



California Cadet Corps Curriculum on Citizenship



“What We Stand For”

C8A: Common American Values

Updated 26 OCT 2020



Common American Values Agenda

- [A1. Declaration of Independence](#)
- [A2. The Constitution](#)
- [A3. The Bill of Rights](#)
- [A4. A Democratic Republic](#)
- [A5. Democratic Values](#)
- [A6. Capitalism](#)
- [A7. Individualism](#)
- [A8. Freedom](#)
- [A9. Importance of Time and Work Ethic](#)
- [A10. Equality](#)



THE DECLARATION OF INDEPENDENCE

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:

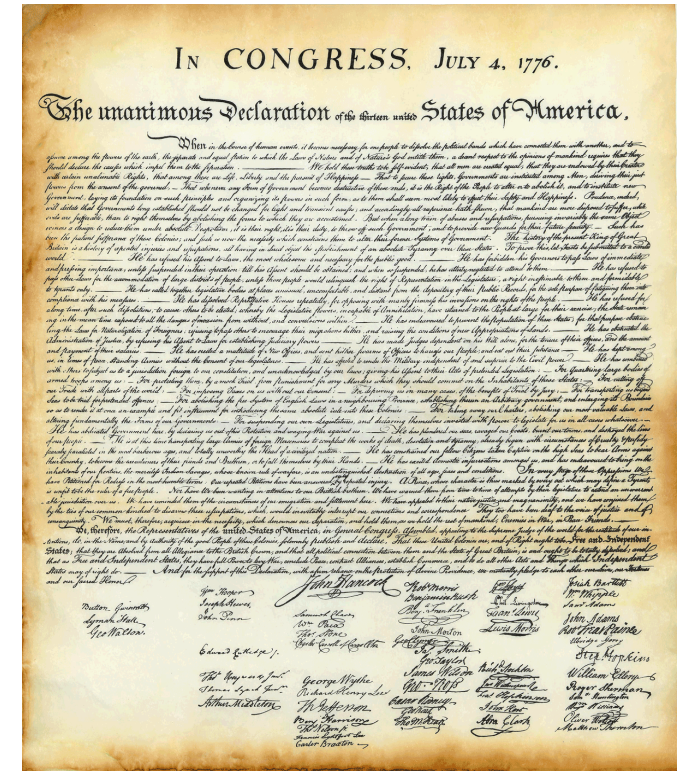
1. Identify who wrote the Declaration of Independence, when, and why.
2. Identify the five parts of the Declaration of Independence.
3. Identify the American values established in the Declaration of Independence

Essential Question: What did the Declaration of Independence do for the fledgling American nation?



Declaration of Independence

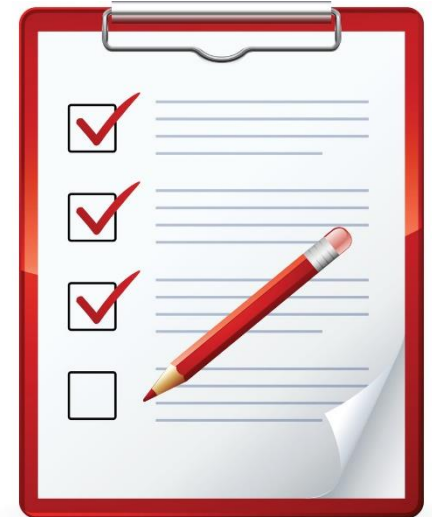
- Published July 4, 1776
- Drafted by Thomas Jefferson with help from a committee of Ben Franklin, John Adams, Roger Sherman, & Robert Livingston
- Proclaimed the colonies' independence from Great Britain and King George
- Edited & approved by the members of the 2nd Continental Congress





5 Parts

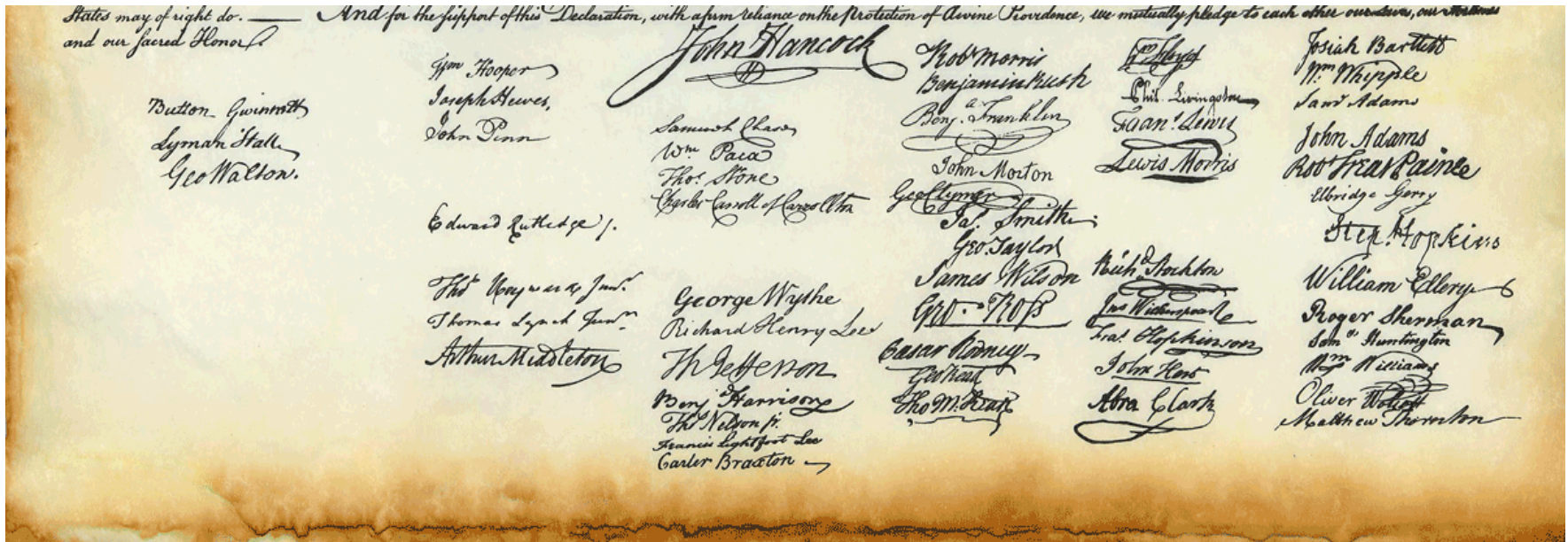
- Introduction *“When in the course of human events . . .”*
- Preamble *“We hold these truths to be self-evident . . .”*
- Indictment *grievances against the King & Parliament*
- Denunciation of the British People
what we’ve done to warn you . . .
- Conclusion *“We, therefore, . . . ”*





The Signers

- 56 members of the 2nd Continental Congress
- Signed by state (colony) groups
- John Hancock – President of Congress



For more information: [Declaration of Independence Signers](#)



Main Ideas in the Declaration of Independence

Main Ideas:

- From *the Enlightenment* – European philosophies
- Equality *“all men are created equal”*
- Freedom *“Life, Liberty, & the pursuit of Happiness”*
- Opportunity *“pursuit of Happiness”*
- Power of government comes from the consent of the people governed
- People have the right to abolish their government and institute a new one



Values in the Declaration of Independence

- Equality
- Liberty
- Opportunity





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)





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.





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.





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. The American Dream





Check on Learning



1. What are the three values put forth in the Declaration of Independence?
2. What two points does the Declaration of Independence make about people and their government?
3. What are the 5 parts of the Declaration of Independence?
4. When was the Declaration of Independence signed?
5. Who primarily drafted the Declaration of Independence?



THE CONSTITUTION

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:

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

Essential Question: What is the significance of the Constitution in reinforcing American values?



US Constitution

- Establishes the law of the United States
- Establishes the government of the US
- Ratified on Constitution Day: September 17, 1787





Principles in the Constitution

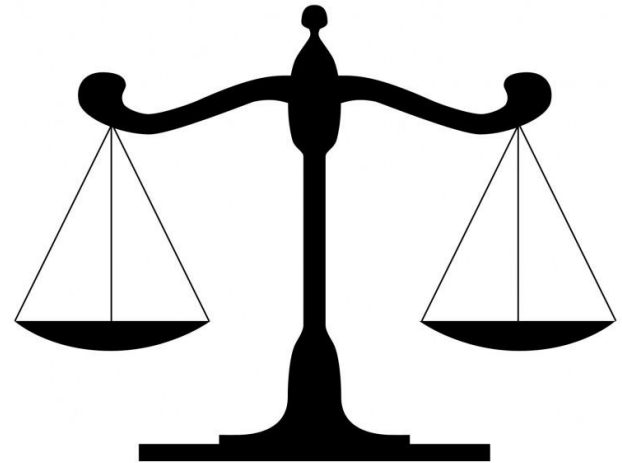


- Popular sovereignty, meaning rule by the people
- Republicanism, meaning the right to vote for representatives
- Federalism, meaning power is shared between the national and state governments
- Separation of powers into branches that make, enforce or interpret laws
- Balance of Power - controls (checks) 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
- A focus of much of the Constitution
- Amendments 4-8 give protection from many of the grievances against the King's system of justice





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Parts of the Constitution



- **Preamble:** purpose & guiding principles
- **7 Articles:** branches of gov't, amending process, relations between the states, establishes law, establishing government
- **Closing Endorsement** – 39 delegates signed
- **Amendments:** Bill of Rights & 17 more



Seven Articles

- I: Describes the Legislative Branch of government
- II: Describes the Office of the President of the US
- III: Describes the court system
- IV: Outlines relations among the states and between each state and the federal government
- V: Outlines the process to amend the Constitution
- VI: Establishes that the Constitution and federal laws and treaties are the law of the land
- VII: Describes how the government is established



Values in the Constitution

- Liberty (Amendments 1-3)
- Equality (14th Amendment)
- Justice (Amendments 4-8)
- Privacy (Amendments 4,5,9 & 14)





Privacy



- The right to be left alone
- Free from unreasonable search & seizure
- Right to free assembly
- Right to due process
- Privacy within family, marriage, motherhood, procreation, & child rearing
- Personal autonomy / right to choose
- Personal information



Key Constitutional Amendments

- Congress votes, states ratify (3/4 must ratify)
- First 10 are the Bill of Rights
- 13th abolished slavery
- 14th defined American citizenship
- 15th gave all men the right to vote
- 16th established income tax
- 18th / 21st Prohibition
- 19th gave women the right to vote
- 22nd limited presidency to two terms





Check on Learning

1. Define:

- a) Popular sovereignty
- b) Separation of powers
- c) Judicial review



2. How many articles are in the Constitution?
3. What are the constitutional values we named?



THE BILL OF RIGHTS

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:

8. Identify the purpose of the Bill of Rights
9. Identify the rights spelled out in the Bill of Rights

Essential Question: What rights are put forth in the Bill of Rights for all Americans?



Why the Bill of Rights

- When the 2nd Continental Congress drafted the Constitution, they argued a lot
- Federalists vs Anti-Federalists
- Needed vagueness and compromise to get all states to vote to ratify the Constitution
- James Madison drafted 12 amendments
 - 1 was ratified in 1992, 1 was never ratified
- Ratified and added to Constitution Dec 15, 1791



Debate

- The Federalists wanted a strong federal government. They were led by James Madison and influenced by Alexander Hamilton.
- The Anti-Federalists opposed a strong federal government. *They wanted **states** to have more authority. They were concerned that the presidency might evolve into a monarchy.* They were led by Patrick Henry. **They wanted a bill of rights to ensure individual rights wouldn't erode.**





Ratification of the Constitution

- Of the 13 states, only five ratified the Constitution with relative ease (DE, PA, NJ, GA, & CT)
- The rest only came to ratification through recommending amendments
- These amendments were compiled by Madison into the Bill of Rights



First Amendment

1: Freedom of Religion,
Freedom of Speech,
Freedom of the Press,
Right to Assemble, Right
to petition the
Government for a redress
of grievances



2nd & 3rd Amendments

*"the right
of the people
to keep and
bear arms
shall not be
infringed."*



2. Citizens' rights to bear arms
3. Prevents the government from quartering troops in private homes



4th & 5th Amendments

4. No unreasonable search and seizure of the property of US citizens

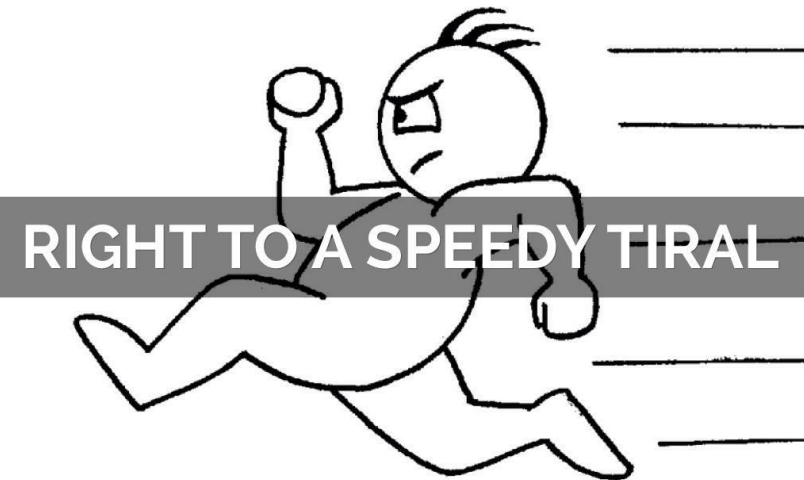


5. No self-incrimination (“take the fifth”), no prosecution or punishment without due process, no double jeopardy, eminent domain



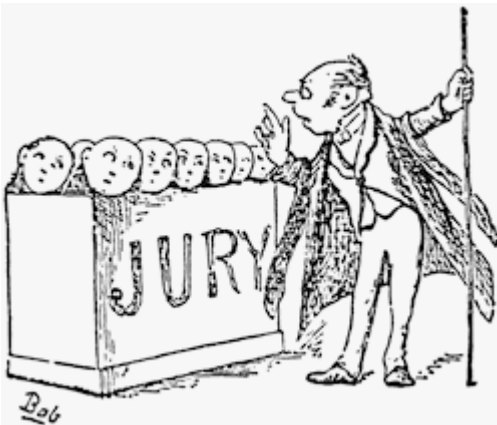


6th & 7th Amendments



6. 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. Provides that civil cases also be tried by jury.

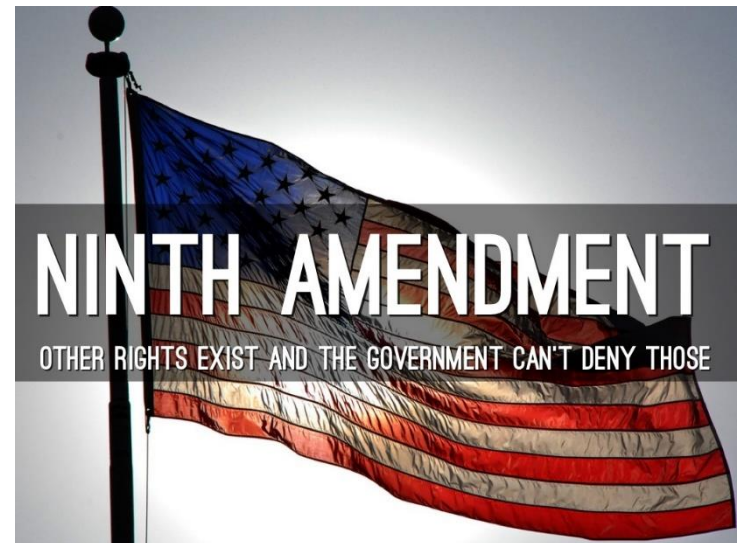




8th & 9th Amendments

8. Prohibits excessive bail, excessive fines, and cruel and unusual punishments.
9. The list of rights in the Constitution is not exhaustive, and that the people still have all the rights that are not listed.

Amendment 8 by Colby Dollarhite





10th Amendment



TENTH AMENDMENT

POWERS NOT GIVEN TO FEDERAL GOVERNMENT IS GIVEN TO STATE OR YOU



State Rights

- The Bill of Rights applied only to the federal government
- After the Civil War, with the passage of the 14th Amendment, courts began interpreting the Constitution in favor of extending these rights to state and local governments
- Most of the Bill of Rights is now enforceable against state governments
- This is called *incorporation*



Check on Learning

1. Whose concern that rights might be eroded, and the presidency turn into a monarchy caused the Bill of Rights to be written?
 - a) Federalists
 - b) Anti-Federalists
2. Match a right to its Amendment:

Amendments:

1st

2nd

3rd

4th

5th

6th

7th

8th

9th

10th

- a) Free Speech
- b) No Self-incrimination
- c) Bear Arms
- d) Freedom of Religion
- e) Speedy trial
- f) Powers not specified to the
US gov't go to the states





A DEMOCRATIC REPUBLIC

OBJECTIVES

DESIRED OUTCOME (Followership)

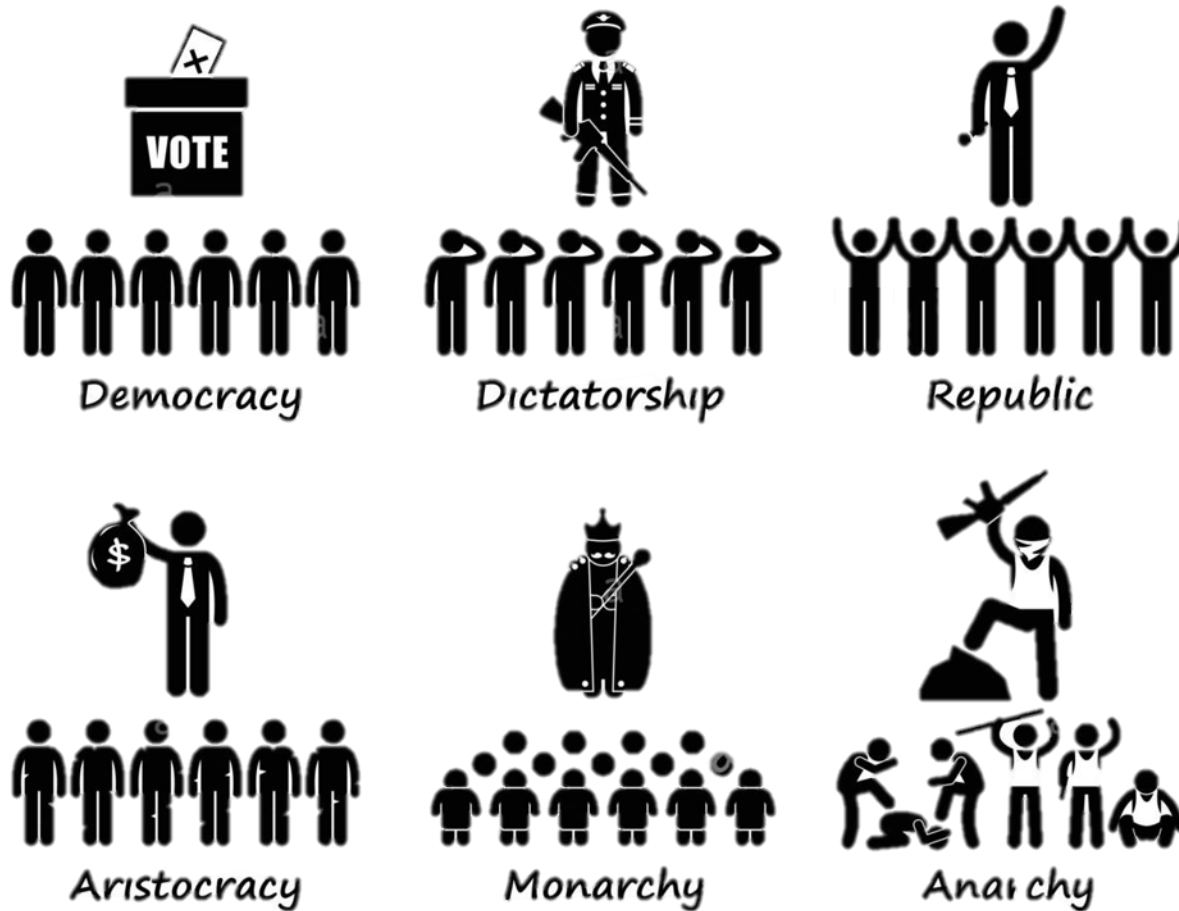
At the conclusion of this training, Cadets will have a better concept of the values that Americans as a nation hold dear, their meaning, and the sources of those values.

Plan of Action:

10. Differentiate a *Republic* from a *Democracy*
11. Identify key attributes of government put forth in the Declaration of Independence and Constitution

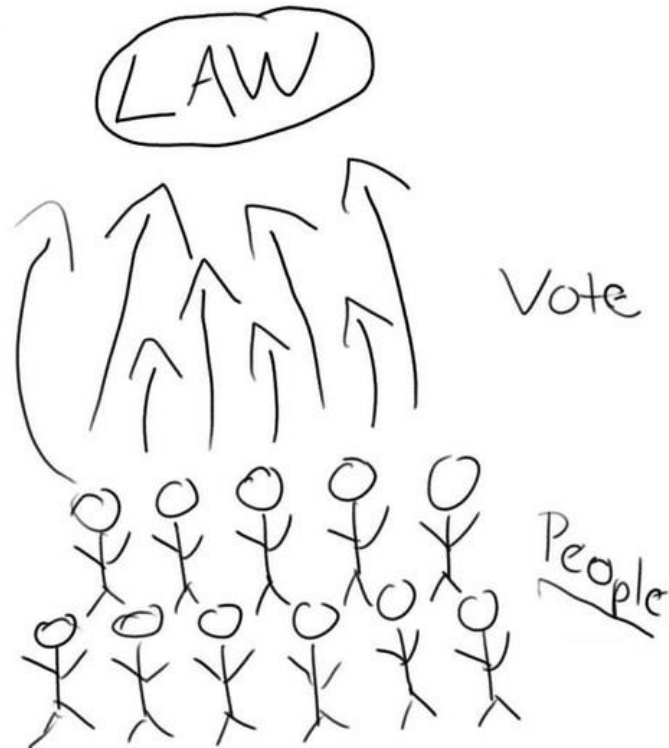
Essential Question: How does representation work in a republic, and what are other attributes of our governmental systems?

Forms of Government

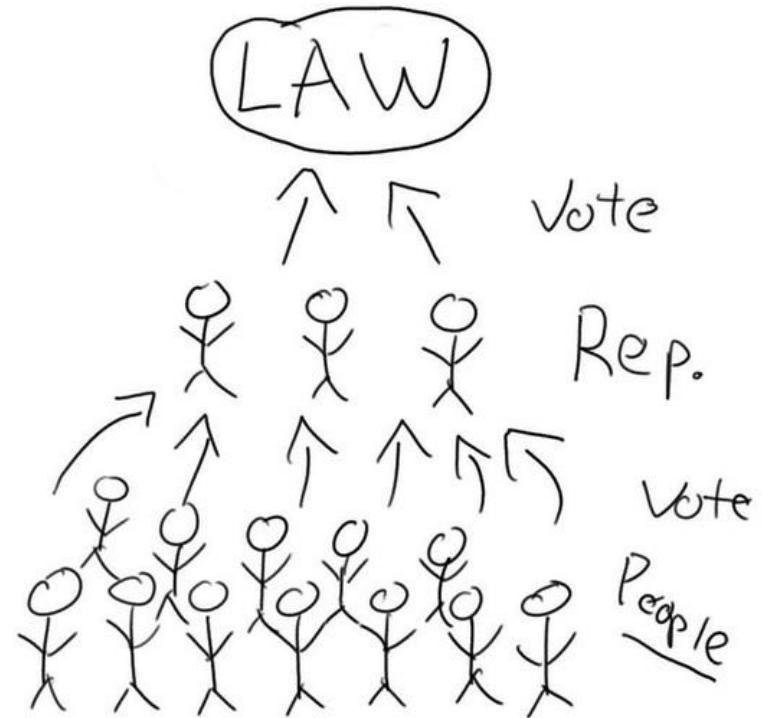


How they Work

Democracy



Republic





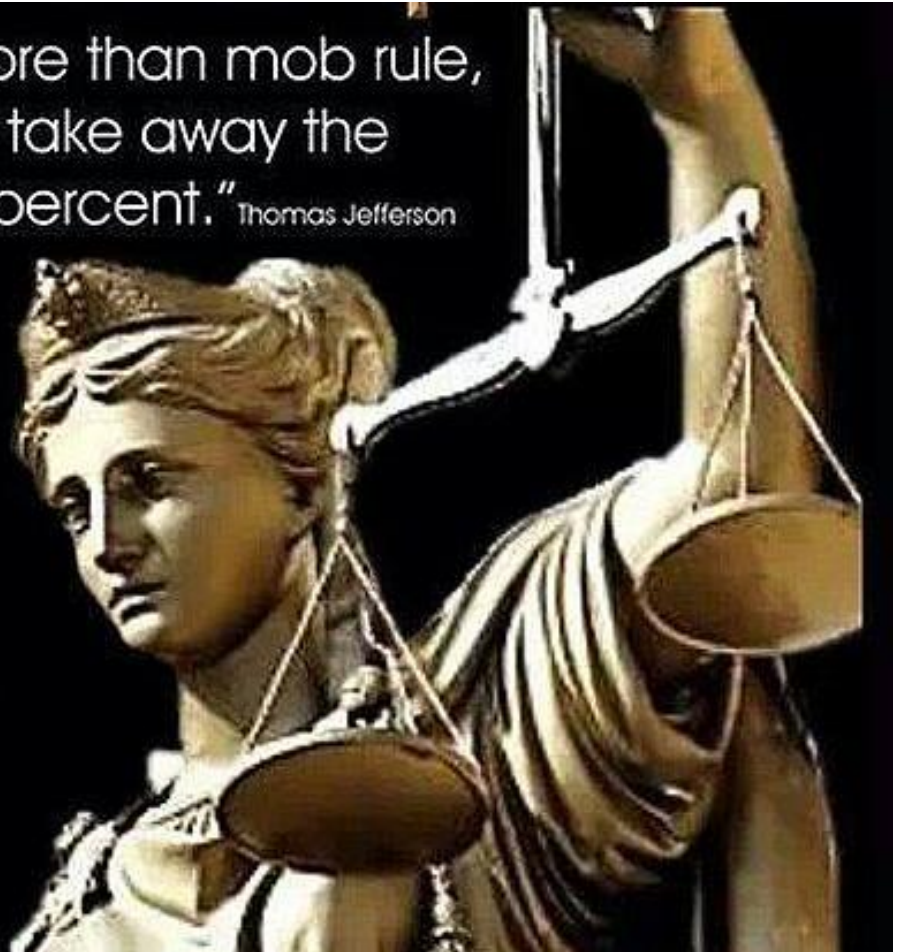
Democracy vs Republic

"A Democracy is nothing more than mob rule, where fifty-one percent can take away the rights of the other forty-nine percent." Thomas Jefferson

"Whereas, a Republic is a government of Laws." John Adams

"A Democracy never lasts long. It soon wastes itself, exhausts, and murders itself, because there never was a Democracy that didn't commit suicide." John Adams

The very word Democracy is repugnant to those who were born free in a Constitutional Republic!





Meaning has Changed

- In today's terminology, a *republic* is considered a *democracy*
- They are both forms of government in which supreme power resides in the citizens
- Democracy can refer to representational government, or it can refer to what is also called a *direct democracy*, in which the citizens themselves participate in the act of governing directly

Why?

- Why did the founding father make the US a republic?
- It worked better
- They were solving the problems they'd suffered under





Attributes of US 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)





Check on Learning

1. Is the United States a republic or a democracy?
2. What's the difference?
3. Which of these is part of our system?
 1. Political parties provide legitimate opposition
 2. Power concentrated in one branch
 3. Laws made by Congress are absolute law
 4. No taxation without representation
 5. Government controlled by Law





DEMOCRATIC VALUES

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:

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

Essential Question: What are the core American values as expressed in our founding governmental documents?



Values

Values are important because they guide our beliefs, attitudes and behavior; consequently, they are a key foundation of democracy.





Core Democratic Values

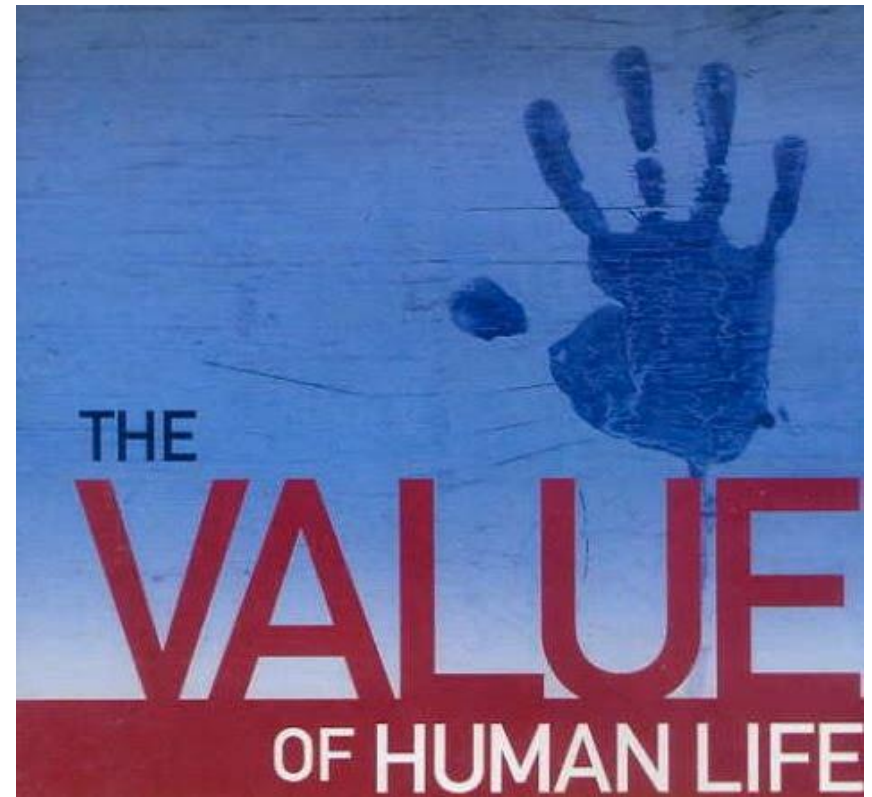
- Life
- Liberty
- Pursuit of Happiness
- Justice
- Common Good
- Equality
- Truth
- Diversity
- Popular Sovereignty
- Patriotism





Life

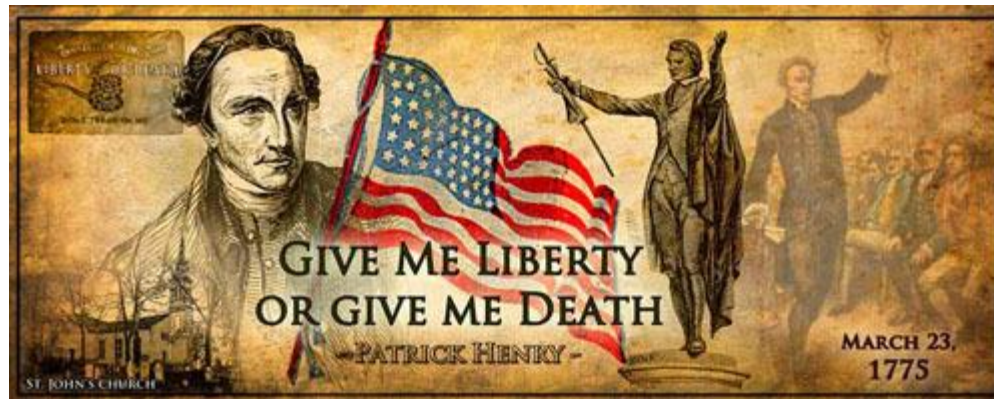
Each citizen has the right to the protection of his or her life





Liberty

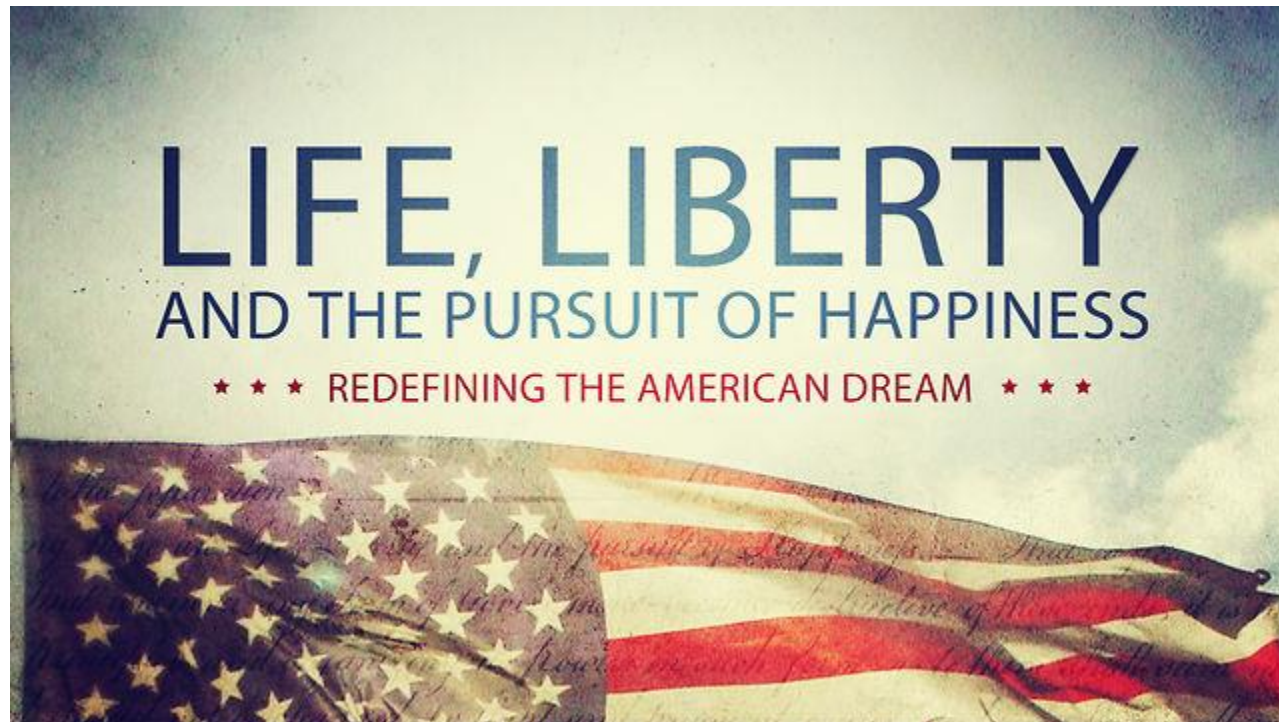
Includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business





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

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

Common popular ideologies or standards of behavior that persist in American culture.

- Personal control over the environment
- Change/mobility
- Time and its importance
- Equality/egalitarianism
- Individualism and privacy
- Self-help
- Competition and free enterprise
- Future orientation
- Action and work orientation
- Informality
- Directness, Openness and honesty
- Practicality/efficiency
- Materialism/Acquisitions



Personal Control Over the Environment

- Antithesis of Fate
- Man's power over Nature
- Human achievement
- Challenge of what can be done, when most of the world is certain it can't





Change / Mobility

"The secret of
CHANGE
is to focus all of
your energy not on
fighting the old, but
on building the new."

-SOCRATES

- Development, improvement, progress, growth
- Antithesis of tradition, continuity, a rich and ancient heritage
- Moving forward toward achieving more



Time & its Importance

- Keeping to a schedule
- More important than developing deep personal relationships (especially in business or politics)
- Being late is considered rude
- Leads to productivity





Equality / Egalitarianism

- Almost a religious value (created equal)
- Equal opportunity for success in life
- Rank & Status not as important
- Antithesis of class and authority





Individualism and Privacy

- Everyone is completely and marvelously unique
- Group's welfare less important
- People pop in and out of groups
- Everyone is 'special' in some way
- Privacy – ownership of your 'self'





Self Help



- Credit for what you accomplish yourself
- Self-made man or woman is the ideal in America
- What you accomplish yourself is worth more



Competition & Free Enterprise

- Competition brings out the best in any individual
- Antithesis of cooperation
- Free enterprise – a competitive economy
- A society which fosters competition progresses more rapidly





Future Orientation

- Look to the future
- Devalue the past, unconscious of the present
- Work now for future rewards





Action & Work Orientation

- Don't just stand there – do something!
- Action is superior to inaction
- Leisure is less important than work
- Workaholics
- Identify with your profession – that's who you are
- Physical labor is a positive thing





Informality

- Informal and casual is widespread
- Uncomfortable with titles
- Informal dress in formal situations



Informal



Formal



Directness / Openness / Honesty

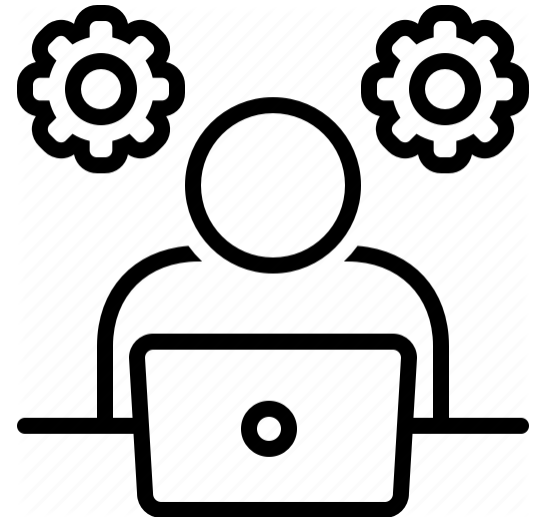
- Direct approach is preferred
- Honest negative evaluations
- Antithesis of saving face
- Hinting and subtlety discouraged
- Deliver the negative message yourself, don't use intermediaries





Practicality and Efficiency

- Realistic, practical, efficient
- Not philosophically or theoretically oriented
- Philosophy of pragmatism
- Rational and objective over emotional or subjective
- Avoid sentimental decisions
- Trial and error





Materialism / Acquisitions

- The American Dream – ‘stuff’
- May be generational, not as obvious as 50 years ago
- Protection of property is important
- Throw-away society
- Trading up – car, house, etc.





Check on Learning

In your own words, define:

1. Liberty
2. Justice
3. Diversity
4. Time and its importance
5. Competition and free enterprise
6. Directness, openness, and honesty





CAPITALISM

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:

14. Define *capitalism* and identify its main characteristics

Essential Question: What is capitalism, and how does it contribute to the American governmental system?



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.





The Good and the Bad

- At its best, capitalism is a system where people can be successful (i.e. make money) by working hard, being a good competitor, delivering products wanted by consumers
- At its worst, capitalism is a system where greedy wealthy capitalists (the owner class) take advantage of a poor working class, making money at the expense of others.
- Both aspects happen – not all good or bad



-



Capitalism Pro & Con

PRO

- Strong incentives to be productive, efficient, and to improve things
- Tends to result in economic growth and improvement in standard of living



CON

- Can result in a high concentration of wealth in the hands of a relatively small group of people
- Produces undesirable outputs (i.e. pollution) with little incentive to prevent them
- Government policy can mitigate these issues with regulation, taxation, and spending programs designed to improve quality of life and reduce bad outcomes



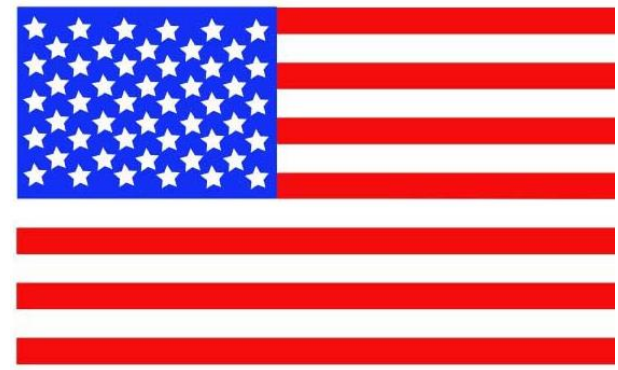
Case Study



- Germany
- Especially in banking and education
- Prosperous industries – trained labor force
- Specialization in certain markets
- Local entrepreneurs develop new industries



Case Study



- USA
- Environment encourages risk taking and expansion of small businesses into larger
- Encourages hard work – equal opportunity
- National values support competition, hard work, reach for wealth
- Rights and patents enforced
- Allowances for some monopolies



Case Study



- China
- Focused on educating the masses – work force
- Encourages exports
- Pro-business and pro-market
- Jobs help country prosper, quality of life
- Encourages entrepreneurship within political and social boundaries



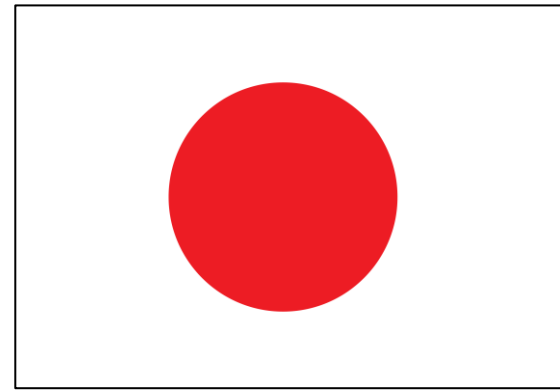
Case Study



- India
- Provides human capital for offshore needs (i.e. call center and telemarketing)
- Struggling to outgrow its caste system
- Many poor workers with little way up
- Developing new industries
- Well-educated working worldwide
- Looking to the future



Case Study



- Japan
- Post World War II rebuild and boom
- Near collapse in the 1990s – rebounding
- State-led economic machine
- Reforming labor, banking, corporate governance (management) and supplier relations
- Focus on a few key industries
- Rewards loyalty & long-term employment



Check on Learning

1. T / F Capitalism is a system where prices are set by the government
2. Which of the following are characteristics of capitalism?

Government-driven

Innovation

Competition

Capital control

Free markets

Capital concentration

Slave labor

Private ownership





INDIVIDUALISM

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:

15. Define *individualism* and differentiate it from *collectivism*

Essential Question: What is the concept of individualism, and how does it represent Americans as a key value of our nation?



Individualism

- US Values of Individualism developed from:

New England Puritanism

- Value of economic success
- Work ethic
- Emphasis on social conformity

Jeffersonianism

- Limited federal power
- Economic freedom
- Agrarian emphasis

Natural Rights

- Universal/fundamental right to:
 - Life
 - Liberty
 - Property
 - Safety
 - Happiness
 - Privacy

Founding Fathers' Belief:

Each individual's life belongs to himself & he has the 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.



Individualism vs Collectivism

Individualism

- Focuses on human independence and freedom
- Against external interferences regarding personal choices
- Common in Western Europe, Australia, & New Zealand

Collectivism

- Prioritizes group cohesion over individual pursuits.
- Views long-term relationships as essential since it promotes group goals.
- People sacrifice for the sake of the society
- Common in Asia, Africa, & Latin America



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.”

The only way America avoided that was that they valued liberty over equality as the basis of social relations.





American Success

- Individualism & Capitalism have led to America's success as a productive, efficient society
- Technological advances result from freedom to pursue ideas & dreams
- Innovation led to invention, agricultural revolution, industrial revolution, & affordable necessities and luxuries





Military Benefits

- American soldiers are known for their ability to act independently without direction once they know the mission and intent
- There is still a focus on teamwork
- Obeying orders is required, but American soldiers are expected to discern between legal and illegal orders, not to follow orders blindly
- Very different from many more autocratic armies where soldiers are not allowed to take independent action





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



Check on Learning



1. The opposite of individualism is:

2. T / F Individualism is a positive attribute for American soldiers.

3. Which of these cultures leans more toward individualism?

- a) Australia
- b) Russia
- c) China
- d) Pakistan



FREEDOM

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:

16. Define freedom as it relates to American culture.

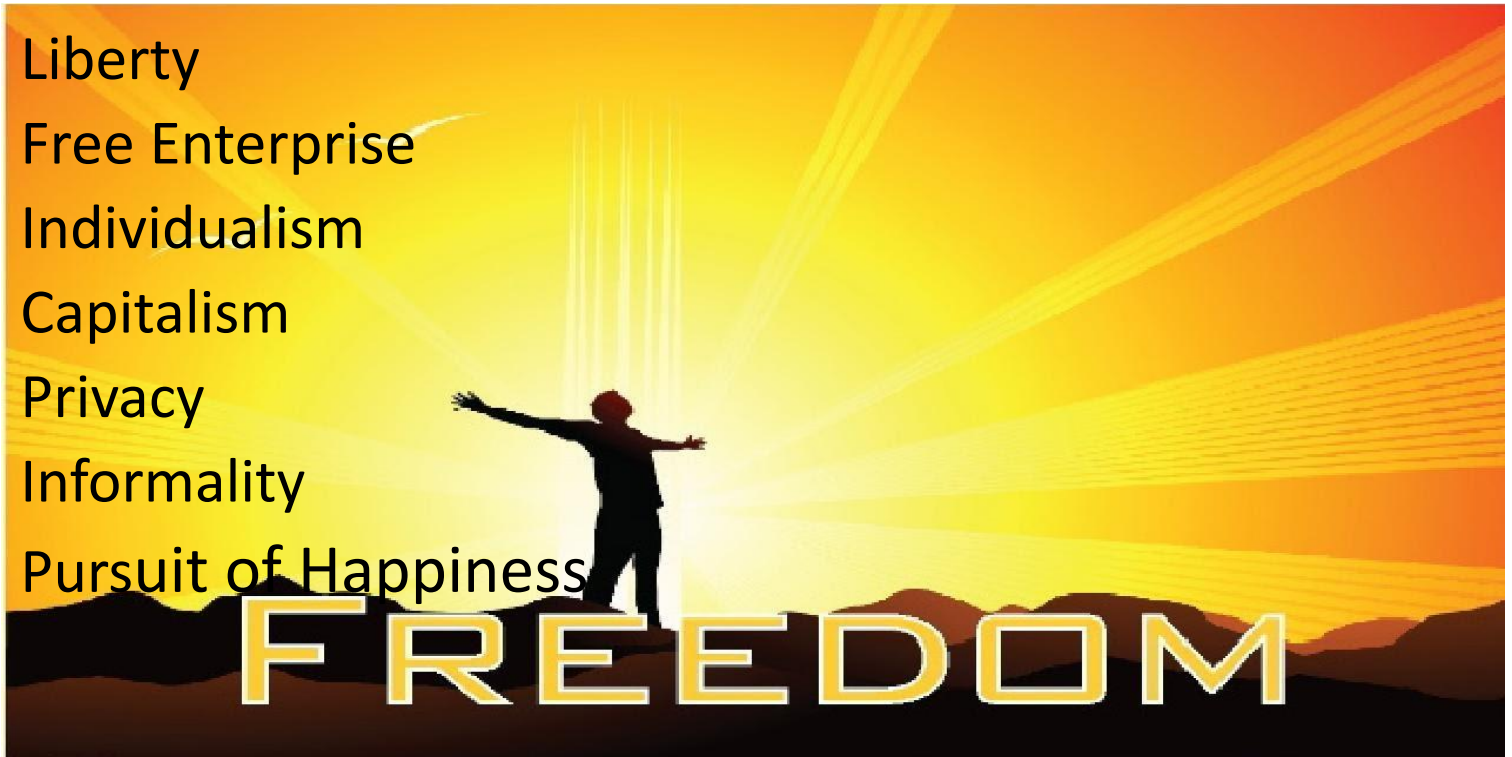
Essential Question: What are Americans free to do and free from?



Freedom

The study of American cultural values is rife with terms that relate to freedom:

- Liberty
- Free Enterprise
- Individualism
- Capitalism
- Privacy
- Informality
- Pursuit of Happiness



What is your definition of each of these concepts?

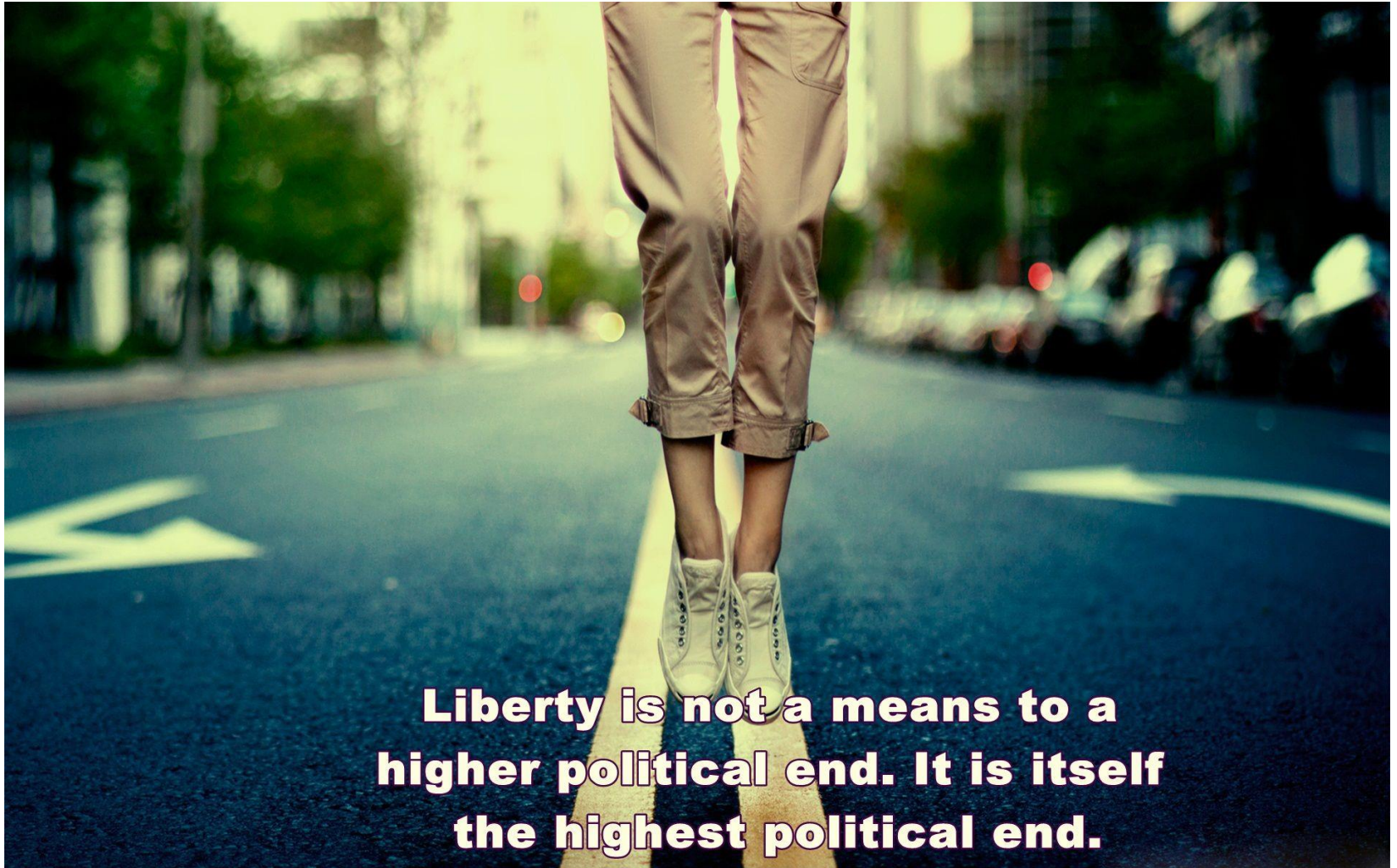


Definition of Freedom

- The state of being free rather than confined
- Exemption from external control, interference
- Political or national independence
- Personal liberty (as opposed to slavery)
- Ease of movement or action
- Frankness of manner of speech
- Civil liberty
- The right to enjoy privileges in a community
- The power to exercise choice
- Self-determination



CALIFORNIA
CADET CORPS



**Liberty is not a means to a
higher political end. It is itself
the highest political end.**



Check on Learning

1. How does free enterprise relate to freedom?
2. How does privacy relate to freedom?
3. How does choice relate to freedom?
4. How does freedom relate to “Life, Liberty, and the pursuit of Happiness?”





IMPORTANCE OF TIME AND WORK ETHIC

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:

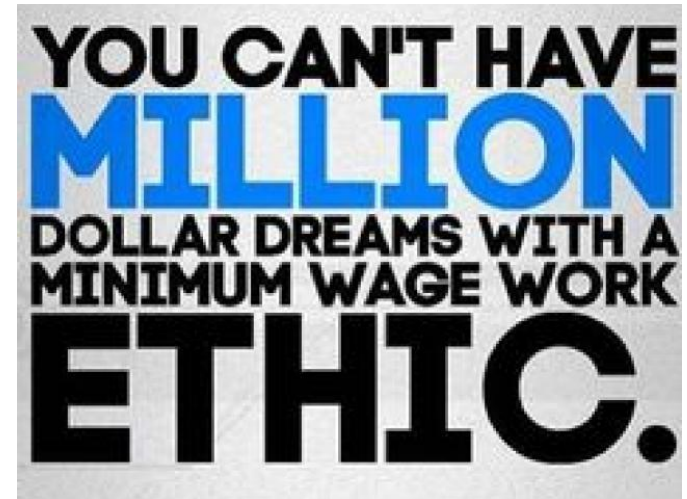
17. Explain how time and work ethic differ in some cultures

Essential Question: How do Americans' focus on time and our work ethic define us as a culture?



Work Ethic

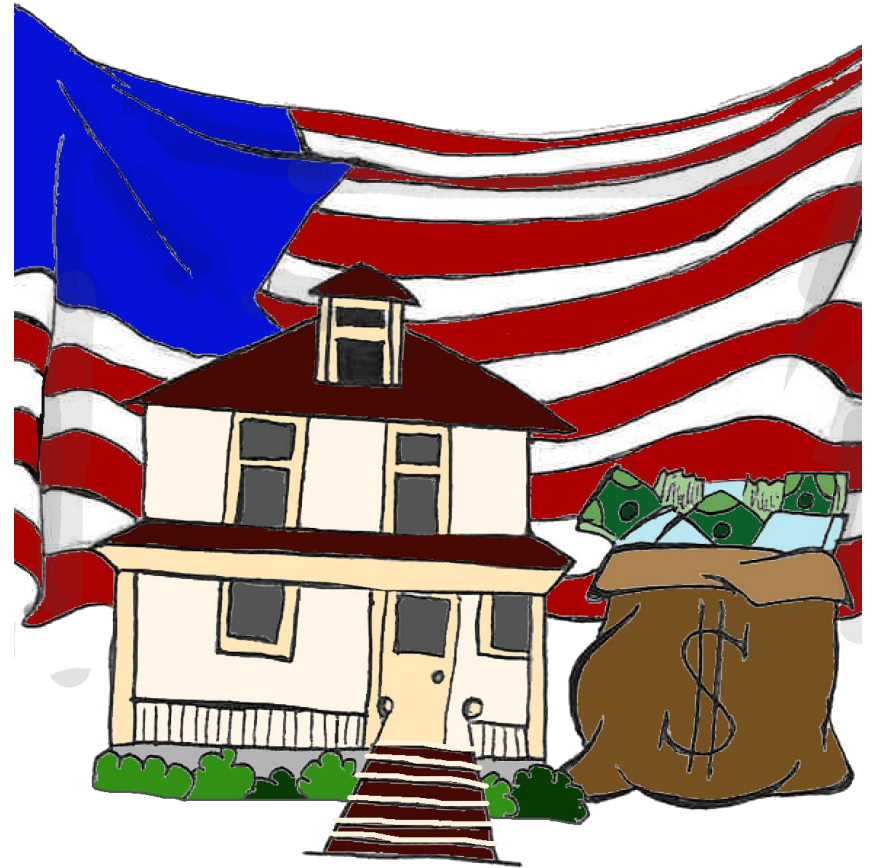
- This is what our cultural message is to our society
- Think of the American Values we've discussed:
 - The American Dream
 - Free Enterprise
 - Pursuit of Happiness
 - Freedom to achieve what you're capable of
 - Work to build a better future





American Dream

- Americans are free to pursue their dreams
- Traditionally, that has meant to improve your status in life
 - Gain wealth
 - Build an empire
 - Do better and gain more than your parents had
- Work hard and you'll get ahead





Time is Cultural



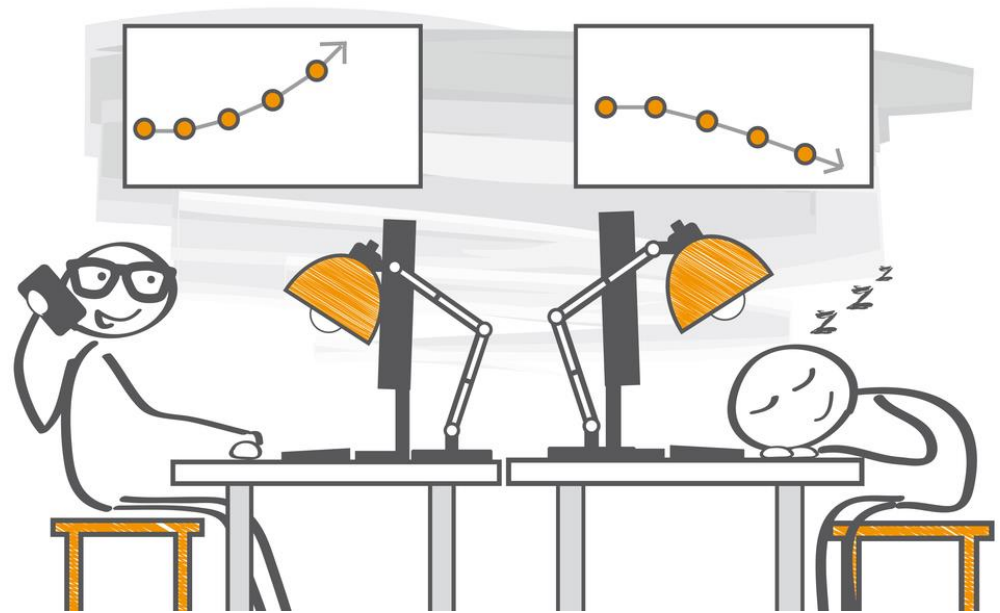
- Americans are known for being focused on time
- After all, Time is Money!
- Other cultures value relationships more
 - A business meeting will likely start late, be more focused on building relationships than the matter at hand, go late, and may not accomplish much
 - Americans want to start and end to a preset time schedule, accomplish a list of tasks
 - Other cultures find this rude and short-sighted



Work Ethic

- These traits go with a good work ethic:

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



- Have these, and your boss will love you!



Check on Learning

1. In America, what is time related to?
2. In some other cultures, what's more important?
 - a) Accomplishing your assigned task
 - b) Developing personal relationships
3. Name three traits that demonstrate a good work ethic.





EQUALITY

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:

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

Essential Question: What are the classes of people who are protected from discrimination, and why?



Equality

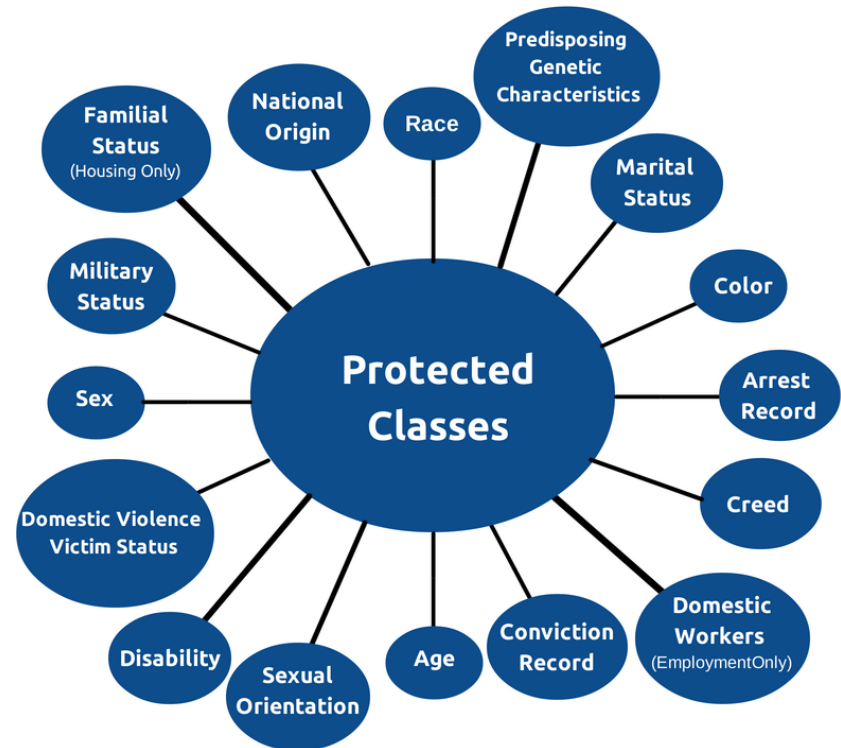
The value of equality as it comes from our nation's founding documents, is the equal treatment of people irrespective of social or cultural differences. It has grown, in law, to mean equal treatment and rights regardless of race, color, gender, religion, age, sexual orientation, or national origin.

This is one of the most basic American values.



Protected Classes

- 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.
- The Civil Rights Act of 1964 established the following protected classes:
 - Race, Religious Belief, National Origin, Sex
- Other laws added age, pregnancy status, immigration status, familial status, veteran status and disability
- Marital status, sexual orientation, and gender identity are not covered under federal laws





California Protected Classes

- Sex
- Age
- Disability
- Genetic information
- National origin
- Pregnancy
- Race/color
- Religion
- Sexual orientation
- Marital status
- Ancestry
- Gender, gender identity and gender expression





Unprotected Classes

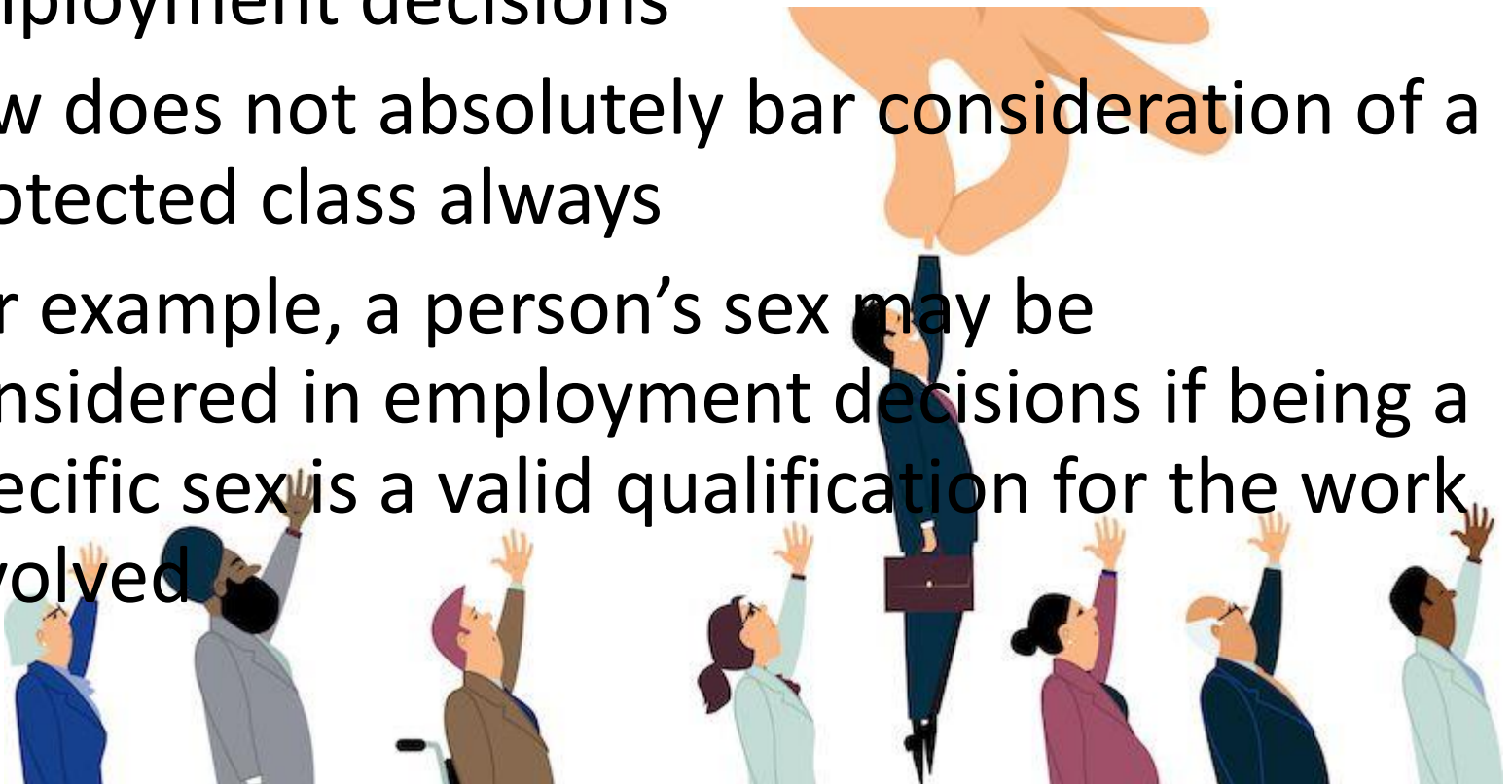
- Certain groups are NOT treated as protected classes under anti-discrimination laws:
 - Level of educational attainment
 - Income level
 - Undocumented immigrants
 - Persons with a criminal history

UNPROTECTED



Employment Decisions

- In general, employers cannot consider membership in a protected class when making employment decisions
- Law does not absolutely bar consideration of a protected class always
- For example, a person's sex may be considered in employment decisions if being a specific sex is a valid qualification for the work involved





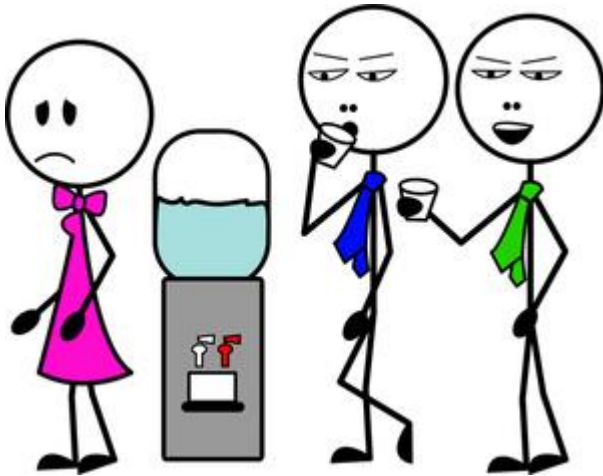
Equality Act

- The Equality Act was passed by the House of Representatives, but not the Senate.
- It would amend the Civil Rights Act to add sexual orientation, gender identity, pregnancy
- Some states prohibit discrimination based on these groups, others don't





Harassment



- Harassment is a form of discrimination, mostly associated with the workplace
- It can include racial slurs, derogatory remarks, unwanted personal attention or touching, and similar acts
- These aren't illegal, but can be if they are so frequent or severe they result in a hostile work environment

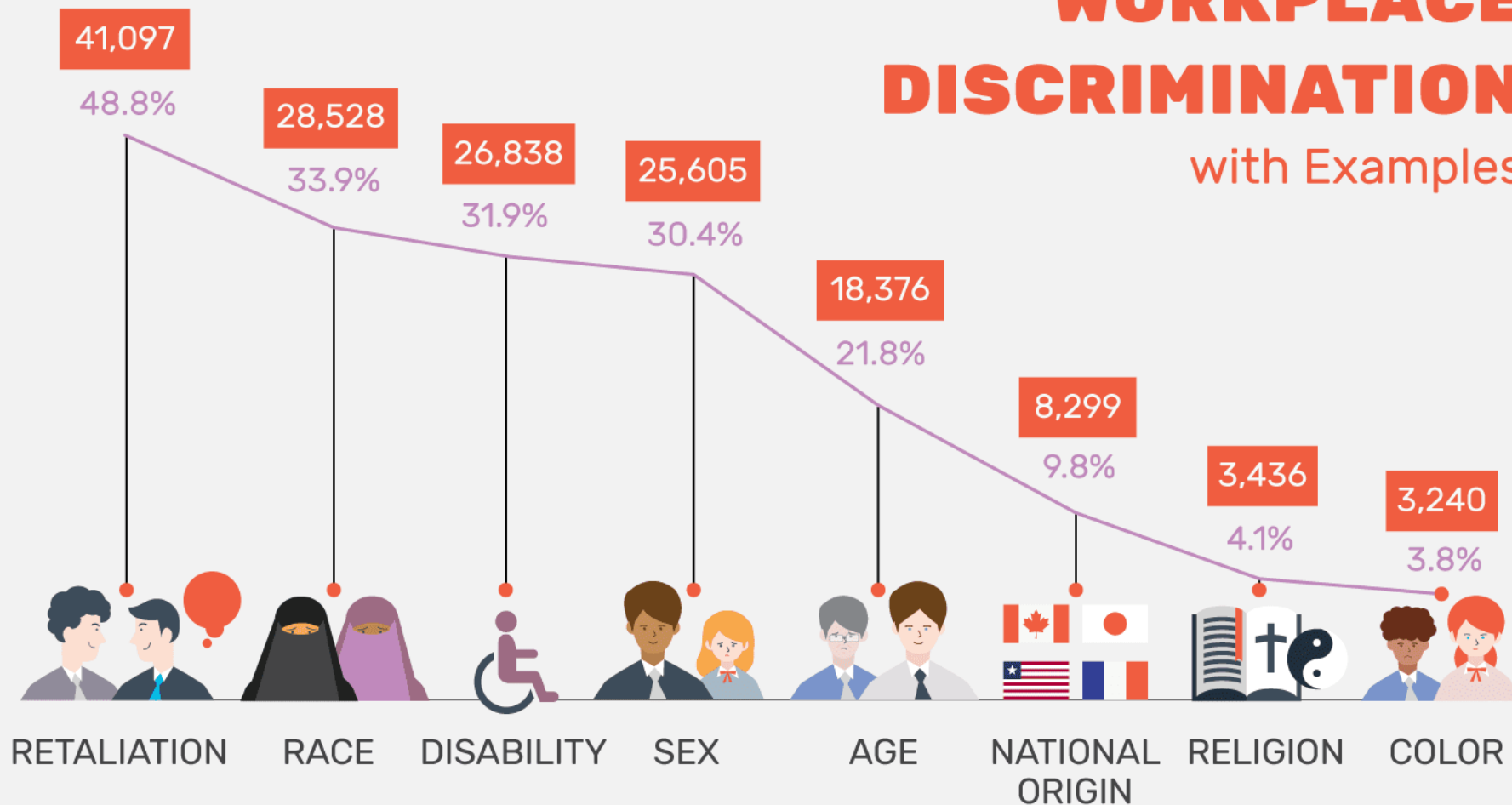


Examples of Discrimination

- 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.



Types of **WORKPLACE DISCRIMINATION** with Examples





Immutable Characteristics

- Any attribute considered impossible or difficult to change, such as
 - Race
 - National origin
 - Gender
- Clearest way to identify whether a group is a protected class
- Sexual orientation has mostly moved from being considered a choice to being considered immutable

immutable (adjective)

unchanging over time or unable to be changed: an immutable fact.

OXFORD AMERICAN DICTIONARY



Check on Learning



1. What is a protected class?
2. Name three protected classes
3. Name two unprotected classes
4. What is an immutable characteristic? Give an example.
5. Give an example of discrimination against a protected class.