must conform in some ways to what's acceptable within our society and obey its laws, and we are subject to the consequences of our actions. But we ARE free to make our own choices, even if everyone around us disagrees. We aren't prevented from starting a business or going somewhere just because we don't belong to the right group or party, or because we're not of the right faith, race, or gender. Our system isn't perfect, and we often don't achieve the ideal, but in general, we are free in the United States. If you take a look at the 190+ countries in the world, there are a lot of places where people are NOT free to pursue their dreams, or even live their life in a dignified way. Places where people can't speak out against injustice in the government, places where people aren't allowed to live where they want or do what they want. We have injustice in the US, but it is the exception rather than the rule, and we have the founding fathers and the documents they wrote to thank for that.

A9. Importance of Time and Work Ethic

At first glance, you might wonder why this topic is here. Is this a value? Well, yes, it is. It is certainly a characteristic of Americans that has been noted frequently by people in cultures who don't share this particular value.

***Work Ethic:** an attitude of determination and dedication toward one's job. Those with a strong work ethic place a high value on their professional success. They exhibit moral principles that make them outstanding employees in any position. If you have a strong work ethic, you believe in the importance of your job and typically feel that hard work is essential to maintaining a strong character. (indeed.com, 2020)*

If you think back to the other values we've discussed, this fits right in. Americans are independent and free! That sounds like a butterfly flitting among the flowers. But it refers to people not being restrained from pursuing the American Dream – working hard to get ahead in life. The value of freedom/liberty or the pursuit of happiness isn't allowing us to lay on the beach – it's allowing us to innovate, work to build success in terms of wealth and power, and create better widgets that we can sell to people who need them.

Indeed.com lists a bunch of values or characteristics that go along with a good work ethic:

- Reliability
- Dedication
- Discipline
- Productivity
- Cooperation
- Integrity
- Responsibility
- Professionalism

Now those are words we recognize from our study of leadership! Not a slacker among them!

People from other cultures (not all other cultures, to be sure, but some) don't understand Americans' focus on time. When I deployed with the US Army, they would train us on the culture of the place we were going, and warn us of the differences. A common one is the lack of focus on time; Americans pay close attention to time; many cultures don't. If we call a meeting, or tell someone to be at a place at a certain time, we mean that you should arrive before the appointed hour and be ready to start at the appointed time. In many cultures, this just isn't done. Don't get upset if your client, or your international counterpart, strolls in an hour after you wanted to start the meeting. It's just the way it is. You wanted that project done in two weeks? Or by a certain date? Not likely. They'll get to it – maybe. Or maybe they just don't want to tell you that they're not going to do it at all (but that's a different value – straightforwardness – that Americans have and many other cultures don't).

Try not to look at these values with any kind of sense of superiority (another trait Americans have). Cultures that don't share our values aren't better or worse than us – they're just different. Timeliness and work ethic are important values to Americans, especially in the business world (and military, and education, and government).

A10. Equality

The value of equality as it comes from our nation's founding documents, is the equal treatment of people irrespective of social or cultural differences. It has grown, in law, to mean equal treatment and rights regardless of race, color, gender, religion, age, sexual orientation, or national origin.

"Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability. Equality recognizes that historically, certain groups of people with protected characteristics such as race, disability, sex and sexual orientation have experienced discrimination". (Equality & Human Rights Commission (Scotland), 2018).

Under US law, 'protected classes' refers to groups of people who are legally protected from being harmed or harassed by laws, practices, and policies that discriminate against them due to a shared characteristic. These groups are protected by both US federal and state laws. The Civil Rights Division of the US Department of Justice is the independent federal agency responsible for enforcing all federal anti-discrimination laws. The Equal Employment Opportunity Commission (EEOC) is assigned with the enforcement of these laws specifically as they apply to employment. (Longley, 2019)

Characteristic	Federal Law Establishing Protected Status
Race	Civil Rights Act of 1964
Religious belief	Civil Rights Act of 1964
National origin	Civil Rights Act of 1964
Age (40 years and up)	Age Discrimination in Employment Act of 1975
Sex*	Equal Pay Act of 1963 and Civil Rights Act of 1964
Pregnancy	Pregnancy Discrimination Act of 1978
Citizenship	Immigration Reform and Control Act of 1986
Familial status	Civil Rights Act of 1968
Disability status	Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990
Veteran status	Vietnam Era Veterans' Readjustment Assistance Act of 1974 and Uniformed Services Employment and Reemployment Rights Act
Genetic information	Genetic Information Nondiscrimination Act of 2008

Table 1: Protected Classes

The Civil Rights Act of 1964 (CRA) and subsequent federal laws and regulations prohibited discrimination against individuals or groups of individuals because of particular traits. Table 1 displays each protected trait alongside the law/regulation that established it as such. (Longley, 2019)

While not required by federal law, many private employers also have policies protecting their employees from discrimination or harassment based on their marital status, including same-sex marriage, or sexual orientation. In addition, many states have their own laws protecting more broadly-defined and inclusive classes of people. (Longley, 2019)

As of 2020, US laws do not currently protect against discrimination on the basis of sexual orientation or gender identity). 29 states have not outlawed anti-LGBTQ discrimination. The Equality Act, passed by the US House of Representatives on May 17, 2019, which would amend the Civil Rights Act (which outlaws discrimination based on race, color, religion, sex, national origin, and later sexual orientation) to prohibit discrimination on the basis of the sex, sexual orientation, gender identity, or pregnancy, childbirth, or a related medical condition or an individual, as well as because of sex-based stereotypes, has not been passed by the Senate. California state law prohibits discrimination based on sexual orientation and gender identity in public employment, private employment, housing, and provision of goods and services.

Discrimination vs Harassment. Harassment is a form of discrimination. It is often, but not always, associated with the workplace. Harassment can include a wide range of actions such as racial slurs, derogatory remarks, or unwanted personal attention or touching. While anti-discrimination laws do not prohibit acts like occasional offhand comments or teasing, harassment can become illegal when it is so frequent or severe that it results in a hostile work environment in which the victim finds it difficult or uncomfortable to work.

Examples of Discrimination Against Protected Classes:

- An employee who is undergoing treatment for cancer that is under control or in remission is treated less fairly because they have a “history of disability.”
- A person is denied a marriage license when they attempt to marry a person of the same sex.
- A registered voter is treated differently than other voters at a polling place because of their appearance, race, or national origin.
- An employee who is over 40 years of age is denied a promotion because of their age, even though they are fully qualified for the job.
- A transgender person is subjected to harassment or discrimination because of their identity.

During 2017, members of protected classes filled 84,254 charges of workplace discrimination with the Equal Employment Opportunity Commission (EEOC). While charges of discrimination or harassment were filed by members of all protected classes, **race** (33.9%), **disability** (31.9%), and **sex** (30.4%) were filed most frequently. In addition, the EEOC received 6,696 charges of sexual harassment and obtained \$46.3 million in monetary benefits for the victims. (Longley, 2019)

What classes are not protected? There are certain groups that are **not** treated as protected classes under anti-discrimination laws. These include:

- Level of educational attainment
- Income level or socio-economic classes, such as “middle class”
- Undocumented immigrants
- Persons with a criminal history

Federal law strictly prohibits blatant discrimination against protected classes, but it does not absolutely bar employers from considering a person's membership in a protected class under all circumstances. For example, a person's sex may be considered in employment decisions if being of a specific sex is a valid qualification for the work involved. (Longley, 2019)

Immutable Characteristics define protected classes. Sometimes, though they seem 'immutable' to some, they are not considered 'immutable' by all, or by the law. In the law, the term "immutable characteristic" refers to any attribute considered impossible or difficult to change, such as race, national origin, or gender. Individuals claiming to have experienced discrimination because of an immutable characteristic will automatically be treated as members of a protected class. An immutable characteristic is the clearest way to define a protected class; these characteristics are given the most legal protection. Sexual orientation was previously at the center of a legal debate about immutable characteristics. However, under today's anti-discrimination laws, sexual orientation has been established as an immutable trait. (Longley, 2019)

References

- Abbo, B. (2015, Sep 15). *America's "Individualistic" Society*. Retrieved from TheOdysseyOnline.com: <https://www.theodysseyonline.com/americas-individualistic-society>
- Agresti, J. D. (2019, May 2). *The US is a Democratic Constitutional Republic, and Yes, It Matters*. Retrieved from JustFactsDaily.com: <https://www.justfactsdaily.com/the-u-s-is-a-democratic-constitutional-republic-and-yes-it-matters>
- Biddle, C. (2012). *Individualism vs. Collectivism: Our Future, Our Choice*. Retrieved from The Objective Standard: <https://theobjectivestandard.com/2012/02/individualism-collectivism/>
- Brown, J. (2020, Jul 27). *Difference Between Collectivism and Individualism*. Retrieved from DifferenceBetween.net: <http://www.differencebetween.net/miscellaneous/difference-between-collectivism-and-individualism/>
- Dictionary.com. (2020). *Freedom*. Retrieved from Dictionary.com: <https://www.dictionary.com/browse/freedom>
- Encyclopaedia Britannica. (2020). *Democracy or Republic*. Retrieved from Encyclopaedia Britannica: <https://www.britannica.com/topic/democracy/Democracy-or-republic>
- Encyclopedia.com editors. (2020, Oct). *Individualism*. Retrieved from Encyclopedia.com: <https://www.encyclopedia.com/history/united-states-and-canada/us-history/individualism>
- Equality & Human Rights Commission (Scotland). (2018, August). *Understanding equality*. Retrieved from Equality & Human Rights Commission: <https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/understanding-equality>

- Foundation for Educating Citizens for American Democracy. (Accessed OCT 2020). *What are American Democratic Values and American Cultural Values*. Retrieved from Democracy Central: <https://democracy-central.org/american-democratic-values/>
- indeed.com. (2020, July 30). *Work Ethic Skills: Top 8 Values to Develop*. Retrieved from indeed.com: <https://www.indeed.com/career-advice/career-development/work-ethic-skills>
- Jessica. (2012, Nov 16). *The Five Most Capitalist Countries in the World*. Retrieved from Peerform.com: <http://blog.peerform.com/the-five-most-capitalistic-countries-in-the-world/>
- Longley, R. (2019, Feb 6). *What is a Protected Class?* Retrieved from ThoughtCo: <https://www.thoughtco.com/what-is-protected-class-4583111#:~:text=What%20Are%20the%20Protected%20Classes%3F%20%20%20,Nondiscrimination%20Ac%20...%20%207%20more%20rows%20>
- Lumen. (Accessed in OCT 2020). *The Enlightenment*. Retrieved from Lumen Boundless World History: <https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-enlightenment/>
- McNamee, E. (Accessed OCT 2020). *What are American Democratic Values and American Cultural Values?* Retrieved from Democracy Central: <https://democracy-central.org/american-democratic-values/>
- PapersOwl. (Accessed in OCT 2020). *Values of the Enlightenment in Declaration of Independence*. Retrieved from PapersOwl.com: <https://papersowl.com/examples/values-of-the-enlightenment-in-declaration-of-independence/>
- Spacey, J. (2018, Sep 9). *9 Characteristics of Capitalism*. Retrieved from Simplicable.com: <https://simplicable.com/new/capitalism#:~:text=9%20Characteristics%20of%20Capitalism.%201%20Private%20Ownership.%20Capitalism,Participation.%20%205%20Free%20Markets.%20%20More%20items>
- The 11 Most Important Characteristics of Capitalism*. (Accessed OCT 2020). Retrieved from LifePersona.com: <https://www.lifepersona.com/the-11-most-important-characteristics-of-capitalism>
- US National Archives. (Accessed in OCT 2020). *America's Founding Documents*. Retrieved from National Archives: <https://www.archives.gov/founding-docs>
- USLegal.com. (Accessed OCT 2020). *Right to Privacy Law and Legal Definition*. Retrieved from USLegal.com: <https://definitions.uslegal.com/r/right-to-privacy/>
- Webster, M. (2020). *Dictionary*. Retrieved from Merriam-Webster.com: <https://www.merriam-webster.com/dictionary/accountability>
- Worldhistory.us. (2017, June 5). *What are the Principles of the US Constitution?* Retrieved from worldhistory.us: <https://worldhistory.us/american-history/what-are-the-principles-of-the-us-constitution.php>

Zucchi, K. (2019, May 7). *Main Characteristics of Capitalist Economies*. Retrieved from Investopedia.com:
<https://www.investopedia.com/articles/investing/102914/main-characteristics-capitalist-economies.asp>