

LESSON NUMBER: 1

TASK: Administrative Requirements, Course Overview, Student Expectations

CONDITION: Classroom environment

STANDARD:

1. Explain Administrative Issues and Requirements
2. Conduct Course Overview
3. Explain Student Expectations

PART I. ADMINISTRATIVE REQUIREMENTS

1. Course Schedule/Hours.

a. Review the training schedule of the course. Emphasize the starting and ending times. **Normally**, course hours are from **0800 to 1700** each duty day. Starting class at 0800 also allows adequate time for instructors to prepare for the training scheduled for that day.

b. Your attendance at all classes is mandatory, unless by special arrangement with the instructor.

c. **Any student missing more than 4 hours of classes will be subject to dismissal from the course.** Tutoring or remedial instruction will not be used to make-up more than 4 hours of missed classroom time.

d. **Punctuality.** The classes are carefully arranged to allow you maximum learning time in a minimum amount of time. It is very disruptive to both the instructor and to other students when someone arrives after a class has already begun.

2. Housekeeping.

a. Announce whether or not refreshments are allowed in the classroom. The phone number to the facility, and the location of the latrines.

b. If there is a designated smoking area, ensure that smoking takes place only in that designated area.

c. At the end of each day, the classroom will be policed of trash and waste and all furniture rearranged for the next day's class.

3. **Uniform.** Specify the uniform for the class. BDU The most important issue with regard to uniform is that all students, if possible, wear the same uniform for the course. The uniform worn for the graduation ceremony will be BDUs, or whichever uniform the instructors agrees is most appropriate.

PART II. COURSE OVERVIEW

1. **General.** The Equal Opportunity Representative Course (EORC) is a two week course designed to prepare you to perform duties as an Equal Opportunity Representative (EOR).
2. Course instruction is taught primarily on three levels of learning. The cognitive level deals with basic information pertinent to subjects that directly and indirectly relate to the equal opportunity field. The affective level deals with socialization, attitudes, and sensitivities related to equal opportunity. The performance level deals with performing the tasks which will be required in the field.
3. All training is accomplished through a variety of means including lecture, and practical exercises.

1. **General.** During the course each student is required to meet certain expectations. These expectations include abiding by the course rules, completing all course requirements, and participating in the lessons, discussions, and exercises.

2. **Course Rules.** To ensure each student receives the most from the training, 16 rules have been established. These rules have been established basically to ensure each individual is treated with courtesy and respect. These rules also will reinforce some of the skills and knowledge you will need to successfully perform EOR duties.

a. Rule 1. Listen for understanding, not for agreement. You can't understand what is said unless you listen.

b. Rule 2. Treat other students with dignity and respect.

c. Rule 3. Sit by someone different every day. Each day, whether in the classroom or small group, sit next to someone else on a daily basis. This will give you an opportunity to get to know others.

d. Rule 4. Silence is agreement. During discussions and lessons, we want to hear what you have to say. If you don't say anything, it means you agree with what was said.

e. Rule 5. Everyone's opinion is important. This rule goes hand-in-hand with Rule number 4. If you have an opinion, you will be given an opportunity to express it.

f. Rule 6. Don't interrupt or debate others. It is only common courtesy you don't interrupt someone else who is speaking. If you want to add to the conversation, raise your hand. We also don't want to debate on who is right or wrong. During this course you will learn there are oftentimes more than one way to accomplish something and both ways can be correct. For example, there are many leadership styles or methods utilized by leaders.

g. Rule 7. Be on time (morning, breaks, lunch). There is a lot of material to be covered in the course. In order to ensure you are provided training necessary for you to perform EOR duties and responsibilities, all training needs to be presented. Also, each of you are leaders, and as such, you know if you have a responsibility to be somewhere, you should be there.

h. Rule 8. If during a class an issue arises which may require greater discussion, the subject will be written on a butcher paper referred to as "Table Topics." This will ensure the block of instruction is completed on time. Later on in the course we will have time to discuss the table topics.

i. Rule 9. Critique sheets, fill them out right after each class. Critique sheets are one of the methods we have in improving the quality and quantity of instruction. Don't wait until the end of the course. Be specific on your comments. Refrain from providing feedback such as "good," "bad," etc. You will be getting a class on providing feedback.

j. Rule 10. Speak for yourself, not others. You cannot speak for others, you can only speak for yourself. When you are expressing an opinion or making a statement, that opinion or statement is your opinion. As such, you want to use the word "I" and not "we." For example, "I believe" or "I think"; not "we believe" or "we think."

k. Rule 11. Don't use exclusionary language. Exclusionary language means not using language that excluding others. For example, saying "you guys" when both male and females are present. Furthermore, refrain from constantly using the male pronoun when giving an example or making a statement. You need to start saying "he or she," "him or her," or "soldiers," etc. The instructors will be correcting you throughout the course, but you should also correct each other.

l. Rule 12. Participate in the exercises. Each exercise is designed to reinforce some knowledge or skill. You can't learn that skill or knowledge unless you participate. Also, if you have previously participated in a particular exercise, let the instructor know in advance.

m. Rule 13. No unit work during the course. You are here to attend the EOR Course. During this time you should not be involved in other duty requirements. If so, you need to let one of the instructors know.

n. Rule 14. If you get tired stand up, and move to the rear of the classroom.

o. Rule 15. Students may not miss more than four hours of the course. Any student missing more than four hours of classes will be subject to dismissal from the course. Tutoring or remedial instruction will not be used to make-up more than four hours of missed classroom time. All absences must be arranged with an EOA.

p. Rule 16. Instructors are in charge. Regardless of your grade or position, the instructor is in charge.

3. Course Evaluation. To successfully complete this course you will be required to Pass one written examination with a 70 percent and participate in all exercises. The course examination is designed to evaluate your ability to understand and comprehend the Army's Equal Opportunity and Prevention of Sexual Harassment Programs. In order to pass the examination you will be required to correctly answer 70 percent of the questions. If you fail the examination you will receive remedial training and re-take another examination. You will receive a total of 70% if you pass If you fail that examination the second time you are disqualified for duty as an EOR. It may also impact on you in other areas as a report of your failure will be reported back to your unit. Recommend you take good notes and if you are unclear on any area throughout the course, ask for clarification. The note-taking guide will also benefit you as a study guide for the course examination.

a TEST One. 90% of total Grade

b RETEST can only achieve 70% of total Grade

c. Participation 10% of Total Grade

g. Each student is required to participate in all Particle Exercises if you don't you can lose 10% of your total Grade so if you score a 70 on the test and don't participate in the particle exercises your total grade is a 60% and you will be dropped from the course

h. The last 2 Days you will go through the Co2 Facilitators Course Even if you have been through the Co2 course you will still participate to insure that all students

have the opportunity to achieve maxim experience and training to become an effective Co2 Facilitator , if you don't you will be dropped from the course

Senior Instructor & Student Responsibilities

- i. If you have a problem with one of the students please bring it to the attention of the Senior Instructor.
- j. If you have a problem with one of the instructors please bring it to the Senior Instructors attention
- k. The Senior Instructor will handle all situations that Come up in Class if you request to be dropped from the Class once you have started you will need to have your Bde EOA , 1sg and Company commander Explain why they are pulling you from the class to my chain of command. (Post CSM)
- l. If you have a Medical Emergency or a Family Crises the Senior Instructor will Evaluate the situation and will in form you of the 4 Hour rule depending on the situation and circumstances you can be dropped from the class by the Senior Instructor and be able to attend at another date your Bde EOA 1sg and Commander will be informed of the situation and will confirm it with the Senior Instructor.

5. **Course Graduation.** At the end of the course there will be a graduation ceremony. Commander and First Sergeants are welcome. You may also invite others to attend.

- a. Uniform will be BDU's.

STUDENT HANDOUT #1-2 COURSE RULES

- 1. Listen for understanding, not for agreement.
- 2. Treat other students with dignity and respect.
- 3. Sit by someone different every day.
- 4. Silence is agreement.
- 5. Everyone's opinion is important.

6. Don't interrupt or debate others.
7. Be on time (morning, breaks, lunch).
8. Table topics.
9. Critique sheets, fill them out right after each class.
10. Speak for yourself, not others.
11. Don't use exclusionary language.
12. Participate in the exercises.
13. No unit work during the course.
14. If you get tired stand up, and move to the rear of the classroom.
15. May not miss more than four hours of instruction.
16. Instructors are in charge.

**STUDENT HANDOUT #1-3
STUDENT CRITIQUE SHEET**

1. The purpose of this survey is to obtain from you information that will enable the proponent school to assess the appropriateness and effectiveness of Equal Opportunity and Prevention of Sexual Harassment training.
2. Instructions. Indicate your response to each question by checking the appropriate numbered box. Number 1 represents the least favorable or that you strongly disagree with statement and number 5 represents the most favorable response or you strongly agree with the statement.

SURVEY QUESTIONS	RATING				
	1	2	3	4	5

1. Instructor(s) knowledgeable of subject material.					
2. Presentations were professional and provided adequate Instruction on EO and Sexual Harassment.					
3. Material covered will be beneficial to me in my duties as an EOR.					
4. Training met expectations and provided me Information that will be beneficial.					
5. This training provides me the tools necessary to support and Enforce the Army's EO Program and Policies.					
6. Training on the following subjects were appropriate and Contained information that will be useful in my EOR role.					
a. EO Policy					
b. EOA/EOR Responsibilities					
c. Socialization Process					
d. Communications Process					
e. Effective and Active Listening					
f. Values and Attitudes					
g. Conflict Management					
h. Perception Process & Stereotypes					
i. Cultural Diversity and Culture Blocks					
j. Racism					
k. Sexism					
l. Discrimination & Power					
m. Prejudice					
	1	2	3	4	5
n. Sexual Harassment					
o. Army EO Complaint System					
p. Extremist Organizations and Activities					
r. System/Victim Focus					
s. Religious Accommodation					
t. Ethnic Observances					
u. Climate Assessments					
v. Effective Feedback					
w. Military Affirmative Actions					
x. Co2 Facilitation					
7. Practical exercises were appropriate and enhanced the Learning objectives.					
8. Student Handouts were appropriate and helpful.					
9. What changes would you like to see made to this course of instruction?					

10. Other comments (use reverse side if additional space is needed for your comments).					

STUDENT HANDOUT #1-4
SUGGESTIONS FOR OVERCOMING FEAR OF SPEAKING BEFORE A GROUP

1. Know the material well (be an expert).
2. Practice your presentation (pilot-test, and possibly video-tape yourself).
3. Use involvement techniques (participation).
4. Learn participants' names and use them.
5. Establish your credibility early.
6. Use eye contact to establish rapport.
7. Exhibit your advance preparation (via handouts, etc.).

8. Anticipate potential problems (and prepare probable responses).
9. Check in advance the facilities and AV equipment.
10. Convince yourself to relax (breathe deeply; meditate; talk to yourself).
11. Prepare an outline and follow it.
12. Rest up so that you are physically and psychologically alert.
13. Use you own style (don't imitate someone else).
14. Use your own words (don't read).
15. Put yourself in your trainees' shoes (they're asking, "What's in it for me?").
16. Assume they are on your side (they aren't necessarily antagonistic or hostile).
17. Provide an overview of the presentation (state the end objectives).
18. Accept some fears as being good (energizing stress vs. destructive).
19. Identify your fears, categorize them as controllable or uncontrollable, and confront them.
20. Give special emphasis to the first five minutes (super-preparation).
21. Image yourself as a good speaker (self-fulfilling prophecy).
22. Practice responses to tough questions or situations.

LESSON NUMBER:3

TASK: Role of the Equal Opportunity Advisor (EOA) and Equal Opportunity Representative (EOR)

STANDARD: 1. Define the Role of the Equal Opportunity Advisor.
2. Describe Trainer/Educator Role.
3. Define Assessor Role.
4. Define Change Agent Role.

1. The role of the Equal Opportunity Advisor (EOA) is:

- a. _____ .
- b. Trainer/educator.
- c. Assessor.
- d. _____ Agent.

2. Duties of an EOA: (See Student Handout)

3. Duties of an EOR:

- a. Assisting in the recognition of _____ from a healthy unit EO climate.
- b. Assisting in the conduct of unit _____ .
- c. Preparing and assisting the commander in the conduct of EO _____ .
- d. Establishing/maintaining _____ with other EORs and EOA.
- e. Assisting in preparing and conducting ethnic observances and special commemorations.
- f. _____ complainant to appropriate agency for assistance.
- g. Serving as a _____ person for EO matters in the unit.

4. Unit leadership responsibilities.

- a. Transmit/instill the value and importance of professional Army _____ .
- b. Plan, supervise, and manage day-to-day activities necessary for unit operations.
- c. Train soldiers on _____ and regulations.

- d. Assist in resolving EO issues and complaints of sexual harassment.
- e. _____ soldiers the history of the Army, military customs, courtesies, and traditions.
- f. Teach soldiers about the mission of the unit and develop individual and team training programs to support the mission.
- g. _____ and monitor professional development programs.
- h. Monitor and evaluate soldiers' performance, unit morale, and discipline.
- i. Assist the chain of command in identifying/resolving EO issues within the unit.
- j. Provide individual _____, on-the-spot correction, and team training.

3. EO CHECKLIST /EO MODEL

- a. Leader involvement
- b. Training
- c. Assessments
- d. Staffing
- e. Complaint processing
- f. Affirmative Actions
- g. Ethnic and special observances

STUDENT HANDOUT #3-1
EOA / EOR DUTIES AND RESPONSIBILITIES

1. EOA Duties and Responsibilities

- a. Understand and articulate Department of Defense (DoD) and Army Policies concerning equal opportunity.
- b. Recognize and assess indicators of institutional and individual discrimination in organizations.
- c. Recognize overt and subtle forms of sexual harassment.
- d. Recommend appropriate remedies to eliminate and prevent discrimination and sexual harassment.
- e. Collect, organize, and interpret demographic data concerning all aspects of EO climate assessment.
- f. Assist commanders in developing and monitoring the process of affirmative action plans.
- g. Train unit EO representatives and institutional training course or service school instructors to help commanders and commandants meet their EO responsibilities.
- h. Assist in evaluating the effectiveness of unit EO training.
- i. Organize, conduct, or assist with training sessions pertaining to EO, discrimination, and the prevention of sexual harassment.
- j. Plan and conduct executive seminars on affirmative actions, EO, discrimination, and the prevention of sexual harassment.
- k. Receive and help process individual complaints of discrimination and sexual harassment. EOAs conduct inquiries in accordance with the commander's guidance.
- l. Provide advisory assistance to commanders and investigating officers in the investigation and resolution of discrimination and sexual harassment complaints.
- m. Review and comment on the disposition of investigation reports of EO complaints for compliance with DoD and DA Policy and objectives.

n. Conduct follow-up assessments on the effectiveness of actions and remedies taken to resolve EO complaints and to detect and deter the incident of reprisal. Provide written feedback from this assessment to the commander.

o. Assist in the planning and conduct of ethnic observances as outlined in AR 600-20, Chapter 6, Table 6-1.

p. Maintain, where appropriate, informal liaison with community organizations fostering civil rights.

q. Assist commanders in developing EO policy for their unit.

r. Conduct periodic command assessments as outlined in DA Pam 600-26.

s. Prepare input for the Annual EO Narrative and Statistical Report.

2. EOR Duties and Responsibilities

a. Assisting commanders in the recognition of detractors from a healthy unit EO climate.

b. Assisting commanders in the conduct of unit climate assessments.

c. Preparing and assisting the commander in the conduct of EO training.

d. Establishing and maintaining liaison with other EORs and with the EOA at higher headquarters.

e. Assisting commanders and assigned project officers in preparing and conducting ethnic observances and special commemorations.

f. Referring complainant to appropriate agency for assistance. EORs may not conduct investigations and will not advise AR 15-6 officers in their conduct of equal opportunity complaint investigations.

g. Serving as a resource person for EO matters in the unit.

3. Chain Of Command EO Duties And Responsibilities

a. Transmit and instill the value and importance of professional Army ethics.

b. Plan, supervise, and manage day-to-day activities necessary for unit operations.

c. Train soldiers on EO policies and regulations, to include behaviors that communicates dignity and respect and the unit's EO complaint procedure.

d. Assist soldiers and their family members in resolving EO issues and complaints of sexual harassment.

e. Teach soldiers the history of the Army, a national leader in EO, to include military customs, courtesies, and traditions.

f. Teach soldiers about the mission of the unit and develop individual and team training programs to support the mission.

g. Administer and monitor NCO professional development programs, ensuring EO is an integral part of the NCO duty and responsibility.

h. Monitor and evaluate soldiers' performance, unit morale, and discipline. Report EO deficiencies and problems to the chain of command.

i. Assist the chain of command in identifying and resolving EO issues within the unit.

j. Provide individual counseling, on-the-spot correction, and team training to correct inappropriate behaviors or violations to EO policies.

STUDENT HANDOUT #3-2
 COMMANDER'S EQUAL OPPORTUNITY CHECKLIST
 FOR MAINTAINING A POSITIVE AND HEALTHY CLIMATE

	YES	NO
1. Leader involvement.		
a. Do soldiers and leaders respect all religions, cultures, and gender differences?		
b. Are soldiers treated in a fair and equitable manner?		
c. Is a unit policy letter on equal opportunity published, posted, and up-to-date?		
d. Is a unit policy letter on sexual harassment published, posted, and up-to-date?		
e. Do EOA and EOR(s) have direct access to the commander?		
f. Do all soldiers possess either a Soldier's or Leader's Handbook on the Prevention of Sexual Harassment?		
g. Are newly assigned personnel (during inprocessing) provided a copy of the unit's policy letters on equal opportunity and prevention of Sexual harassment?		
h. Does the commander include equal opportunity and prevention of Sexual harassment during the newcomers orientation?		
i. Are unit leaders using consistent and appropriate standards for their Soldiers?		
j. Are leaders and soldiers held accountable for their actions?		
k. Is the installation EO hotline posted?		
2. Training.		
a. Is EO training conducted at least twice each fiscal year?		
b. Is POSH training conducted at least twice each fiscal year?		
c. Is extremism training conducted at least once a year?		
d. Do you and subordinate leaders attend EO, POSH, and extremism Training?		
3. Assessments.		
a. Was a Command Climate Survey conducted within 90 days of assuming command and annually thereafter?		
b. Are other methods used to assess the climate of the unit?		
c. Is feedback being provided to the soldiers?		
4. Staffing.		

a. Have EORs been appointed and trained?		
b. Are EORs appointed based on unit demographics?		
5. Complaint Processing.		
a. Is a unit policy letter on complaint procedures published, posted, and up-to-date?		
b. Are complaints processed within established timeframes?		
c. Do officers conducting AR 15-6 investigations on EO complaints meet with the EOA prior to conducting the investigation?		
d. Are officers conducting AR 15-6 investigations on EO complaints obtaining recommendations from the EOA prior to submitting report?		
e. Are steps in place to prevent reprisals, intimidation, or harassment for soldiers who submit complaints?		
f. Are appeals processed within established timeframes?		
6. Affirmative Actions.		
Are AAPs reviewed periodically to determine if changes need to be made to the plan?		
7. Ethnic and Special Observances.		
a. Is a unit policy letter on ethnic and special observances published, posted, and up-to-date?		
b. Do you encourage participation at ethnic or special observances?		
c. Is the unit EOR involved in conducting ethnic and special Observances?		
d. Is funding programmed for conducting ethnic and special observances?		

LESSON NUMBER:4

TASK: Socialization Process

- STANDARD: 1. Identify the socialization process.
2. Identify the sources that impact on socialization.
3. Distinguish between reinforcement and variation influences on socialization.
4. Identify how the socialization process impacts on behavior.
5. Discuss self-concept.

1. The socialization process is an all encompassing educational process from which values, goals, beliefs, attitudes, and sex-roles are acquired.

2. Sources that influence socialization.

- a. _____.
- b. _____.
- c. Community
- d. Family (most important)
- e. _____.
- f. Peers/Friends.

3. Dr. Morris Massey value programming.

- a. What we are now, directly relates to when, and where, we were valued programmed.
- b. We are programmed with gut values by age 10.
- c. Values will not change unless a significant emotional event (SEE) occurs.

4. The definition of _____ (according to Dr. Morris Rossenburg) is “The totality of the individual’s thoughts and feelings having reference to himself or herself as an object.” “A Snapshot Picture.”

5. Sources of the self-concept.

Heritage	Needs fulfillment	
	Physical	Emotional
Sexuality Race Nationality Religion Family Status	Food Water Shelter	Love Power Acceptance Life Style

6. Morris Rossenbug presents the self-concept as an ongoing process of social interaction that systematizes reality from a specific point of view. He established three self-identities:

- a. _____ How we picture ourselves.
- b. _____ How we wish ourselves to be.
- c. The presenting self. How you want others to see you.

7. The emotional-cognitive Development. During the development of self, we interpret situations, _____, _____, or the environment. It is human nature to interpret our environment in such a way as to make ourselves look good.

This interpretation is called the emotional-cognitive process. Quite obviously, the manner in which our needs are met, and our differences on how we see ourselves, influence how we think, and how we feel. We call this our "emotional cognitive development" "Emotional" means "How we feel." "Cognitive" means nothing more than "how we think." The thought process. Therefore, during the development of "self," we interpret situations, events, people or the environment.

8. Emotional Cognitive Process. It is human nature to _____ our environment in such a way as to _____ good. This interpretation is called the emotional-cognitive process. The development of my emotions will play a great part in how I think about myself, or my emotional-cognitive development. We do things and interpret things to make ourselves look good. We do this, because we want to survive. In order to survive and cope in society, we have developed what we call "ego defense mechanisms.

9. Ego defense mechanisms.

- a. _____
- b. _____
- c. _____
(reinterpretation)
- d. Perceptual

10. Effects of the self-concept.

Positive Effects	Negative Effects
Love of self and others	Hate self and others
Develop one's intelligence	Blind to one's potential
Decisive, assertive	Indecisive/defensive/aggressive
Enjoy one's physical abilities	Deny or exaggerate physical abilities
Creative	Destructive
Tolerant	Bigoted/prejudiced
Open	Closed
Trusting	Hidden agenda(s)

11. A positive self-concept enhances _____ and _____.

12. Strategies for changing the self-concept:

- a. _____.
- b. _____.
- c. Require _____ to change.
- d. Absence of _____.

13. Barriers to changing one's self-concept.

- a. _____ pattern of behavior.
- b. _____ barriers.
- c. Environmental pattern.

LESSON NUMBER:5

TASK: Values, Attitudes, and Behaviors

- STANDARD: 1. Define Values, Attitudes, Behaviors and Beliefs.
2. Explain the importance of beliefs, values and norms.
3. Explain the value system and the significance of the socialization process.
4. Explain Louis Rath's seven value criteria.
5. Explain cognitive dissonance and ways to reduce it.

1. Values. Values are attitudes about the worth or importance of people, concepts, or things. Values influence your behavior because you use them to decide between alternatives. Values, attitudes, behaviors and beliefs are cornerstones of who we are and how we do things. They form the basis of how we see ourselves as individuals, how we see others, and how we interpret the world in general.

2. The seven Army values that that all soldiers and leaders are expected to know, understand, and follow are:

- a. L- _____
- b. D- _____
- c. R- _____
- d. S- _____
- e. H- _____
- f. I- _____
- g. P- _____

3. Categories of values.

- a. _____ values.
- b. _____ values.
- c. _____ values.
- d. _____ values.
- e. _____ values.
- f. _____ values.

4. Louis Rath's value criteria are:

- a. _____ freely.
- b. Choosing from _____.
- c. Choosing after thoughtful consideration.
- d. _____ and cherishing.
- e. Affirming.
- f. Acted upon.
- g. _____.

ATTITUDE, BEHAVIORS, AND BELIEFS

5. Webster's Dictionary defines attitude as a state of mind or feeling with regard to some matter; a disposition. In other words, an attitude is our tendency to evaluate some symbol, object, or aspect of our world in a favorable or unfavorable manner. It also can be defined as a state of mind or feeling with regard to some matter. The word "attitude" is use rather loosely as a catchall term for the whole collection of one's beliefs, opinions, prejudices, and sentiments, even though the basic meanings of these terms are different.

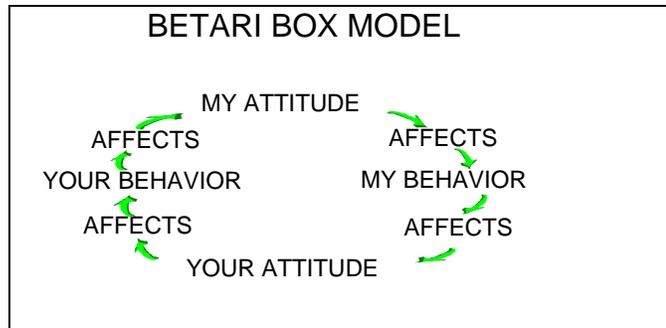
6. The characteristics of attitudes:

- a. Difficult to _____.
- b. May create _____ and stereotypes.
- c. Often indicated by behavior.
- d. Formed largely from the continuous process of _____.
- e. Positive or negative implications.
- f. Usually are not easily changed.

7. Behavior is the result of a person's reaction to a situation, group or person. That reaction depends on what the situation is, and how that person interprets the situation. If several persons were placed in the same situation, there probably would be varying reactions to the situation. This would occur because

each person may see that situation differently. Such differences are expressed in attitudes. Group behavior is an extension of individual behavior.

8. Betari Box Model.



- a. My attitude affects (influences, impacts) my behavior.
- b. My behavior affects (influences, impacts) your attitude.
- c. Your attitude affects (influences, impacts) your behavior.
- d. Your behavior affects (influences, impacts) my attitude.

9. _____. A state of internal tension that results from an inconsistency between any knowledge, belief, opinion, attitude, or feeling about the environment, oneself or one's behavior. It is psychologically uncomfortable.

- a. Cognitive - being reduced to factual knowledge; act or process of knowing including both awareness and judgment.
- b. Dissonance - lack of agreement, inconsistency between one's actions and one's beliefs.

10. Methods to reduce cognitive dissonance.

- a. _____.
- b. _____.
- c. _____.

11. Beliefs are assumptions or convictions you hold as true about something, concept, or person.

12. Norms can fall into one or two categories: _____ and _____.

**PRACTICAL EXERCISE #5-1
THE LOUISA EXERCISE**

Instructions:

Read the following scenario and as a group or on your own rank the five people involved, one to five, from the person whom you feel the **most** sympathetic for to the one whom you feel the **least sympathetic** for.

Scenario:

Louisa was five months pregnant. She had delayed making a decision concerning her pregnancy because, at seventeen, she did not think she was capable of carrying out the responsibilities of motherhood alone, and yet she was under pressure from her friend, Joe, who was the father, to have the child. Louisa had absolutely no desire to marry Joe; she was sure that they would be unable to live together.

Joe had previously told her that he was sterile, which proved to be untrue. When Louisa became pregnant, he offered to marry her. Joe loves children and wants a child. When Louisa finally decided to have an abortion, Joe arranged for Judge Robbins to sign a restraining order against her.

On the advice of her best friend, Anne, Louisa had the abortion anyway. It was performed by Dr. Pressly, who knowingly violated the restraining order. Joe filed charges against Louisa and the doctor. Judge Robbins fined Dr. Pressly for contempt of court, but pardoned Louisa because she was a minor.

_____ Louisa

_____ Joe

_____ Judge Robbins

_____ Anne

_____ Dr. Pressly

LESSON NUMBER:6

TASK: Communications Process

- STANDARD: 1. Definition of Effective Communication.
2. Elements of the Communication Process.
3. Modes of Communication.
4. Communication Barriers.
5. Cross-Cultural Misunderstandings.
6. Barriers to Cross-Cultural Communications
7. Accents.

1. Effective communications is defined as the successful exchange of information between individuals.

2. Guidelines. An effective communicator is successful in establishing an active two-way link with another individual or group.

- a. _____. Be ready to listen.
- b. _____ partner. Verify what is said.
- c. Be _____. Tell how their behavior will affect you or the organization.
- d. Use _____ message. Means of getting them to change their behavior.
- e. Be _____. Tell the person exactly what you see, and hear.
- f. Active _____. Hearing the words and understanding a person's feelings.
- g. Stay focused. Focus intensely upon his/her behavior and communication.

3. Interpersonal communication factors:

- a. _____ is the most important factor. It reflects how we see ourselves.
- b. Poor self-concept. Poor self-concept equals poor communication.
- c. Coping with _____ feelings. Rising anxiety can block accurate hearing.
- d. Admit your _____. Let the other person know what behavior is troublesome to you.

e. Self-disclosure. Self-disclosure is a technique used to discover who we really are. Disclosure encourages disclosure; it involves speaking for self. The rewards for self-disclosure are:

- (1) Increased self _____
- (2) Closer _____ relationship.
- (3) Improve communication.
- (4) Lightens _____ feelings.
- (5) You can look at the situation objectively.

4. Congruent Behavior. Is the state of being consistent in character. It means that the behavior matches the word (talking the talk, walking the walk). Stated plainly, doing what you say do.

5. Incongruent Behavior. Behavior opposite of the word congruent behavior. In other words, (talking the talk and not walking the walk).

6. The elements of communications process are:

- a. _____. Individual with an idea.
- b. _____. This source decides upon the symbol.
- c. _____. A signal.
- d. _____. Translation of the message into information that is meaningful.
- e. _____. Receiver.
- f. _____. Verbal/nonverbal information as to how their behavior is affecting or influencing you

7. Styles of communication.

- a. Style I. _____, _____, _____.
- b. Style II. Is _____, _____, _____, _____.
- c. Style III. Is _____, _____, _____, _____, _____.
- d. Style IV. Is _____, _____, _____, _____, _____, _____.

8. Communication Barriers.

- a. Language.
- b. _____ communications styles.
- c. _____ .
- d. _____ .
- e. Noise.

9. Cross-Cultural Misunderstandings. Most misunderstandings among soldiers result from cross-cultural experiences do not necessarily occur from only one episode of misunderstanding. It is usually a commutative process. One misunderstanding leads to another misunderstanding which can lead to an unsuccessful encounter. The following are common reasons for cross-cultural misunderstandings:

- a. Social _____. Within our English language there are hidden codes and cues that control our conversations during business, social gatherings or in meetings.
- b. Flow of _____.
- c. Culture also affects how and when _____ is discussed.
- d. _____.
- e. _____.

10. Barriers to Cross-Cultural Misunderstandings.

- a. Songs and symbols.
- b. Signs and Gestures.
 - (1) _____ (Black Power/Militancy/Separatism).
 - (2) _____ (Southern Culture/Traditions/Slavery).
 - (3) _____ (Fraternities, Clubs, Black Unity).
 - (4) _____ (National Movement/Passive/Weakness).
 - (5) _____ (Elephant/Donkey/Left/Right).

(6) _____ (Ethnic Unity/Patriotism/Anti-American)

(7) _____ (Black Power/Solidarity/Violence).

c. Clothing and Appearance

d. Accents

e. Jive and Jargon.

f. Lack of Trust.

PRACTICAL EXERCISE #6-1 COMMUNICATION PROCESS

Objective:

1. To demonstrate that the directions given to others may be ambiguous and therefore need greater clarity.
2. To demonstrate the need to listen carefully and seek clarification of an unclear message.

Guidance:

1. Select five students and designate them as one of the following characters: SDNCO, OIC, Company Commander, Battalion Commander, and Brigade Commander. Have the SDNCO wait outside the classroom while the other four wait inside the classroom.

NOTE: You may want to do this exercise with more than one group.

2. Read the SDNCO the following scenario:

“There was an accident on Route Arizona in which five soldiers were involved. The Bradley Armored Fighting Vehicle over-turned on to a group of ten civilians. Two of the soldiers sustained serious injuries, two are in serious, but stable condition, and the other soldier sustained minor injuries. Of the ten civilians injured, six sustained serious injuries, and four were treated and released. The cause of the accident was not alcohol related, but was a result of a steering mechanism malfunction, and traveling too fast for existing conditions. Are there any questions?”

3. The OIC will then report to the SDNCO outside the classroom and the SDNCO recites the scenario to the OIC from memory. The SDNCO then returns to the classroom and instructs the Company Commander to report to the OIC outside the classroom.

NOTE: The SDNCO remains in the classroom.

4. The Company Commander will then report to the OIC outside the classroom and the OIC recites the scenario to the Company Commander from memory. The OIC then returns to the classroom and instructs the Battalion Commander to report to the Company Commander outside the classroom.

NOTE: The OIC remains in the classroom.

5. The Battalion Commander will then report to the Company Commander outside the classroom and the Company Commander recites the scenario to the Battalion Commander from memory. The Company Commander then returns to the classroom and instructs the Brigade Commander to report to the Battalion Commander.

NOTE: The Company Commander remains in the classroom.

6. The Brigade Commander will then report to the Battalion Commander outside the classroom and the Battalion Commander recites the scenario to the Brigade Commander from memory.

7. All participants return to the classroom and the Brigade Commander reports to the entire class the scenario from memory.

Materials Required:

Scenario

Approximate Time Required:

15 minutes

LESSON NUMBER:7

TASK: Effective and Active Listening

- STANDARD: 1. Describe effective and active listening.
2. Identify deterrents to effective listening.
3. Identify the elements of effective and active listening.
4. Identify methods of enhancing listening.
5. Identify the methods used to test understanding of a message.

1. Effective and Active Listening. Effective listening is the listening to the words of the speaker and the meaning of the words. Active listening is a process in which the listener takes active responsibility to understand the content and feeling of what is being said and then checks with the speaker to see if he/she heard what the speaker intended to communicate.

2. The concept for effective and active listening is comprised of 4 elements:

- a. _____. The subject the speaker is addressing.
- b. _____. The emotions the speaker has when discussing the subject.
- c. _____. The manner the speaker delivers the subject matter.
- d. _____. The ability of the individual listening to ask questions and to seek understanding of the subject matter.

3. Active listener basic skills.

- a. Check _____ and _____.
- b. Keep the channel open and _____ short circuits.
- c. Listening demands _____ on the part of the listener.
- d. Keep the _____ open.

4. Methods to test understanding.

- a. Parroting.
- b. paraphrasing.
- c. _____.

PRACTICAL EXERCISE #7-1
“THE CASH REGISTER EXERCISE”

Objective:

To demonstrate most adults listen at about 25% level of efficiency.

Guidance:

Provide Student Handout #7-1, The Cash Register Exercise, to students and ask them to answer the questions in the handout based on the following story (Read the following story to the students. You may need to read it two or three times.):

“A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.”

Questions:

- | | | |
|--|---|---|
| 1. A man appeared after the owner had turned off his store lights. | T | F |
| 2. The robber was a man. | T | F |
| 3. The man did not demand money. | T | F |
| 4. The man who opened the cash register was the owner. | T | F |
| 5. The store owner scooped up the contents of the cash register and ran away. | T | F |
| 6. Someone opened a cash register. | T | F |
| 7. After the man who demanded the money scooped up the contents of the cash register, he ran away. | T | F |
| 8. While the cash register contained money, the story does not state how much. | T | F |
| 9. The robber demanded money of the owner. | T | F |
| 10. The story concerns a series of events in which only three persons are referred to; the owner of the store, a man who demanded money, and a member of the police force. | T | F |
| 11. The following events in the story are true; someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store. | T | F |

LESSON NUMBER:8

TASK: Effective Feedback

- STANDARD: 1. Define feedback.
2. Explain the Johari Window Model.
 3. Describe the reasons for giving feedback.
 4. Describe guidelines for giving feedback.
 5. Describe the guidelines for receiving feedback.

1. Effective Feedback: Effective Feedback is defined as a verbal or nonverbal communication to a person or group providing information as to how their behavior is affecting or influencing you (giving feedback). It may also be a reaction by others as to how your behavior is affecting or influencing them (receiving feedback).

2. Reasons for giving and receiving feedback.

- a. Achieve _____ growth.
- b. Provider finds out about _____.
- c. Receiver gains _____.
- d. Create an _____ environment for effective operational and interpersonal communications.

3. Effective feedback must contain certain characteristics:

- a. It is _____ rather than general.
- b. In concerns _____ is said or done or how a behavior is performed, not why.
- c. It is focused on _____ rather than on the person.
- d. It takes into account the _____ of the receiver of feedback.
- e. It is directed toward behavior which the receiver can do something about.
- f. It is _____ rather than imposed. (Ask for the feedback).
- g. It involves the _____ of information rather than giving advice.
- h. It is well timed.
- i. It involves the amount of information the receiver can use.

j. It is _____ to ensure clear communication.

4. Reasons for giving feedback.

- a. Is the feedback being given _____ rather than general?
- b. Is the feedback being given focused on _____ rather than on the person?
- c. Does the feedback take into account the _____ of the receiver to the feedback?
- d. Is the feedback directed toward _____ which the receiver can do something about?
- e. Is the feedback _____ rather than imposed?
- f. Is the feedback sharing of information rather than giving _____?
- g. Is the feedback well-timed?
- h. Does the feedback involve the amount of information the receiver can use rather than the amount we would like to give?
- i. Does the feedback concern what is said or done or how a behavior is performed, not why?
- j. Is the feedback checked to ensure clear communication?
- k. Is the feedback evaluative rather than _____?

How to give feedback

5. Rules which help your feedback be more effective and useful (though they are much simpler to state than to practice):

- a. Give feedback when the other person has indicated willingness to receive it from you.
- b. Give feedback in terms that describe the other's behavior with the least amount of interpretation you can manage, and describe as accurately as you can the effects of the behavior.
- c. Be timely in giving feedback.

6. Key element to receiving .

- a. Be _____.
- b. Ask for more _____.
- c. Sometimes you may need to say you do not want feedback.

7. What to do with feedback.

- a. _____.
- b. _____.
- c. _____.

**STUDENT HANDOUT #8-1
JOHARI WINDOW MODEL**

<p>ARENA</p> <p>(A)</p> <p>Things I know Things you know</p>	<p>BLIND SPOT</p> <p>(B)</p> <p>Things I do not know about myself. You know</p>
<p>FACADE</p> <p>(C)</p> <p>You do not know. I know</p>	<p>UNKNOWN</p> <p>(D)</p> <p>Things you do not know and things I do not know</p>

**STUDENT HANDOUT #8-2
JOHARI WINDOW MODEL**

		Known to Self	Feedback	Unknown to Self
EXPOSURE	Known to Others	ARENA		BLINDSPOT
	Unknown to Others	FACADE		UNKNOWN

LESSON NUMBER: 9

TASK: The Perceptions Process and Stereotypes.

- STANDARD:
1. Define the perception process.
 2. Describe perceptual shortcuts.
 3. Describe factors affecting the perception process.
 4. Describe stereotypes.
 5. Define self-fulfilling prophecy.
 6. Describe strategies to correct inaccurate perceptions.

1. The perception process is the procedure by which we try to gather and interpret information about the environment that surrounds us.

2. The perception process.

- a. Feedback about ourselves and others.
- b. Not always based on true picture of reality.
- c. We behave as though our perceptions are real.

3. Attributes to perception:

- a. _____, the information that we experienced (the picture).
- b. The _____, which is unseen but affected by such things as individual perceptions e.g., race, color, religion, gender, or other past cultural experiences.
- c. The _____; our perception, sensing or interpretation of our experience. When raw data is incomplete or insufficient, the brain automatically fills in the missing pieces and locks-in on past experiences (the perception).

4. _____. The mind's ability to take in new information, combine it with old information, and formulate new ideas through quick deduction. Examples are:

- a. _____.
- b. _____.
- c. _____.
- d. _____ the victim.
- e. _____.

5. Stereotypes. An exaggerated belief associated with a category. Characteristics that can be identified with stereotypes:

- a. Fixed, rigid ideas.
- b. _____.
- c. Not supported by evidence.
- d. _____.
- e. _____.

6. Stereotypes sources:

- a. _____.
- b. _____.
- c. _____.
- d. Educators and public officials.

7. Strategies to correct inaccurate perceptions and they are:

- a. _____ of differences.
- b. _____ listening.
- c. Provide _____.
- d. Take ownership for _____ and behaviors.
- e. _____ feedback.
- f. Use inclusionary _____.
- g. _____ stereotypes.

**PRACTICAL EXERCISE #9-1
"COUNT THE F's EXERCISE"**

FEATURE FILMS ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS

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PRACTICAL EXERCISE #9-2
"OLD LADY "YOUNG LADY"



LESSON NUMBER:10

TASK: Conflict Management

STANDARD: 1. Define conflict.

2. Explain the negative connotations associated with conflict situation.
3. Define the levels of conflict.
4. Describe the sources of conflict.
5. Explain the positive and negative factors of conflict.
6. Describe the methods for managing conflict.

1. The Nature of Conflict. The term conflict was originally defined as "striking at another," "to fight with an enemy or do battle with opposing forces." Later meanings included "being antagonistic," or "a clash between contradictory impulses within an individual." Conflict is inevitable because people will always have different viewpoints, ideas, and opinions. The question is how will you deal with or relate to these differences.

2. Negative Connotations (associated with conflict situations).

- a. Getting angry and arguing is only a waste of time.
- b. If I tell them how I really feel, they won't understand or they will get angry.
- c. I'm afraid how they will react or treat me later.
- d. Anyone who is confrontational is unprofessional.
- e. If I make a point about this now, they will only counter with something else later.

3. Levels of Conflict.

- a. Intrapersonal conflict.
- b. Interpersonal conflict.
- c. Intragroup conflict. Conflict between groups in the same organization or command.

4. Sources of Conflict:

- a. Different _____ and _____.
- b. Role _____ or clarification.

- c. _____ differences.
- d. Diverse _____ or objectives.
- e. Group status or identity.
- f. Race, ethnicity, or _____ differences.
- g. _____ clash or conflict.
- h. _____ for limited resources.
- i. Disagreement on how things should be done.
- j. Personal, self, or group interest.
- k. Tension and stress
- l. _____ and influence.

5. Characteristics of Negative:Forces

- a. Diverts _____ from more important issues or activities.
- b. Destroys individual _____ or self-concept.
- c. Individuals are _____ and forced to stick together.
- d. Deepens or widens existing differences in values.
- e. Produces _____ and regrettable behaviors i.e., name calling, backstabbing, or fighting.

6. Characteristics of Positive Forces:

- a. It can stimulate _____ as well as curiosity.
- b. It can provide the means for problems to be heard.
- c. _____ individual pride and group cohesiveness.
- d. _____ personal and social change.
- e. Provides opportunity to work towards a _____ goal.

7. Methods for managing conflict:

- a. Denial or _____.
- b. _____ .
- c. Power or _____.
- d. _____ Party Intervention.
 - (1) The party is trusted or respected by participants.
 - (2) All parties involved will accept the decision of the third party.
 - (3) The party has the power or authority to rule over the decision.
 - (4) The party is an expert, has knowledge or is competent to give a decision about the issue(s) in dispute.
 - (5) All parties believe a just and fair decision will be rendered.
- e. Compromise or Negotiation.
- f. Integration or _____.

LESSON NUMBER: 11

TASK: Racism

- STANDARD:**
1. Explain Racism
 2. Define race
 3. Define racism
 4. Identify the two types of racism
 5. Define racial prejudice
 6. Select prejudice intensity levels
 7. Identify prejudicial language
 8. List types of discrimination
 9. Describe factor contributing to racism
 10. Describe social problems created by racism
 11. Discuss the adverse personal effects of racism
 13. Identify the strategies for combating racism

1. Definition. RACE: A division of human beings identified by the possession of traits that are transmissible by descent and are sufficient to characterize persons possessing these traits as a distinctive human genotype

DEFINE RACISM

1. Definition. RACISM: Racism may be viewed as an attitude, action (conscious or unconscious), or institutional structure that subordinates an individual or group because of skin color or race.

2. TWO TYPES OF RACISM: There are two types of racism -Personal/Individual Racism and Institutional Racism. The first type is: Personal/Individual Racism.

1. _____ refers chiefly to the prejudicial beliefs & discriminatory behavior of a bigot against an individual or group. Normally based on assumptions of superiority and inferiority.

a. DEFINE: RACIAL PREJUDICE. Racial prejudice is a feeling or dislike based upon a faulty and inflexible generalization due to race. prejudice may be felt or expressed. It may be directed toward an individual or a group.

2. _____ is the second form of racism.

Institutional Racism refers to the policies, practices, actions, or procedures of military communities, schools, businesses, and other groups/organizations that restrict the opportunities of an individual or group and violates the statutory laws prohibiting such wrongs. These policies may or may not have been intentionally written to practice discrimination.

PART III LEVELS OF INTENSITY IN ACTING OUT PREJUDICE

1. There are five levels associated with prejudice. Everyone is at a certain level. In order to know your level - you have to be real with yourself. We will discuss the five levels.

a. _____: Bad mouthing; Most people who have prejudices talk about them. This can be verbal, written or symbolic.

b. _____: Prejudice that leads an individual to avoid members of the disliked racial group - perhaps at the cost of considerable inconvenience.

c. _____: Here the prejudiced person makes a detrimental distinction of an active sort. Literally acting out the prejudicial expression

d. _____: Under conditions of heightened emotion, prejudice may lead to acts of violence or semi-violence

e. _____: This is the ultimate degree of violent expression of prejudice

PART IV THE LANGUAGE OF PREJUDICE (Antilocution)

1. The language of prejudice is a form of Antilocution. A person may use the language of prejudice without being aware

a. _____ usually equates Whiteness with purity and good, opposed to the blackness and other colors with evil and bad.

b. _____ When an individual tries to prove their lack of prejudice.

c. **DISPARAGEMENT:** An individual saying something negative to one minority group about another group to gain trust.

d. _____: Categorizing or grouping

e. **CARICATURES:** Overemphasizes a characteristic - the features are overemphasized

f. **ETHNIC JOKES:** The minority person is always the butt of the joke, *Normally*, a member from the minority group is not present and the group consist of members from the same racial group - this gives a false sense of acceptance for the behavior

g. _____ These are supposed to be considered accidental.

h. **EPITHETS:** These are intentional derogatory remarks.

PART V DISCRIMINATION

1. DEFINE: DISCRIMINATION - treating people differently for reasons other than individual merit or established standards which, in turn, has an adverse impact on members of a group

a. There are two types of discrimination.. **1.** _____ **2.** _____

b. OVERT/BLATANT DISCRIMINATION: Refers to discrimination that is open to view and is completely obvious, conspicuous, or obtrusive.

c. COVERT/SUBTLE DISCRIMINATION: Refers to discrimination acts that are hidden and operate insidiously or cunningly.

PART VI FACTORS CONTRIBUTING TO THE DEVELOPMENT OF RACISM

a. _____: Particular attitudes toward people of color in the minds of many people have evolved over a period of several centuries. Racial thinking had developed in rough proportion to the amount and kind of contact established among various races around the world. Although definite images and patterns of thought about races emerged, some ideas tended to be vague and perhaps at least partially attributable to general ethnocentrism and the clash of cultures.

b. SOCIAL VISIBILITY: Among the many differences that could be (and were) used as biases for discrimination, people quickly discovered that physical appearance was the easiest to identify.

c. UNEQUAL POWER: When groups of unequal power interrelate, the stronger group tends to dominate the weaker. The dominant group will resist sharing its powers.

d. _____: A sort of social ego-defense mechanism. Members of a group will tend to view their own group as "right" and other groups as "strange". View other groups as "deviant" rather than different

e. COMPETITION: Competition occurs when two or more individuals are striving for the same (sometimes scarce) resources. Certain groups look at other groups as a threat if these other groups obtain control of one or more of the resources.

f. _____: Major factor that influences the level of prejudice. The media has blanketed viewers with stereotypical images, generally negative, about ethnic groups.

g. ECONOMICS: The major factor that developed and maintained racism throughout the world.

h. _____: The factors previously described above developed as a vicious cycle. Each factor impact on another.

PART VII SOCIAL PROBLEMS CREATED BY RACISM

a. Ineffective Use of Abilities: All minorities were and are discriminated against to some extent in the choice of their employment; some are also discriminated against in training for specific occupations

b. Adverse Effect on National Income: It has been argued that minority discrimination retards the growth of national income. A further rise in the relative purchasing power of minorities would continue to stimulate the demand for consumer goods. Additionally:

- (1) The correction costs are high
- (2) The problem requires many skilled people to correct it
- (3) There is an under-use of victim's skills and potential

c. Deviant Behavior: The belief has been widely held by people with a dominant status that minorities furnish more than their share of sociopathic behavior, such as delinquency, crime, or other pathologies

d. Intergroup Tension and Violence: Groups against other groups' situations, in rapidly changing societies, inevitably create intergroup tensions, which intermittently produce violent conflict with attendant bloodshed and economic waste.

e. Adverse Effect on America's Position in World Affairs: Other nations are very skeptical about accepting the United States as the human rights advocate of the world. Especially when the U.S. has it's own problems dealing with discriminatory actions.

PART VIII ADVERSE PERSONAL EFFECTS CREATED BY RACISM

a. Adverse effects last from _____ to _____.: Born a certain race....you die that same race

b. In can be contagious: Language/Patterns of behavior are learned. _____ act out the behaviors exhibited by family and friends

c. _____ Mechanisms prolong it: Denial, rationalization, blame, and reinterpretation

d. Stereotypes block effective relationships with other groups: Learned or perceived stereotypes about members of a certain group prevent members from outside the group from developing personal relationships.

PART IX STRATEGIES USED TO COMBAT RACISM

a. _____: Today many groups are aware and are making others aware of the existence of personal racism in its mini- or ultra-subtle forms

b. Education: There is an awareness of how racism dehumanizes people and the tremendous financial cost it imposes on the entire nation

c. Participation: Today we see continuous efforts to build up the capabilities of minorities. Many minorities own their own businesses. Many are now included in decision-making processes in educational, professional, political, and social areas of endeavor.

d. Memberships: Today many more opportunities have opened for minority group members in predominantly white organizations (such as businesses), areas (such as suburban neighborhoods, or institutions (such as public schools). Integration aims to achieving equality of access to the opportunities and benefits of society both immediately and in the long run.

e. Legislation: There are legislative programs and laws that simultaneously provide benefits for significant parts of the majority and for deprived minorities.

f. _____: Well-constructed medial programs have had some positive effect in reducing prejudice at least temporarily. Medial is an excellent medium to attack prejudicial attitudes and to prevent discrimination actions.

g. _____: Granted there have been significant changes for most of the groups in this country, but we still have a long way to go to ensure that equal opportunity is afforded to all groups.

h. Leadership: Leaders set standards that create an environment for others to excel one free of hostility, intimidation, and unfair treatment. The climate and behavior of an organization is an indicator about the attitudes and actions demonstrated by leaders.

CLOSING: During this block of instruction, we have learned that racism has many negative effects. We have looked at ways to identify this form of discrimination and we have looked at way to combat racism. Summarize lesson objectives.

PRACTICAL EXERCISE #11-1
RACISM EXERCISE
CASE STUDIES

CASE 1

SGT Billium is a BNCOC student. Last night he and three other students hung out in SGT Tilly's room. SGT Tilly referred to another Black student as a "faggot nigger". The next morning, SGT Billium reported the incident to the small group instructor, SSG Denny. SSG Denny confronted SGT Tilly with the situation. SGT Tilly stated that he was just joking and besides, there were not any Black students present. SGT Tilly apologized in the presence of SGT Billium and SSG Denny. SSG Denny accepted the apology and returned the students back to training.

Question 1: Why did SGT Billium report the incident - besides there were not any Black students present to hear the remarks?

Question 2: What specific EO violation occurred?

Question 3: Did SSG Denny take appropriate action?

CASE 2

You are the Platoon Sergeant in A 3/44th IN. While walking through the motor pool, you overhear a White NCO refer to his friend, another Black NCO in the Platoon, as "My Boy".

Question ?

What do you think of the term "My Boy" in this context? What impact could this joking around have others within the unit?

PRACTICAL EXERCISE #12-1
RACISM EXERCISE
CASE STUDIES

CASE 3

SGT Manual and SSG Torres are talking about their upcoming plans to go to a Braves Game. Their conversation is, as usual, in Spanish. SFC Shaw over hears the conversation, goes over and tells them that he does not want to hear that *shit* in his shop any more. He reminds them that they are in American and gives them an order to speak nothing but English. Is this an example of prejudice or discrimination? What is the impact on SFC Shaw's behavior? What may have been the impact on SGT Manual's and SSG Torres' use of a language that SFC Shaw did not understand?

If SGT Manual and SSG Torres feel that SFC Shaw is unfair and unequal in his actions, practices, and policies, there may be future reluctance by members of the unit to bring EO issues to SFC Shaw.

SFC Shaw may have felt uneasy because he could not understand SGT Manual and SSG Torres. SFC Shaw should have sat down with the NCOs and told them how not knowing what was being said impacted him and how it could impact others. SFC Shaw must remember that he can not order the soldiers to use English when the conversation is personal. English is the operational language of the military; however, personal conversation can be in any language.

CASE 4

SSG Williams, a Black NCO in your unit, loves to listen to Country and Western music with his White girlfriend, Janet. SSG Williams and Janet also spend a lot of time hanging out with SSG Smith, a White NCO, in the unit. SSG Williams, Janet, and SSG Smith like to line dance at a local Country and Western Club. SSG Nix, a Black NCO, in your unit, approaches SSG Williams and tells him that he is not a *real* brother - that he needs to stop being an Uncle Tom and that he needs to stop hanging out with all those White people before he finds himself hung from a tree. Is this an example of discrimination? If you were a leader in the unit and became aware of this incident, what actions would you take, if any?

LESSON NUMBER:12

TASK:Extremism and Extremist Organizations

- STANDARD: 1. Define the Army's Policy on extremism.
2. Explain the Restrictions on Participation in Extremist Organizations.
3. Describe the Definitions of Terms Related to Extremism.
4. Explain the Prohibitions with Regard to Extremism.
5. Explain the Training Responsibilities of the Commander with Regard to Extremist Organizations and Activities.

1. Impact on the unit and the mission.

- a. Command _____ suffers.
- b. _____ of groups is a logical product of this type of activity within a unit.
- c. Undermines _____ among unit members.
- d. _____ is hampered and mission accomplishment can be seriously affected.
- e. Unnecessary efforts are required to recover from a neglected situation and time is lost.

2. Policy. It is the policy of the US Army to provide equal opportunity and treatment for all soldiers without regard to race, color, religion, gender, or national origin. Based on this philosophy, participation in extremist organizations or activities is inconsistent with the responsibilities of military service. Military personnel must reject participation in extremist organizations and activities. Extremist organizations and activities are one that advocate racial, gender, or ethnic hatred or intolerance; advocate, create, or engage in illegal discrimination based on race, color, gender, religion, or national origin; advocate the use of force or violence, or unlawful means to deprive individuals of their rights under the United States Constitution or the laws of the United States or any State; or advocate or seek to overthrow the Government of the United States, or any States by unlawful means.

3. Prohibitions.

- a. Participating in a public demonstration or rally;
- b. Attending a meeting or activity with knowledge that the meeting or activity involves an extremist cause when on duty, when in uniform, when in a foreign country (whether on or off duty or in uniform), when it constitutes a breach of law and order,

when violence is likely to result, or when in violation of off-limits sanctions or a commander's order;

- c. Fund raising;
- d. Recruiting or training members (including encouraging other soldiers to join);
- e. Creating, organizing, or taking a visible leadership role in such an organization or activity; or
- f. Distributing literature on or off a military installation with the primary purpose and content of which concerns advocacy or support of extremist causes, organizations, or activities and it appears the literature presents a clear danger to the loyalty, discipline, or morale of military personnel, or if the distribution would materially interfere with the accomplishment of a military mission.

4. Terms and definitions.

- a. _____. Any person(s) maintaining the ideology, quality, state of being, or position of being superior to all others in something.
- b. _____. A person who advocates the use of force or violence; advocates supremacist causes based on race, ethnicity, religion, gender, or national origin; or otherwise engages to deprive individuals or groups or their civil rights.
- c. Extremist Organizations. A group which advocates the use of force or violence, advocates supremacist causes; based on ethnicity, religion, gender, or national origin; or otherwise engages in efforts to deprive individuals or groups of their civil rights.
- d. _____. A systematic body of concepts especially about human life or culture; a way of thinking used by a group or individual to express their beliefs and social values.
- e. _____. A body of soldiers not permanently organized in time of peace. Many militia organizations have been formed because of their objection to national or local government (anti-democratic) policies or programs.
- f. _____. A group of individuals who band together, usually along racial or ethnic lines. Generally, gangs are prone to violent behavior.

5. Recruitment and Affiliation.

- a. Recognizable hate symbols and paraphernalia are usually hidden until a recruit is hooked on the validity of the ideology.

b. Some groups raise young adults in their ideology and then they enter the military to gain expertise and knowledge.

6. Extremist groups and organizations. Extremist groups generally fall into one of the three following categories:

a. _____ (Creationism). Followers of this ideology tend to believe the Jews are the descendants of Satan, and white Anglo-Saxons are the true Israelites, "God's chosen people," and the sons of Adam and the descendants of the Lost Tribes of Israel. They are to occupy the earth and rule in righteousness with God the head of the government.

(1) Ku Klux Klan.

(2) Neo-Nazi.

(3) Aryan Nation.

(4) Identity Movement Churches.

(5) New Jerusalem Fellowship.

(6) Church of Jesus Christ Christian.

(7) Church of the Creator.

b. White _____ Ideology. The Christian Conservative "Identity" explanation of the diverse races of mankind is grounded in Biblical interpretation.

(1) Separatists (Nationalist).

(2) Third Position (Aryan Socialism).

(3) Neo-Nazi Skinheads.

(4) Fifth Era.

c. _____-Survival Ideology. Protection of basic Constitutional freedoms is the major theme of the Patriot-Survivalist groups. It is more so the preservation of the Anglo-Saxon, "American-type culture" which the founders of our nation secured for all whites. Traitors, meaning white Anglo-Saxons who do not hold the same beliefs are often noted in their literature.

(1) Racial Survivalist.

(2) Posse Comitatus.

(3) Populist.

(4) Militias.

7. Militias:

8. Tattoos:

9. Command Authority. Commanders have the authority to prohibit military personnel from engaging in or participating in any other activities the commander determines will adversely affect good order and discipline or morale within the command. This includes, but is not limited to, the authority to order the removal of symbols, flags, posters, or other displays from barracks, to place areas or activities off-limits, or to order

soldiers not to participate in those activities that are contrary to good order and discipline or morale of the unit or pose a threat to health, safety, and security or military installation.

10. Command Options:

a. UCMJ action. Possible violations include:

- (1) Article 92 -- Violation or failure to obey a lawful general order or regulation (for example, participation in demonstrations, distributions of literature without approval, or unlawful discrimination).
- (2) Article 116 -- Riot or breach of peace.
- (3) Article 117 -- Provoking speeches or gestures.
- (4) Article 134 -- General article, specifically, conduct which is prejudicial to the good order and discipline or service discrediting.

b. Involuntary separation for unsatisfactory performance or misconduct or for conduct deemed prejudicial to good order and discipline or morale.

c. Reclassification actions or bar to reenlistment actions, as appropriate.

d. Other administrative or disciplinary action deemed appropriate by the commander, based on the specific facts and circumstances of the particular case.

11. Command Responsibilities. Any soldier involved with or in an extremist organization or activity, such as membership, receipt of literature, or presence at an event, could threaten the good order and discipline of a unit. In any case of apparent soldier involvement with or in extremist organization or activities, whether or not is a violation of the prohibitions in subparagraph (2), commanders must take positive actions to educate soldiers, putting them on notice of potential adverse effects that participation in violation of the Army policy may have upon good order and discipline in the unit and upon their military service. These positive actions include:

a. Educating soldiers regarding the Army's equal opportunity policy. Commanders will advise soldiers that extremist organization's goals are inconsistent with the Army goals, beliefs, and values concerning equal opportunity.

b. Advising soldiers any participation in extremist organizations or activities:

(1) Will be taken into consideration when evaluating their overall duty performance to include appropriate remarks on evaluation reports.

(2) Will be taken into consideration when selections for positions of leadership and responsibility are made.

(3) Will result in removal of security clearances, where appropriate.

(4) Will result in reclassification actions or bar to reenlistment actions as appropriate.

12. Commander's Responsibilities:

a. Understand what their service members positions are.

b. Be alert for indicators of extremist ties or behaviors.

c. Enforce policies on participation.

d. Educate and counsel service members on understanding of policy.

e. The commander or a military installation or other military controlled facility under the jurisdiction of the United States shall prohibit any demonstration or activity on the installation or facility that could result in interference with or prevention of orderly accomplishment on the mission of the installation or facility, or present clear danger to loyalty, discipline, or morale of the troops. Furthermore, such commanders shall deny requests for the use of military controlled facilities by individuals or groups that engage in discriminatory practices involving such practices.

f. Commanders should seek the advice and counsel of their legal advisor when taking actions pursuant to this paragraph.

13. Training on extremist activities and organizations.

a.

b.

c.

d.

e.

f.

g.

h.

STUDENT HANDOUT #12-1
ARMY POLICY ON EXTREMIST ORGANIZATIONS AND ACTIVITIES

Participation in extremist organizations or activities is inconsistent with the responsibilities of military service. It is the policy of the U.S. Army to provide equal opportunity and treatment for all soldiers without regard to race, color, religion, sex, or national origin. Enforcement of the Army's equal opportunity policy is a responsibility of command, is vitally important to unit cohesion and morale, and is essential to the Army's ability to accomplish its mission. It is the commander's responsibility to maintain good order and discipline in the unit. Every commander has the inherent authority to take appropriate actions to accomplish this goal. This paragraph identifies prohibited actions by soldiers involving extremist organizations or activities, discusses the authority of the commander to establish other prohibitions, and establishes that violation of the prohibitions contained in this paragraph or those established by a commander may result in prosecution under various provisions of the Uniform Code of Military Justice (UCMJ). This paragraph must be used in conjunction with DoD Directive 1325.6, Subject: Guidelines for Handling Dissident and Protest Activities Among Members of the Armed Forces.

a. Participation. Military personnel must reject participation in extremist organizations and activities. Extremist organizations and activities are one that advocate racial, gender or ethnic hatred or intolerance; advocate, create, or engage in illegal or use force or violence or unlawful means to deprive individuals of their rights under the United States Constitution or laws of the United States or any State; or advocate or seek to overthrow the Government of the United States, or any States by unlawful means.

b. Prohibitions. Soldiers are prohibited from following actions in support of extremist organizations or activities. Penalties for violations of these prohibitions include the full range of statutory and regulatory sanctions, both criminal (UCMJ) and administrative.

(1) Participating in a public demonstration or rally;

(2) Attending a meeting or activity with knowledge that the meeting or activity involves an extremist cause when on duty, when in uniform, when in a foreign country (whether on or off duty or in uniform), when it constitutes a breach of law and order, when violence is likely to result, or when violation of off-limits sanctions or a commander's order;

(3) Fund raising;

(4) Recruiting or training members (including encouraging other soldiers to join);

(5) Creating, organizing, or taking a visible leadership role in such an organization or activity; or

(6) Distributing literature on or off a military installation the primary purpose and content of which concerns advocacy or support of extremist causes, organizations, or activities and it appears that the literature presents a clear danger to the loyalty, discipline, or morale of military personnel, or if the distribution would materially interfere with the accomplishment of a military mission.

c. Command authority. Commanders have the authority to prohibit military personnel from engaging in or participating in any other activities that the commander determines will adversely affect good order and discipline or morale within the command. This includes, but is not limited to, the authority to order the removal of symbols, flags, posters, or other displays from barracks, to place areas or activities off-limits (see AR 190-25), or to order soldiers not to participate in those activities that are contrary to good order and discipline or morale of the unit or pose a threat to health, safety, and security of military personnel or a military installation.

d. Command options. Commander's options for dealing with a soldier's violation of the prohibitions include --

(1) UCMJ action. Possible violations include --

(a) Article 92 -- Violation of or failure to obey a lawful general order or regulation (for example, participation in demonstrations, distribution of literature without approval, or unlawful discrimination).

(b) Article 116 -- Riot or breach of peace.

(c) Article 117 -- Provoking speeches or gestures.

(d) Article 134 -- General article, specifically, conduct which is prejudicial to good order and discipline or service discrediting.

(2) Involuntary separation for unsatisfactory performance or misconduct, or for conduct deemed prejudicial to good order and discipline or morale.

(3) Reclassification actions or bar to reenlistment actions, as appropriate.

(4) Other administrative or disciplinary action deemed appropriate by the commander, based on the specific facts and circumstances of the particular case.

e. Command responsibility. Any soldier involvement with or in an extremist organization or activity, such as membership, receipt of literature, or presence at an event, could threaten the good order and discipline of a unit. In any case of apparent soldier involvement with or in extremist organizations or activities, whether or not violative of the prohibitions in subparagraph b, commanders must take positive actions to educate soldiers, putting them on notice of the potential adverse effects that participation violation of Army policy may have upon good order and discipline in the unit and upon their military service. These positive actions include --

(1) Educating soldiers regarding the Army's equal opportunity policy. Commanders will advise soldiers that extremist organizations' goals are inconsistent with Army goals, beliefs, and values concerning equal opportunity.

(2) Advising soldiers that any participation in extremist organizations or activities:

(a) Will be taken into consideration when evaluating their overall duty performance, to include appropriate remarks on evaluation reports.

(b) Will be taken into consideration when selections for positions of leadership and responsibility are made.

(c) Will result in removal of security clearances, where appropriate.

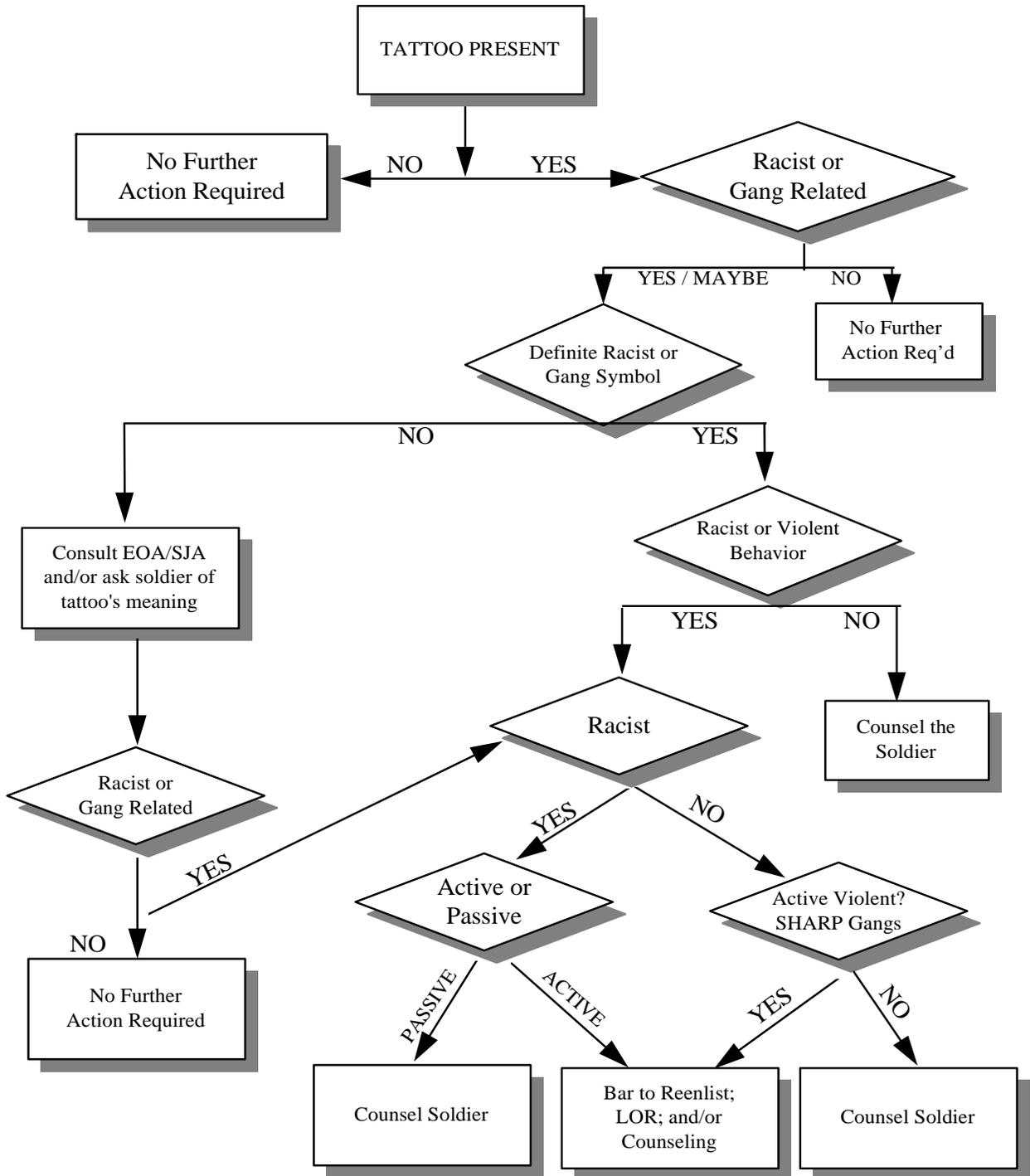
(d) Will result in reclassification actions or bar to reenlistment actions as appropriate.

(3) The commander of a military installation or other military controlled facility under the jurisdiction of the United States shall prohibit any demonstration or activity on the installation or facility that could result in interference with or prevention of orderly accomplishment of the mission on the installation or facility, or present a clear danger to loyalty, discipline, or morale of the troops. Further, such commanders shall deny requests for the use of military controlled facilities by individuals or groups that engage in discriminatory practices or for activities involving such practices.

f. Commanders should seek the advise and counsel of their legal advisor when taking actions pursuant to this paragraph.

**STUDENT HANDOUT #12-2
Tattoo Decision Matrix**

TATTOO DECISION SUPPORT MATRIX



LESSON NUMBER 13

TASK: Sexism

STANDARD:

1. Define Sexism
2. Explain how sexism develops
3. Describe factors which determine gender attitudes
4. Describe factors which help maintain sexism
5. Statements describing subtle forms of sexist behavior
6. Ego defense mechanisms
7. Dr. Allport's Acting Out Prejudice
8. Leadership Responsibilities and Strategies for Preventing Gender Discrimination

PART I. DEFINE SEXISM - According to Webster's II New Riverside Dictionary

a. Sexism is prejudice or discrimination based on sex especially against women arbitrary stereotyping of social roles based on gender

PART II HOW SEXISM DEVELOPS

a. _____: Learning customs, attitudes and values of a social group, community, or culture

b. _____: Behaviors, interest, attitudes, skills, and personality traits a culture considers appropriate for males and females.

c. _____: Socialization process by which children, at an early age, learn appropriate gender roles

(1) Reinforced by family, peers and the environment

(2) Continues throughout an individuals lifetime.

PART III FACTORS WHICH DETERMINE ATTITUDES TOWARD GENDER

a. _____ a general term we use to characterize anything that possess intrinsic worth, that we prize, esteem, and regard highly. What's important to you?

(1) Based on clearly defined standards

(2) Gender roles become familiar when they become a part of our value system

b. _____: a disposition to respond favorably or unfavorably to an object, person, institution, or event

c. _____: a feeling favorably or unfavorably, toward a person or thing, prior to or not based on, actual experience

WHEN WE BUILD PREJUDICE AROUND GENDER ISSUES AND ACT ON IT-- WE HAVE DEVELOPED SEXISM

d. Another aspect of sexism is the belief that the differences between genders allow members of one gender different rights and privileges from members of the other gender.

VALUES + ATTITUDE = PREJUDICE (+ACTION) = **SEXISM**

PART IV FACTORS WHICH HELP MAINTAIN SEXISM

a. _____:

(1) Religion: Man in God's image, woman from man; men protect wives; women obey husbands

(2) Great Man Theory: Thomas Carlyle, who declared, "The history of the world is but the BIOGRAPHY of great men." In essence, men have been the Storytellers of history.

(3) The Constitution of the United States: "We the People of the United States, in Order to form a more perfect Union, establish Justice....."

b. _____:

(1) "He" and "Guys" can mean both "he and she" - She cannot.

(2) Females are valued less by our society.

(a) Job Role Labels - there is such a strong gender association with some jobs - we use labels that set others apart (women doctor, male nurse, female soldier)

(b) Unnecessary division - actor: one who acts, why add actress; waiter/waitress, men on airplanes/not stewards - all flight attendants

(3) The media has continued to turn negative images of women into entertainment - **sex sells**

c. _____: From childhood on, many males and females in our culture are taught to exhibit certain behaviors

THE BIG PICTURE.....

MEN

competitive
controlling
powerful

WOMEN

passive
nurturing
supportive

PART V STATEMENTS DESCRIBING SUBTLE FORMS OF SEXIST BEHAVIORS

a. Reinforced Gender Stereotypes: We consciously and unconsciously transmit our expectations of how we think others should behave. Behavior, which is different, is ignored, excused (exception to the rule) or eliminated.

- (1) _____: Historically, boys are encouraged to compete from early childhood. They learn that competition is OK and that winning is important. On the other hand, until recently, girls were more likely to participate in activities, which stressed service and cooperation. As a result, studies have shown that women today tend to react differently to competition than men.

Some supervisors - both men and women - view less competitive styles as weaker. But certainly cooperation and fairness are critical for unit cohesion.

- (2) **Ability:** Some people assume women and men have different abilities and aptitudes

- (3) **Psychology/Personality:** Some people perceive that factual biological differences result in psychological or personality differences.

(Example: Women are emotional, dependent, won't make calm, logical decisions, women have mood swings - unreliable for positions of responsibility).

b. Ego Defense Mechanism:

- (1) _____: It's supposed to be that way, it's my culture
- (2) _____: Don't accept facts
- (3) _____: Search for a scapegoat, away from self
- (4) _____: "Not the way it looks"....."She is an exception".

c. Pro-Sexism:

(1) Accommodating sexist behavior by reinforcing or encouraging it - rather than questioning, checking, or opposing it.

(2) People are pro-sexist for a number of reasons. Some people are socialized to accept it; some go along to be more acceptable - sometimes because it will help them gain power and make more effective changes. Whatever the reason, it is often not an easy choice. Regardless of the intention a person who is pro-sexist must understand that the message will be that sexist behavior is OK.

PART VI DR. ALLPORT'S ACTING OUT PREJUDICE

a. **ANTILOCUTION:** Bad mouthing; Most people who have prejudices talk about them. This can be verbal, written or symbolic.

b. **AVOIDANCE:** Prejudice that leads an individual to avoid members of the disliked racial group - perhaps at the cost of considerable inconvenience.

c. **DISCRIMINATION:** Here the prejudiced person makes a detrimental distinction of an active sort. Literally acting out the prejudicial expression

d. **PHYSICAL ATTACKS:** Under conditions of heightened emotion, prejudice may lead to acts of violence or semi-violence

f. **EXTERMINATION:** This is the ultimate degree of violent expression of prejudice

PART VII LEADERSHIP RESPONSIBILITIES AND STRATEGIES FOR PREVENTING GENDER DISCRIMINATION

a. _____: Stop sexist behavior through education, awareness and enforcement.

b. **Policy and** _____: Ensure policies are clear, behaviorally specific and procedures for enforcement of policy are understood and carried out by all.

c. _____: Zero tolerance for negative impact of sexism on mission readiness.

PART VIII STRATEGIES FOR NON-SEXIST LEADERSHIP

a. Self Analysis/Self Awareness:

- (1) SELF - Look at your self in the mirror
- (2) ASK YOURSELF: How do you really feel about this
- (3) CHOICE: You choose your behavior

b. _____ :

- (1) ADVOCATE: Speak out
- (2) ROLE MODEL: Set the example
- (3) CHALLENGE: recognize and challenge inappropriate sexist behaviors

c. Acknowledge and _____ :

- (1) STEREOTYPING: Everyone is not the same
- (2) TRAINING: Conduct meaningful training to assist in combating sexism
- (3) STANDARDS: Always set the standard and enforce the policies

STUDENT HANDOUT #13-1

HE WORKS, SHE WORKS BUT WHAT A DIFFERENT IMPRESSION THEY MAKE

Have you ever found yourself up against the old double standards at work? Then you know how annoying it can be and how alone you can feel. Supervisors and co-workers still judge women by old stereotypes that say women are emotional, disorganized, and inefficient. Here are some of the most glaring examples of the typical office double standards. Have you encountered any of these where you work?

HE WORKS

The family picture is on his desk:
A solid, responsible family MAN

Desk is Cluttered:
HE is obviously a hard worker

Talking with co-workers:
HE must be discussing the latest deal

Not at HIS desk:
HE must be meeting customers

Having lunch with the Boss:
HE is on the way up

The boss criticized:
HE will improve his performance

Got an unfair deal:
Did HE get angry?

Getting married:
HE gets more settled

Having a baby:
HE needs a raise

Going on a business trip:
It's good for HIS career

Leaving for a better job:
HE recognizes a good opportunity

SHE WORKS

The family picture is on his desk:
Family will come before HER career

Desk is Cluttered:
SHE is obviously a disorganized person

Talking with co-workers:
SHE must be gossiping

Not at HER desk:
SHE must be out shopping

Having lunch with the Boss:
They must be having an affair

The boss criticized:
SHE will be very upset

Got an unfair deal:
Did SHE cry?

Getting married:
SHE will get pregnant and leave

Having a baby:
SHE costs the firm money in maternity benefits

Going on a business trip:
What does HER spouse say?

Leaving for a better job:
SHE was always undependable

STUDENT HANDOUT #13-2
DEFINITIONS ASSOCIATED WITH SEXIST BEHAVIOR

SEXISM - According to Webster's II New Riverside Dictionary, sexism is: prejudice or discrimination based on sex, especially against women; arbitrary stereotyping of social roles based on gender

PATERNALISM / MATERNALISM - Taking a protective or superior role in a relationship

IGNORING, SPEAKING FOR, CLARIFYING INTERRUPTING - discounting input by giving the impression that the speaking has nothing important to say, is unable or unprepared to respond or is incapable of getting the message across.

EXCLUSIONARY LANGUAGE - Using a gender specific word (guys/he) as a universal, when neutral term exists and is appropriate; discounts one sex or decreases importance.

USING FIRST NAMES - For members of one sex when ranks/last names are used for members of the other sex- implies superiority of one sex over another, established a power relationship, show disrespect towards or discount members of one sex.

BAITING - Setting someone up to get an emotional or "gut" reaction; frequently the response is used to justify stereotypes.

LESSON NUMBER:14

TASK: Discrimination and Power

- STANDARD: 1. Define Discrimination.
2. Explain the Characteristic of Discrimination.
3. Explain Related Causes of Discrimination Behaviors.
4. Define Racism and Sexism.
5. Define Prejudice.
6. Explain power, and its Relationship to Discrimination.

1. There are four basic concepts that define behavior or actions which violate the Army's EO/EEO policies. They are:

- a. _____.
- b. _____.
- c. _____.
- d. _____.

2. Prejudice. A negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations.

3. Acting out prejudice. The measures that individuals or groups will take to act out their prejudice translate into five basic levels of action:

- a. _____.
- b. _____.
- c. _____.
- d. _____.
- e. Extermination or genocide.

4. Racism. Any attitude or action by an individual, group or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group.

- a. Personal or individual racism.
- b. Institutional racism.

5. Sexism. An attitude of superiority or inferiority because of gender differences. Sexism is defined as an attitude, behavior, or conditioning that fosters stereotypes of social roles based on sex or gender.

6. Discrimination. The act or ability to discriminate or make a difference or clear distinction.

- a. _____.
- b. _____.

c. _____.

d. _____.

e. _____.

f. _____.

7. Discrimination and Power. As an EOR, you must be especially sensitive to and understand the direct link between discrimination and power.

8. Power. Power is the potential ability of one person in a relationship to influence the others in the relationship psychologically and/or behaviorally. Without power, discrimination is ineffective; with power, prejudiced individuals can discriminate and maintain the dominance of one individual or group over another.

a. Formal power.

b. Informal power.

9. Six bases of power. There are six bases of power that are available to all the leaders. They are split between formal and informal power. Each of these bases are important and should be maintained.

a. _____ Power.

b. _____ Power.

c. _____ Power.

d. _____ Power.

e. _____ Power .

f. _____ Power.

10. Misuse and abuse of power:

a. _____. This could be like discounting one's ability to be influential.

b. _____. Maintaining one's own responsibilities while giving the appearance of absorbing tasks or roles from other people.

c. _____. Hiding or retaining information in order to be the 'only source' or selectively distributing information

d. _____. Imitating someone or someone's style or techniques who hold a higher position, rank, or status.

e. _____. Moving from a narrow specified piece of information to a wider more general area.

f. _____. Doing favors for someone to create a debtor-creditor relationship.

g. _____. Rewarding people only for loyalty and manipulating people by keeping many competitors waiting for a single promotion or position.

11. Related causes of discriminatory behaviors:

a. _____.

b. _____.

c. _____.

d. _____.

12. Institutional discrimination. Within the military, institutional discrimination could be defined as any systemic or functional practices that discriminate or manifest unequal treatment because of race, color, national origin, religion, or gender.

13 AFFIRMATIVE ACTIONS. The Army of today continues to review its policies and programs to eliminate discrimination. This review is another method to combat discrimination and is called "affirmative actions".

a. Affirmative actions and Affirmative Action Plans provide our leaders a clear picture of their role and responsibilities for implementing and supporting EO/EEO programs. Affirmative action is used as an intervention strategy to eliminate discriminatory barriers that have been present in the past and to remove those barriers. These barriers include but are not limited to recruitment, selection, assignments, testing, training, and promotions found in general career progression.

b. Another aspect of affirmative actions is to recognize individuals and groups who, because of a lifetime of unequal opportunity and treatment by institutions in our society, may need additional aid to become qualified and meet certain prerequisites. This assistance is also part of affirmative actions.

PRACTICAL EXERCISE #14-1
IDENTIFY BEHAVIORS OR ACTIONS THAT VIOLATE
THE ARMY'S EO/EEO POLICIES/CONCEPTS

Objective:

Provide practical experience in identifying behaviors and actions that violate the Army's EO/EEO policies and/or concepts.

Guidance:

Students are to match the corresponding letter of EO violation with the appropriate scenario statements.

- A. Prejudice
- B. Racism
- C. Sexism
- D. Discrimination
- E. No Violation

1. _____ A white soldier who joins the local chapter of the Ku Klux Klan.
2. _____ An Asian soldier who declines to socialize with other soldiers in her unit
3. _____ A platoon Sergeant who recommends his female soldiers for promotion when he thinks they are ready.
4. _____ A group of male soldiers openly comparing "notes" about female soldiers in their unit and rating them on their appearance and physical attributes.
5. _____ A group of female soldiers bad-mouthing male soldiers in their unit.
6. _____ The enlisted club schedules "Ladies Night" every Wednesday on the club calendar.
7. _____ A Black soldier says he doesn't trust anyone who isn't Black.
8. _____ A Female Drill Sergeant tells a male trainee that "Real men don't cry".
9. _____ A male soldier tells a female soldier that she should "quit and go home, this is a man's Army
10. _____ A soldier constantly tells ethnic or racial jokes.

LESSON NUMBER: 15

TASK: Prevention of Sexual Harassment

- STANDARD:
1. Define Sexual Harassment.
 2. Define the Army's Policy on Sexual Harassment.
 3. Explain the Categories of Sexual Harassment.
 4. Explain the Elements of Sexual Harassment.
 5. Define Sexual Harassment Behaviors.
 6. Explain the Sexual Harassment Checklist.
 7. Explain the Techniques to Deal with Sexual Harassment.
 8. Explain the Administrative Actions.

1. Army's Policy that Defines Sexual Harassment. The policy of the Army is that sexual harassment is unacceptable conduct and will not be tolerated. Army leadership at all levels will be committed to creating and maintaining an environment conducive to maximum productivity and respect for human dignity. Sexual harassment destroys teamwork and is detrimental to combat readiness. The Army bases its success on mission accomplishment. Successful mission accomplishment can be achieved only in an environment free of sexual harassment for all personnel.

a. The prevention of sexual harassment is the responsibility of all. Leaders set the standard for soldiers and DA civilians to follow.

b. Sexual harassment negatively affects combat readiness. Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence or affect the career, pay or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any soldier or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature is engaging in sexual harassment.

2. Categories of sexual harassment:

a. Quid Pro Quo.

b. Hostile Environment.

3. Related elements of sexual harassment.

a. Impact vs. Intent:

b. Reasonable Person Standard:

4. Sexual harassment behaviors.

- a. Verbal.
- b. _____
- c. Physical contact.

5. Sexual harassment checklist.

- a. Is the behavior sexual in nature?
- b. Is the behavior unwelcome?
- c. Does the behavior create a hostile or offensive environment?
- d. Have sexual favors been demanded, requested, or suggested; especially as a condition of employment or career and job success?

6. Victim Impact

- a. Interferes with work performance
- b. Creates a hostile environment
Stress
- c. Fear and Anxiety
(Quid Pro Quo)
- d. Less productive

7. Individual techniques in dealing with sexual harassment.

- a. Direct approach
- b. Indirect approach
- c. Third party
- d. Report the harassment to Chain of Command
- e. File a formal complaint

8. Repercussions of sexual harassment. Administrative Actions:

- a. Mandatory counseling.
- b. Additional training.
- c. Denial of certain privileges.
- d. Rehabilitative transfer.
- e. Letter of admonishment/reprimand.
- f. Relief for cause.
- g. Adverse performance evaluation.
- h. Bar to reenlistment.
- i. Separation.

9. STRATEGIES TO COMBAT SEXUAL HARASSMENT

- a. Be proactive
- b. Keep soldiers/civilians informed and educated
- c. Conduct training
- d. Outline procedures and policies
- e. Be familiar with regulations and policies

STUDENT HANDOUT #15-1
ARMY POLICY ON SEXUAL HARASSMENT

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is defined in AR 600-20 as a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- a. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career, or
- b. Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creates an intimidating, hostile, or offensive environment.

The definition emphasizes that workplace conduct, to be actionable as "abusive work environment" harassment, need not result in concrete psychological harm to the victim. The conduct need only be so severe or pervasive that a reasonable person would perceive, and the victim does perceive, that the work environment is hostile or abusive. Workplace is an expansive term for military members and may include on or off duty, 24 hours a day.

Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence, or affect the career, pay, or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any military member or civilian employee who make deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature in the workplace is also engaging in sexual harassment.

ARMY POLICY ON SEXUAL HARASSMENT

The policy of the United States Army is that sexual harassment is unacceptable conduct and will not be tolerated.

The Army is totally committed to creating and maintaining an environment conducive to maximum productivity and respect for human dignity. The vision of America's Army as an effective force, trained and ready to fight and win, demands reaffirmation of a commitment to a work and duty environment free of sexual harassment for all personnel, whether civilian or military, in the active and reserve components.

The Army is an organization of people, and its success is based on their ability to perform in an environment of mutual respect, dignity, and fair treatment. This demands zero tolerance of sexual harassment.

Sexual harassment is defined in law and regulation as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which is made a term or condition of a person's job, is used as a basis for employment decisions affecting that person, creates a hostile or abusive environment or interferes with the performance of a soldier or civilian of America's Army.

Individuals who perceive they are being sexually harassed by supervisors, superiors, co-workers, or peer should make it clear that such behavior is offensive and report the harassment to an appropriate authority or office. It is the responsibility of every leader--military or civilian--to examine allegations of sexual harassment and take necessary action to ensure that these matters are addressed swiftly, fairly, and effectively.

We know that you will support the Army's continuing commitment to eradicating sexual harassment in the Army and exhibit the highest level of professional behavior and courtesy that the nation expects.

STUDENT HANDOUT #15-2
SEXUAL HARASSMENT BEHAVIORS SUBJECT TO UCMJ ACTIONS

BEHAVIOR	ART	OFFENSE
Making sexual comments or gestures	89 91 117 134	Disrespect toward a superior commissioned officer Insubordinate conduct toward WO or NCO Provoking speeches or gestures Indecent language
Offering rewards for sexual favors	134	Bribery and graft
Making unsolicited and unwelcome sexual contact with intent to satisfy lust or sexual desire	134	Indecent assault
Threatening the career, job, or salary of others unless they "cooperate"	127 134	Extortion Communicating a threat
Engaging in or condoning sexual harassment behaviors	92 133	Failure to obey an order or regulation Conduct unbecoming an officer
Influencing or threatening the career, pay, or job of others in exchange for sexual favors	93	Cruelty and maltreatment
Sexual intercourse was done by force and without consent (A husband can be punished for raping his wife)	120	Rape and carnal knowledge
Sexual intercourse with a female under 16 years of age who is not his wife (commonly known as statutory rape)	120	Rape and carnal knowledge
Unnatural sexual intercourse with another person of either gender or animal	125	Sodomy
Threatening another to obtain unlawfully anything of value - sometimes known as blackmail	127	Extortion

General Actions	134	Adultery Assault to commit rape or sodomy. Bribery and graft Wrongful Cohabitation Fraternization Indecent acts of liberties with a child Indecent exposure Indecent acts with another Pandering and prostitution
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Four Quick Questions

- Was the behavior or innuendo sexual in nature?
- Was the behavior unwelcome?
- Does the behavior create a hostile or offensive work environment?
- Have sexual favors been demanded, requested, or suggested especially as a condition of employment or career and job success?

PRACTICAL EXERCISE #15-1
IDENTIFY SEXUAL HARASSMENT BEHAVIORS

SITUATION #1. PVT John Hess is a very friendly, outgoing individual. He greets everyone in the unit with a big smile and, or a vigorous handshake. During interactions with unit personnel, he frequently touches other soldiers while talking to them by placing his hands on their arm or shoulder. No one in the unit objects to his behavior, and in fact many appreciate his openness and candor. Recently PVT Jane Reed, a new soldier, was greeted by PVT Hess. She felt so uncomfortable by the encounter that she filed a complaint of sexual harassment with the commander.

NOTE: Did PVT Hess commit an act of sexual harassment against PVT Reed?

- a. Yes, because he touches females differently and makes them feel uncomfortable.
- b. Yes, because soldiers are prohibited from touching one another.
- c. No, because his behavior is not of a sexual nature.
- d. No, because he touches males in the same manner.

SITUATION #2. Every morning at PT SPC David Jones goes out of his way to pair off with PFC Sally Fields for sit-ups. While holding her ankles SPC Jones makes small talk about how good PFC Fields looks in her PT uniform and how muscular her legs feel in his hands. He also tells her that if he wasn't already married, he would ask her out in a heartbeat. Although PFC Fields is not bothered by these comments she tells him to keep his mind on PT. However, she also feels that they are inappropriate especially since he is married and wants him to stop.

NOTE: Is this a situation of sexual harassment?

- a. No, because PFC Fields is not bothered by SPC Jones' comments or extra attention.
- b. No, because SPC Jones has not made any sexual comments.
- c. Yes, because he singles her out and makes unwanted, unwelcome innuendoes about her physical appearance.
- d. Yes, because his comments are inappropriate for a married man.

SITUATION #3. Whenever PVT Terry Wright and PVT Shirley Williams go to the base exchange they avoid going by the Enlisted Club because male soldiers hanging around in the parking lot always make barking sounds and grunt when they walk by. They know who these soldiers are but feel they can't do anything because it doesn't happen during duty hours and its not in their unit's area.

NOTE: Are PVT Wright and PVT Williams correct in their assumptions?

- a. Yes, because sexual harassment can only occur in the work or duty area.
- b. No, because soldiers are on duty 24 hours a day.
- c. Yes, because the Army's EO policy does not apply during soldier's off duty time.
- d. No, because the male soldiers' behavior is a verbal form of sexual harassment and creates a hostile environment.

SITUATION #4. PVT Frank Martinez and PFC Robert Steel are always sharing their romantic exploits with the rest of the men in the barracks. They know that after a long weekend they will have a ready audience to listen to their conquests. Sometimes their stories can be pretty graphic, with a few sexual jokes thrown in for good measure. Some of the men, especially those with strong religious convictions feel uncomfortable during these sessions but don't complain because they don't want to be perceived as non-members of the group.

NOTE: Are these men being sexually harassed?

- a. No, because they have not told anyone that they don't liked the stories.
- b. No, because PVT Martinez and PFC Steel have not targeted the men for harassment.
- c. Yes, because their behavior creates a hostile environment.
- d. No, because everyone is participating in the story sessions.

SITUATION #5. PVT Jeffery Thompson is a poor reader and is having difficulty in comprehending many of the concepts in his IET Soldiers Handbook. One day, after formation, he approached his Drill Instructor, SGT Patricia Hill, for help. She informs him that she would be glad to help, but that she only conducts extra training on week days, after 2200, in her quarters. She made it clear to PVT Thompson that special attention did not come cheap, and for this favor she expected him to perform on demand. Taking the hint, PVT Thompson agreed assuming that he would now have the best of two worlds because he was getting help with an extra bonus on the side.

NOTE: Did SGT Hill commit an act of sexual harassment?

- a. No, because the agreement was made between two consenting adults.
- b. No, because PVT Thompson willingly agreed to the arrangement.
- c. Yes, because SGT Hill was senior and was taking advantage of PVT Thompson's reading disability.
- d. Yes, because SGT Hill had engaged in a "Quid Pro Quo" form of sexual harassment.

LESSON NUMBER:16

TASK: System/Victim Focus

STANDARD: 1. Define Victim Focus.

2. Learn Steps in Blaming the Victim.
3. Describe Factors that Promote Blaming the Victim.
4. Define System Focus.
5. Describe Methods to Prevent Victim Focus.

1. Victim focus. A reactive problem-solving approach which narrowly defines social problems in terms of the victims. It sees the victim as the cause of the problems, and focuses on how we can fix the victims and integrate them back into the system. In other words, there is sometimes a tendency to “blame the victim” rather than looking at the entire picture to determine exactly what the problem is.

2. Steps in blaming the victim.

- a. Identify a social problem.
- b. Study those affected and determine how they are different.
- c. Define the differences as the cause.
- d. Assign someone or something to correct the differences.

3. Social factors that promote blaming the victim.

- a. _____.
- b. _____.
- c. Acceptance of the victimization.

4. System focus. A proactive problem solving approach which broadly defines social problems as being part of, or caused by, the system, organization, society, or community. We look at the system which produces the victims, and address the problem by determining how we can change or improve the system as well as the victims, to prevent further problems.

5. Why is System Focus not commonly used:

- a. _____.
- b. Victim desires _____.

c. _____ process.

6. Methods to prevent victim focus:

a. _____.

b. Assessment and _____.

**PRACTICAL EXERCISE #16-1
SOMEWHERE U.S.A.**

INSTRUCTIONS: Read the scenario and follow the instructions.

As he left the house to go on a short trip, the jealous GOVERNOR warned his lovely WIFE: "Stay home while I am gone, or I will punish you severely when I return."

But as the hours passed, the young wife grew bored and lonely, and despite her husband's warning, decided to visit her LOVER on the other side of town.

After spending several pleasant hours visiting her lover, the wife decided to return home.

On her way home she stopped to buy some groceries, but inadvertently parked in a no-parking zone and her car was towed away and impounded.

Not having the money to pay the towing fee, and parking violation fine, she called her lover for money who stated, "I would really like to help you, but I can't."

The wife called the impound lot and asked the OWNER if he would please give her car back and that she would return tomorrow morning to pay her bill. The owner said, "That is too bad. No money no car!"

She decided to walk home, but a few blocks later, on a dimly lit street, she noticed a group of youths that appeared to be a gang, so she turned around.

Her fear growing that her husband would soon return home, the wife ran crying to the home of a FRIEND, and after explaining her situation her friend said, "If you had not disobeyed your husband, this would not have happened. I will not give you any money."

The wife left the friend's house and decided to walk home anyway. On her way home she was killed.

USING THE LIST BELOW, RANK THE CHARACTERS FROM ONE TO FIVE, IN ORDER OF THEIR RESPONSIBILITY FOR THE DEATH OF THE WIFE. "ONE" BEING THE MOST RESPONSIBLE AND "FIVE" BEING THE LEAST.

THE GOVERNOR_____ THE WIFE_____ THE OWNER_____

THE LOVER_____ THE FRIEND

c. _____ process.

6. Methods to prevent victim focus:

a. _____.

b. Assessment and _____.

LESSON NUMBER:17

TASK: Concepts of Culture

- STANDARD: 1. Define culture, subculture, and enculturation.
2. Discuss attributes and non-attributes of culture.
3. Discuss the concept of race and ethnic group.
4. Discuss the implications of cross-cultural interactions.
5. Discuss the pitfalls in cross-cultural interactions.

1. Culture is defined as the _____ and shared behaviors and perceptions of a group, which have been transmitted from generation to generation, through a shared symbol system.
2. A subculture is a group of people within a larger social structure who share _____ and _____ characteristics, which are different enough to distinguish it from others within the same society.
3. Enculturation is the passing of culture - that is socially acceptable behaviors and attitudes - from the older to the younger members of a group.
4. Five attributes of culture:
 - a. _____. The process and method by which individuals transmit their values, beliefs, and perceptions.
 - b. _____. Those behaviors, people, things, and ideas that are considered central to a given culture.
 - c. _____. Judgments or expectations that a person might have about certain things.
 - d. _____. The ways we reach conclusions, make deductions, and solve problems.
 - e. _____. Patterns of behaving which represent the norms for a culture.
5. Nonattributes of culture:
 - a. _____.
 - b. _____.
 - c. _____.

6. Implications of cross-cultural interactions:

- a. _____.
- b. _____.
- c. _____.
- d. _____.
- e. _____.
- f. _____.
- g. _____.

7. PITFALLS OF CROSS-CULTURAL INTERACTIONS:

- a. _____.
- b. _____.

STUDENT HANDOUT #17-1
A SUMMARY OF THE WORLD

If we could, at this time, shrink the Earth's population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look like this:

- There would be 57 Asians, 21 Europeans, 14 from the Western Hemisphere, and 8 Africans (North and South)
- 70 would be non-white; 30 white
- 70 would be non-Christian; 30 Christian
- 50% of the entire world's wealth would be in the hands of only 6 people. All six would be citizens of the United States.
- 70 would be unable to read
- 50 would suffer from malnutrition
- 80 would live in sub-standard housing
- Only 1 would have a college education

When one considers our world from such an incredibly compressed perspective, the need for both appreciation and understanding becomes glaringly apparent.

LESSON NUMBER:18

TASK: Understanding Diversity

CONDITION: Classroom environment

STANDARD:

1. Define the concept and four layers of diversity
2. Interpret the concept of diversity and its relationship to unit readiness
3. Identify the four basic elements of managing diversity
4. Distinguish diversity management implementation strategies

1. Define Diversity. Diversity is a composite of racial, gender, ethnic, national origin, cultural, attitudinal, socioeconomic, and personal differences.

2. The Four Layers of Diversity.

a.: _____ is the innately unique aspect that gives us our one particular style. Whether we are seen as charming, irritating, fascinating, nondescript, approachable, or intimidating depends in part on our personality, or what others might describe as our style. This core aspect permeates all other layers.

b. _____ Have little or not control over, such as those differences that are inborn and/or that exert an important impact on our early socialization and an ongoing impact throughout our lives. These six dimensions are: age, gender, sexual orientation, physical ability, ethnicity, and race. They shape our fundamental worldview. Our life experiences are filtered through these dimensions.

c. _____ Those that can change. They are differences that we acquire, discard and/or modify throughout our lives. These dimensions include, but are not limited to: geographic location, income, personal habits, recreational habits, religion, educational background, work experience, appearance, parental status, marital status. The external dimension of diversity adds contour and breadth to our self-definition and impacts our self-esteem. Some are more profound than others are but they do not diminish the impact of the internal dimensions, instead they add an additional dimension to the central sphere.

d. _____: Includes seniority, work content/field, division/division/unit/group, work location, union affiliation, management status, functional level/classification

Each dimension of diversity contributes elements to your identify and your filter. Your dimensions powerfully influence how you see yourself, others, and how they see you. Depending on your life experiences and development, some dimensions will have had a bigger impact on you than others.

The final aspect of dealing with your own piece of diversity puzzle is to become aware of the way in which you own filter colors you opinions about and your attitudes towards others. Diversity often brings us into contact with new groups that we don't understand. When there is lack of knowledge, we fill the void with assumptions. Once we are aware of our assumptions and attitudes, we can question them and make conscious choices about how we want to think and behave toward those who are different

PART II DIVERSITY AND UNIT READINESS

1. _____

(1) Because the military is a pipeline system, military personnel face challenges civilian industry doesn't have to deal with. The recruits of today are the leaders and the senior role models of 2010.

(2) The Demographic mix that we recruit from today will be with us for about 20 years. This includes race, age, and gender.

2. _____

(1) Planning for adequate levels of military personnel requires that many factors and contingencies be considered which include: economic conditions, major social trends, cultural and social changes, and political realities of the times. These factors become important variables in formulating workable polices and programs for the maintenance of needed personnel levels

PART III Elements of Managing Diversity.

a. _____ Inclusion, not exclusion. Stop making assumptions, while ensuring your assumptions don't create barriers. Make full use of ideas, talents, experiences and perspectives of employees at all levels. This says, having employees of different backgrounds are desirable.

b. _____ To remove the barriers, be flexible in your communication by using language that respects diversity beginning with an understanding that people are people first.

(1) Exclusionary Language: Women make up 54% of the population and 45% of the work force, but many men and women continue to use language that ignores or trivialized them. Instead of using gender-specific nouns and pronouns, use gender-neutral ones

(2) Language using Race and Ethnicity: Inquire what terms are preferred. (i.e., Black, African American, person of other, Latinos, Mexican, Mexican American)

(3) Cross-Cultural Communications: Recognize difference in accents, intonation, intensity, word usage, greetings, etc. Do not make assumptions based on these differences without checking those assumptions or asking for clarification

(4) Bilingualism: Recognize that more and more people are bilingual and value that as an additional skill and asset

c. _____ Definitely is a barrier to managing and valuing diversity, and diversity is about changing. It is a result of change and because of change that most people have trouble dealing with change. Some change creates fear - fear of losing jobs, losing status, etc. and so people may need extra help in managing the changes associated with diversity. Change needs to be non-threatening and training may provide this help.

d. _____ Sharing power among diverse groups of people and the generation of power from the synergy of diverse ways of thinking and acting. Two-thirds of managers believe empowerment improves morale and performance. But at least 1/3 of managers believe empowerment will cost them their jobs and cause anarchy.

PART IV IMPLEMENTATION OF STRATEGIES: In order to understand the transformation to effectively manage diversity, let's look at what makes it different than traditional management. It is a new way of looking at old issues. In the past, "different" wasn't always considered in a positive light. Managing diversity assumes we will be more successful as individuals, a work team, organizations, and a society if we acknowledge, respect, and work with differences. Historically, society as a whole made assumptions (mostly negative) about being different and these assumptions didn't allow for mutual respect or appreciation of differences.

There are three levels at which we must implement diversity: the _____; the _____; and the _____. Valuing diversity starts with the individual. Who you are filters your interactions.

1. Implementation Strategies at the individual level:

- a. treat people as individuals
- b. be flexible in communications
- c. Respect differences; try to look at things from the other person's perspective.
- d. Recognize individual strengths

2. Implementation Strategies at the work team/management level

- a. Approach everyone as individuals
- b. understand that cultural tendencies such as language, mannerisms, and communication patterns are not necessarily indicators of a worker's performance capabilities

- c. Appreciate and utilize the different perspectives and styles of diversified workers
- d. use equal performance standards for all workers
- e. Confront behaviors (i.e., racist, sexist, stereotypes, discriminatory, (etc)).

3. Implementation Strategies at the organizational Level. Strategies need to be developed at the organizational level too. In order to embrace diversity, the organization must change

- a. Review all practices including recruitment, interviews, orientation, promotions, employee development, performance appraisal systems, goal setting, and incentive programs

- b. Managing diversity is about changing the culture of the organization to enable all employees to reach their full potential in pursuit of organizational objectives

- c. Have a clear vision and goal while providing systematic support and training

LESSON NUMBER:19

TASK: Military Affirmative Actions

- STANDARD: 1. Discuss the origin and development of Military Affirmative Actions.
2. Discuss disparate treatment/effect and reverse discrimination.
3. Discuss the difference between goals and quotas.

1. Military Affirmative actions. Affirmative Actions are methods used to achieve the objectives of the EO program. Affirmative Actions are processes, activities, and systems designed to identify, eliminate, prevent, and work to overcome the effects of discriminatory treatment as it affects the upward mobility and quality of life for DoD personnel.

2. Affirmative Action Plan. An Affirmative Action Plan (AAP) is a management document used as a tool to overcome the effects of discrimination. It contains positive steps oriented towards results that we can observe and measure.

3. Origin and development of military affirmative actions:

- a. Executive Order 10925 (1961):
- b. Civil Rights Act (1964):
- c. Executive Order 11246 (1965):
- d. DoD Human Goals Program (1969):
- e. DoD Directive 1100.15 (1976):
- f. DoD Directive 1350.2 (1987):

4. Key terms associated with military affirmative actions:

- a. _____ treatment.
- b. Disparate _____.
- c. _____ discrimination.
- d. _____.
- e. _____.

LESSON NUMBER:20

TASK: Climate Assessments

CONDITION: Classroom environment

- STANDARD:
1. Define climate assessment.
 2. Define the purpose of a climate assessment.
 3. Identify the conditions which assessment are conducted.
 4. Identify the indicators of a unhealthy EO climate.
 5. Explain the principles of leaders and EORs.

PART I. DEFINITION AND PURPOSE

1. To implement and maintain a viable Equal Opportunity Program, commanders at all levels are required to monitor and assess the execution of EO policies and responsibilities throughout their commands. Climate assessment is the method used by commander's to measure whether the EO climate within a unit is positive and healthy. As an EOR, it is your duty and responsibility to assist the commander in conducting the climate assessment.
2. At a basic level, the major responsibility of the commander is to maximize readiness through operational effectiveness. This responsibility, however, is impacted by certain "human relations" factors that are sometimes difficult to identify or assess.
3. The nature of equal opportunity for leaders and soldiers in any given organization is often measured by perceptions of fairness. Thus, information gathered from climate assessments may not always be accurate nor specific on any one problem area. However, climate assessments, if administered correctly, will provide commanders with certain indicators and trends to focus future actions and intervention strategies. It can be said commanders who have an accurate awareness of the perceptions and views of their soldiers and subordinate leaders possess a definite leadership advantage.
4. Commanders and EORs need to have a clear picture of the purpose of a climate assessment prior to beginning any climate assessment.
5. The purpose of a climate assessment is to provide the leadership a "picture" of a unit as it is perceived by members of the organization as it relates to race, gender, color, religion, national origin, and sexual harassment.
6. Knowing the purpose prior to conducting the assessment goes a long way in determining key elements that will affect the climate assessment process. These key elements include:

a. The desired outcome. What exactly does the commander want to find out from the assessment.

b. The scope and sequencing of events. Who will be involved and how will the assessment be conducted.

c. Resources and required time schedules. Who needs to be involved, what is needed to support the assessment, and the timelines for beginning and ending the assessment.

d. Action planning and intervention strategies. Depending on the outcome of the assessment, the commander will need to plan on what intervention strategies will be used to intervene or make corrections.

e. Another factor that must be considered when determining the purpose of a climate assessment is the conditions under which the assessment is being conducted.

Five of the more common conditions that require climate assessments.

(1) Regulatory Requirement: AR 600-20 requires commanders to conduct the Army Command Climate Survey within 90 days of assuming command (180 days for Reserve Components) and annually thereafter.

(2) Command Directed: The commander, at any level, in attempting to evaluate the execution of his or her EO program may direct a climate assessment be conducted. However, the scope and other details of the assessment are normally left to the discretion of individual commander. MACOM commanders may also mandate annual or periodic assessments as part of their EO program evaluation. Commanders may direct subordinate commanders to participate in part or in all aspects of an overall command climate assessment.

(3) Driven by Events: This type of assessment is normally conducted to ascertain the cause and effect relationship precipitated by a major EO event, trends or other unfavorable conditions within the organization. These events can be manifested in a number of ways, such as complaints of sexual harassment, individual or group conflicts, or numerous EO violations by soldiers or members of the chain of command.

(4) Staff Assistance Visit: During a staff assistance visit, the EO Staff Advisor or other staff personnel may conduct a climate assessment to provide the commander feedback status and execution of the command's EO program.

(5) Monitoring Affirmative Actions: Climate assessments can also be used to monitor impact or success of AAP goals or milestones. For example, a goal to reduce perception of unfair UCMJ actions could easily be measured during a climate assessment.

PART II. ASSESSING THE EO CLIMATE

1. Commanders are required to conduct the Army Command Climate Survey and a unit training assessment within 90 days of assuming command, and annually thereafter. Another common tool used by commanders to assess the climate is the Military Equal Opportunity Climate Survey (MEOCS). This survey is developed and evaluated by the Defense Equal Opportunity Management Institute (DEOMI). The survey was especially developed to assist DoD commanders of all services in assessing the equal opportunity climate and motivational readiness of their organizations. The survey measures several aspects of military equal opportunity in a given command as well as dimensions of organizational functioning. The results of the survey are provided only to the commander who requested the survey.

Some of the other tools used by commanders in assessing the climate are:

2. Some of the other tools used by commanders in assessing the climate are:

a. Department of the Army Pamphlet (DA PAM) 600-69

b. Unit Climate Profile: Commander's Handbook

c. Army Research Institute Survey

3. Commanders also supplement any survey efforts with individual and group interviews, the analysis of unit records and statistical information (awards, promotions, reenlistment, incidents of misconduct resulting in punishment under the Uniform Code of Military Justice (UCMJ), and with complaint reports). This assessment will provide a baseline for the commander to develop action plans and implement program initiatives.

4. How involved the EOR is in the assessment process will vary depending on the commanders decision and the tools used in the assessment. Normally, the EOR is the individual responsible for reproducing, distributing, and collecting the survey.

5. Based on past analysis of intergroup tension, DA and the Army Research Institute has identified certain common conditions that are indicators of a EO climate that is not healthy. Some of these indicators are:

a. Perceptions by soldiers the EO complaint process is not working or supported by the chain of command.

b. Sexual or racial jokes are prevalent.

c. Increase in the number of EO complaints.

d. Polarization of groups.

- e. Use of abusive words and display of offensive symbols.
- f. Low morale.
- g. Discriminatory practices in surrounding civilian community.
- h. Poor personal appearance by soldiers.
- i. Poor military courtesy by soldiers.
- j. Increased number of AWOLs.
- k. Claims of unfairness in promotions.
- l. "Cutting in" at dining facilities with the aid of members of one's own group.
- m. Increase in incidents of thefts, robberies, and assaults.
- n. Frequent fights.
- o. Increase in the volume and nature of rumors.
- p. Unwillingness to communicate between superior and subordinates.
- q. Increase in requests for transfer.

6. The Army's Equal Opportunity program requires a team effort. To make the program effective, all leaders must take a positive approach in carrying out their EO duties and responsibilities. You, as a leader and unit EOR, are responsible for identifying EO deficiencies, applying corrective actions, assessing training needs, and promoting a positive and healthy EO climate. When fulfilling your responsibilities, consider the following principles:

PRINCIPLES

- a. Leaders must be capable and competent in dealing with EO issues.
- b. If leaders only act on problems they perceive are important, they will appear complacent.
- c. Spend as much time identifying and developing what is right about the unit as well as those things that are perceived to be wrong.
- d. Treat perceptions not as real issues but as having real consequences.

- e. Treat minor EO allegations and infractions with the same degree of sensitivity and sincerity as those that are more severe.
- f. EO awareness is seeing the impact of what is said, seen, or done.
- g. An effective open door policy is an open mind behind the door.
- h. Develop a positive course of action even when complaints are unsubstantiated.
- i. Leaders must know the environment in which their soldiers live, work, and play.
- j. Follow through on all allegations of discrimination and sexual harassment.
- k. If you are not sure of something or need any type of assistance, contact your EOA.

STUDENT HANDOUT #20-1 COMMAND CLIMATE SURVEY

COMMAND CLIMATE SURVEY (VERSION 1.4) COMMANDER'S GUIDE

1. **PURPOSE.** The attached Command Climate Survey provides you with a tool for reviewing the climate of your unit, such as an assessment upon assumption of command IAW AR 600-20 (Army Command Policy). Unit "climate" factors such as leadership, cohesion, morale, and the human relations environment have a direct impact on the effectiveness of your unit.

2. **SCOPE.** The Command Climate Survey briefly addresses 20 climate areas (question numbers in parentheses): Officer leadership (1), NCO leadership (2), Immediate supervisor (7), Leader accessibility (4,5), Leader concern for families (16), Leader concern for single soldiers (17), Unit cohesion (3,6), Counseling (8), Training (9), Racist materials (10), Sexually offensive materials (11), Stress (12), Training schedule (13), Sponsorship (14), Respect (15), Unit readiness (18), Morale (19), Sexual harassment (20), Discrimination (21), and Reporting harassment/discrimination incidents (22). Additional questions on gender and race are asked. Space is provided for comments on unit strengths and areas most needing improvement.

3. **USE.** The survey is designed as a self-contained, stand-alone tool for you as a commander. You will administer the survey, score or tally the results, and conduct your own analysis to assess your unit's current climate. The survey results may provide indicators of strengths and issues in your unit. As a commander, you should use additional methods to assess the unit climate, such as observations, personal interviews, reports, and other unit data.

4. ADDITIONAL INSTRUCTIONS.

a. **Administration Procedures.** All basic steps are performed at the unit level:

(1) Make copies of the 2-page questionnaire which is attached. Staple the pages, if necessary.

(2) Use a roster to ensure all members of the unit complete the survey.

(3) Arrange for a time and place for soldiers to complete the 6- to 10-minute questionnaire, ensuring:

- the individual's privacy is protected so responses are anonymous, and

- there will be no interruptions.

(4) Explain to soldiers why the survey is being conducted and how the results will be used.

(5) Distribute a copy of the survey and a blank envelope to each soldier. Instruct the soldiers to complete the survey, place the completed survey in the envelope, and seal it.

(6) Provide a drop box to facilitate further the anonymity of respondents.

(7) Score/tally the responses, using the worksheet on the following page.

(8) Analyze the data.

(9) Summarize the findings.

(10) Report the findings to the unit.

b. **Scoring.** Use the worksheet on the next page to score/tally the responses for the questionnaire.

(1) For each question, place a mark in the appropriate box on the worksheet that corresponds to the individual's response. Repeat the process for all questions and for all completed questionnaires.

(2) Count the NUMBER OF RESPONSES for each of the response categories for a question and enter that count in the appropriate response category column on the worksheet.

(3) Add the NUMBER OF RESPONSES for all response categories for the question. Enter this number--the TOTAL NUMBER OF RESPONSES for the question--in the column labeled "Total."

(4) Divide the NUMBER OF RESPONSES for each response category by the TOTAL NUMBER OF RESPONSES, yielding a PERCENT figure for each response category. Enter the PERCENT figure in the appropriate column on the worksheet.

(5) For Question 21, which allows multiple responses, count the number of persons who answered the question, and use that number for the TOTAL NUMBER OF RESPONSES.

c. **Analysis.**

(1) Use the Internet (<http://www-ari.army.mil> -- "Surveys & Data") to access Army-wide data for comparison.

(2) Use methods such as rank-ordering from highest to lowest to compare the percent figures for similar questions. Do this for both the "positive" (such as Strongly agree/Agree) and "negative" responses (such as Disagree/Strongly disagree).

SCORING WORKSHEET

QUESTION NUMBER	Strongly agree/Agree	Neither agree nor disagree	Strongly disagree/Disagree	Total
Q1: Officers care				
Q2: NCOs care				
Q3: Junior enlisted care				
Q4: Easy to see CO				
Q5: Easy to see 1SG				
Q6: Work well together				
Q7: Supervisor example				
Q8: Counseling/coaching				
Q9: Get training needed				
	No	Yes, once in a while	Yes, frequently, very frequently	Total
Q10: Racist materials				
Q11: Sexist materials				
	None/Slight	Moderate	High-Extremely High	Total
Q12: Level of stress				
	14 or more days	8-10 days, 11-13 days	1-3 days, 4-7 days	Total
Q13: Days training schedule posted in advance				
	Extremely, Very, Moderately helpful	Slightly, Not at all helpful		Total
Q14: Sponsorship				
	Very great, Great, Moderate extent	Slight extent, Not at all		Total
Q15: Treated with respect				
Q16: Interest in families				
Q17: Interest in single soldiers				
	Very well, Well, Moderately prepared	Not well, Not at all prepared		Total
Q18: Perform wartime mission				
	Very high, High, Moderate	Low, Very low		Total
Q19: Own morale				
	No	Yes, not affected	Yes, affected	Total
Q20: Sexually harassed				
	Marked	Not marked		Total
Q21. 1 No, not discriminated				
Q21. 2 Yes, racial				
Q21. 3 Yes, religious				
Q21. 4 Yes, gender (sex)				
Q21. 5 Yes, national origin				
	No	Yes		Total
Q22: Report incident				
	Male	Female		Total
Q23: Gender				
	Black	White	Other	Total
Q24: Race/ethnicity				

Army-wide results are available on the Internet.

COMMAND CLIMATE SURVEY (VERSION 1.4)

SURVEY APPROVAL AUTHORITY: U.S. Army Research
 Institute for the Behavioral and Social Sciences
 Alexandria, VA 22333-5600
 Telephone (703) 617-7801, DSN 767-7801
 e-mail: APSO@ari.army.mil
SURVEY CONTROL NUMBER: PERI-AO-97-11
 RCS: MILPC-3

INSTRUCTIONS

**YOUR OPEN, HONEST RESPONSES ARE NEEDED
 TO PROVIDE INFORMATION FOR DECISIONS
 AFFECTING YOUR UNIT.**

- The survey is anonymous.
- Only group statistics will be reported.
- Circle the number to indicate your response for each question.
- Put the completed survey in the envelope provided.
- Place the survey/envelope in the drop box or return it to the person who gave it to you.

THANK YOU FOR YOUR TIME AND COOPERATION!

Do you agree or disagree with the following statements about you and your unit?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Officers in this unit care about what happens to their soldiers.	5	4	3	2	1
2. NCOs in this unit care about what happens to their soldiers.	5	4	3	2	1
3. Junior enlisted members in this unit care about what happens to each other.	5	4	3	2	1
4. It is easy for soldiers in this unit to see the CO about a problem.	5	4	3	2	1
5. It is easy for soldiers in this unit to see the 1SG about a problem.	5	4	3	2	1
6. Members in my work unit work well together as a team.	5	4	3	2	1
7. In terms of work habits and on-the-job behavior, my immediate supervisor sets the right example by his/her actions.	5	4	3	2	1

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
8. I receive the counseling and coaching needed to advance in my career.	5	4	3	2	1
9. I receive the training needed to perform my job well.	5	4	3	2	1
10. Are racist material(s) displayed by members of this unit? 4. No 3. Yes, once in a while 2. Yes, frequently 1. Yes, very frequently					
11. Are sexually offensive material(s) displayed by members of this unit? 4. No 3. Yes, once in a while 2. Yes, frequently 1. Yes, very frequently					
12. What level of conflict/stress are you experiencing in this unit? 6. None 5. Slight 4. Moderate 3. High 2. Very high 1. Extremely High					
13. Usually, how far in advance do you know the unit training schedule; that is, where <u>you</u> will be and what <u>you</u> will be doing? 5. 14 or more days 4. 11-13 days 3. 8-10 days 2. 4-7 days 1. 1-3 days					
14. During your last permanent change of station--PCS--move (to this unit), how helpful was this unit? 5. Extremely helpful 4. Very helpful 3. Moderately helpful 2. Slightly helpful 1. Not at all helpful					

(Continued)

15. To what extent do the persons in your chain of command treat you with respect?
5. Very great extent
 4. Great extent
 3. Moderate extent
 2. Slight extent
 1. Not at all

To what extent do the following apply to the leaders at your unit or place of duty?

The leaders in my unit/ place of duty...	Not at all				
	Slight extent	Moderate extent	Great extent	Very great extent	
16. show a real interest in the welfare of families.	5	4	3	2	1
17. show a real interest in the welfare of single soldiers.	5	4	3	2	1

18. Describe how well prepared this unit is to perform its wartime duties/mission?
5. Very well prepared
 4. Well prepared
 3. Moderately prepared
 2. Not well prepared
 1. Not at all prepared

19. How would you rate your current level of morale?
5. Very high
 4. High
 3. Moderate
 2. Low
 1. Very low

Sexual harassment is a form of gender discrimination that involves deliberate or repeated unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature (AR 600-20).

20. During the last 12 months, have YOU been sexually harassed by someone in this unit?
1. No
 2. Yes, but it really didn't affect/bother me.
 3. Yes, and it did affect/bother me.

Equal Opportunity refers to the fair, just, and equitable treatment of all soldiers and family members, regardless of race, color, religion, gender (sex), or national origin (AR 600-20).

21. During the last 12 months, have YOU been subjected to discrimination in this unit?
CIRCLE ALL THAT APPLY.
1. No
 2. Yes, racial
 3. Yes, religious
 4. Yes, gender (sex)

22. I would report an incident of sexual harassment or discrimination to my chain of command.
1. No
 2. Yes
23. Are you male or female?
1. Male
 2. Female
24. What is your racial/ethnic background?
1. Black
 2. White
 3. Other (Hispanic, Asian or Pacific Islander, Native American, Eskimo or Aleut)

COMMENTS

Please list three things that are going very well in this unit.

- 1.
- 2.
- 3.

Please list three things that most need improvement in this unit.

- 1.
- 2.
- 3.

THANK YOU FOR COMPLETING THIS SURVEY.

5. Yes, national origin

LESSON NUMBER:21

TASK: Religious Accommodations

- STANDARD:
1. Define Army policy on religious accommodation.
 2. Define religious discrimination.
 3. Discuss nine elements of religious discrimination.
 4. Identify four categories of religious practices that can conflict with military duties.
 5. Explain the procedures for requesting religious accommodations.
 6. Discuss commanders actions on requests for religious accommodation.

ARMY POLICY ON RELIGIOUS ACCOMMODATION

It is the Army's policy to approve requests for accommodation of religious practices when they will not have an adverse impact on readiness, unit cohesion, health, safety, discipline, or otherwise interfere with the soldier's military duties.

1. Religious discrimination is defined as: Any action, intended or unintended, that unlawfully or unjustly results in unequal treatment of a person or groups based on religion and for which distinctions are not rational considerations.

2. Elements of religious discrimination are:

- a. _____ the religious beliefs of others.
- b. Religious jokes/slurs.
- c. _____ services.
- d. _____ prayer.
- e. _____ people by their religion.
- f. Not associating with people because of their religious beliefs
- g. Not making arrangements to provide alternative services.
- h. Lack of _____.

3. Religious practices that can conflict with military duties.

- a. _____.
- b. _____.
- c. _____.
- d. _____.
- e. _____.

4. Requests an accommodation.

Requests for religious accommodation of wear and appearance of the uniform and personal grooming practices will not be entertained. The provisions of AR 670-1 apply.

b. Soldiers will submit requests for religious accommodation of other matters to their immediate commander. The commander may approve the request either informally or formally (in writing), or disapprove it. Commanders will respond to requests for religious accommodation within 10 working days of receipt.

c. If a commander approves a request informally, the issue is closed, except that the commander will assist the soldier in completing those actions necessary to the accommodation (for example, obtaining permission to ration separately or adjusting the unit duty roster).

d. If the commander approves a request formally, the commander will provide the soldier with written notice of the accommodation. The accommodation will then remain in effect unless revoked, in writing, by a subsequent commander of that unit; by a commander of a gaining unit if the soldier is transferred; or by a higher commander. If the accommodation is revoked, the written notice of revocation, accompanied by a copy of the original accommodation, will constitute an appeal and will be forwarded through command channels, without further attachments, IAW the routing described in paragraph (e) below.

e. If the commander disapproves the request the commander will afford the soldier the opportunity to appeal the disapproval. This appeal will be done by means of a memorandum from the soldier, through each level of command (to specifically include MACOM) to the Deputy Chief of Staff for Personnel, ATTN: DAPE-HR-L, Washington, DC 20310-0300. The memorandum will include, at a minimum the name, rank, social security number, unit, and MOS of the soldier; the nature of the accommodation requested, and the religious basis for the request. Attachments will accompany the memorandum. Mandatory attachments are endorsements by commander(s), a memorandum from a chaplain, and indication of legal review. Optional attachments include statements by peers or officials of the soldier's faith group, copies of religious

writings, statements, or doctrinal declarations bearing on the soldier's request, documents pertaining to the character of the soldier's service, and (if appropriate) a statement from the soldier explaining in more detail the nature of the request.

(1) The assigned unit chaplain, or other chaplain determined by the senior chaplain present, will interview the soldier concerning the request for accommodation. A memorandum stating that this interview has occurred will accompany the request for appeal. This memorandum will address the religious basis and sincerity of the soldier's request. The chaplain is not required to recommend approval or disapproval, but may do so if desired. Memoranda from other chaplains may accompany the appeal as optional attachments, but do not meet the requirement for interview by the assigned unit chaplain or one determined by the senior chaplain present.

(2) Evidence of legal review will be in accordance with local Staff Judge Advocate procedures and will focus on whether the appeal memorandum and attachments are complete within the provisions of this regulation.

f. If a commander at any level approves the request for accommodation, written approval will be returned to the soldier through channels. If the commander disapproves it, the packet will be so endorsed and forwarded to the next level of command.

g. If all levels of command disapprove the request for accommodation it will be forwarded to the Deputy Chief of Staff for Personnel, ATTN: DAPE-HR-L, for final decision.

h. The DCSPER's decision will be transmitted through channels to the soldier requesting accommodation within 30 days after receipt of the request. Appeals to decisions by the DCSPER will not be entertained. Religious accommodations granted by the DCSPER may only be revoked by the DCSPER.

i. Appeals to denials of accommodation will reach the DCSPER within 90 days after the soldier submits the request (120 days OCONUS).

j. Soldiers whose appeals are denied may request separation from the Army under the provisions of AR 635-200, paragraph 5-3. Commissioned or warrant officers who request separation for reasons of religious accommodation will follow the application for release from active duty as prescribed in AR 635-100 (for other than Regular Army [OTRA]), or apply for an unqualified resignation as outlined in AR 635-120 (for Regular Army [RA]). All personnel separated or discharged from the U.S. Army because of conflict between their religious practices and military requirements will be subject to recoupment of Federal funds as outlined in referenced directives.

5. Nothing in AR 600-20 shall be construed to limit the authority of commanders to enforce standards by means of all applicable provisions of the Uniform Code of Military Justice while requests and appeals are being processed. Soldiers are obligated to adhere to orders and standards set by their immediate commanders.
6. Commanders who receive requests for accommodation will determine:
 - a. Consider the high value the Army places on the rights of its members to observe their respective religious beliefs.
 - b. If the request is sincere and religion based. Only sincere religious based practices will receive consideration.
 - c. If the requested religious practice would have an adverse impact on military readiness, unit cohesion, standards, health, safety, or discipline.
 - d. The religious importance of the accommodation to the requester.
 - e. The cumulative impact of repeated accommodation of a similar nature.
 - f. Alternative means available to meet the requested accommodation.
 - g. Previous treatment of the same or similar requests, including treatment of similar requests made for other than religious reasons.
7. Commanders who receive requests for accommodation may approve the request, disapprove the request, or forward the request through the chain of command for action or recommendations. Requests disapproved should contain specific reasons why the accommodation was not approved.
8. Pending a decision on the soldier's request for accommodation, commanders should consider one of the following interim measures:
 - a. Excuse the soldier from duties or activities that conflict with the soldier's religious practices because of the nature or hours of those duties or activities.
 - b. Require the soldier to perform alternative duties that do not conflict with the soldier's religious practices.
 - c. Require the soldier to perform normal duties during hours that do not conflict with the soldier's religious practices.
 - d. Grant the accommodation temporarily until a final decision is made.

STUDENT HANDOUT #21-1
RELIGIOUS ACCOMMODATION REQUEST

1. Sample format for requesting accommodation of a religious medical request:

(Letterhead)

Office Symbol

(Date)

MEMORANDUM FOR COMMANDER, *(Unit Address)*

SUBJECT: Request for Accommodation of Religious Practice

1. Under AR 600-20, paragraph 5-6, I request accommodation of my religious medical practice. I desire to *(list religious medical practice(s) requested)*.
2. The following enclosures are provided to assist the commander to evaluate my request:
 - a. Official statements extracted from documents of my religious faith group or statements on official letterhead from leader(s) of my faith group pertaining to my religious medical practice(s).
 - b. Statements from members of my religious faith group.
 - c. Statements from others who know me and the religious medical practice/requirements of my faith group.
3. I fully understand the accommodation, if approved, is valid only for this unit and this commander.
4. Copies of this request may be retained in Government records.

Encls

JOHN L. DOE
SPC, 111-11-1111

2. Sample format for requesting an exception to wear and appearance policies as an accommodation of religious practices:

(Letterhead)

Office Symbol

(Date)

MEMORANDUM FOR COMMANDER, *(Unit Address)*

SUBJECT: Request for Exception to Wear and Appearance Standards Based on a Religious Practice.

1. Under AR 600-20, paragraph 5-6, and AR 670-1, I request an exception to wear and appearance policies as an accommodation of religious practices. These practices require me to *(describe your needs and how they conflict with military requirements)*.

2. The following enclosures are provided to assist the commander to evaluate my request:

a. Official statements extracted from documents of my religious faith group or letters written on official letterhead from leader(s) of my faith group pertaining to requirements of practices of my religious faith group.

b. Statements from members of my religious faith group.

c. Statements from others who know me and the practices/requirements of my faith group.

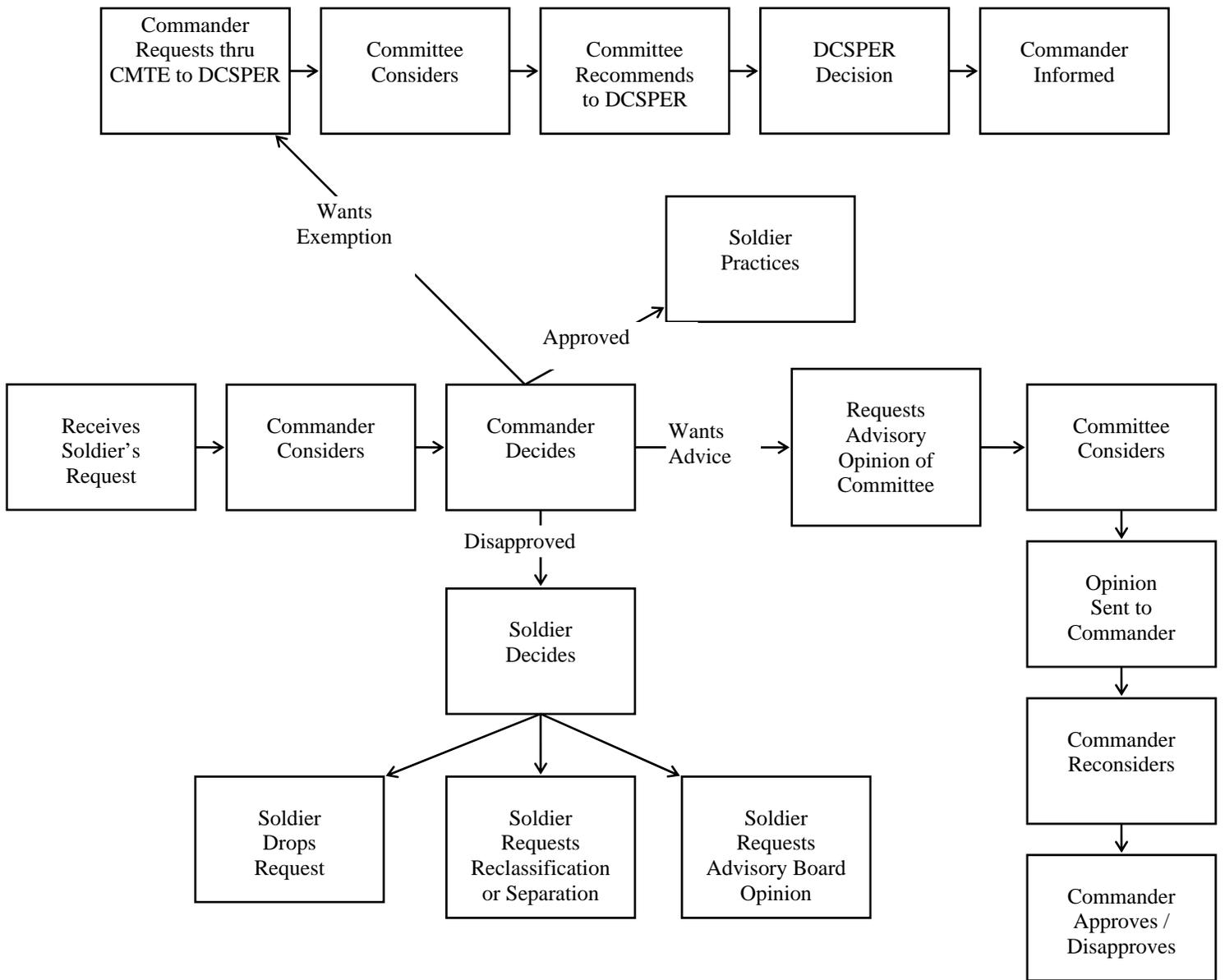
3. I fully understand the accommodation, if approved, is valid only for this unit and this commander.

4. Copies of this request may be retained in Government records.

Encls

JOHN L. DOE
SPC, 111-11-1111

STUDENT HANDOUT #21-2
 REQUEST FOR RELIGIOUS ACCOMMODATION FLOW CHART



LESSON NUMBER:22

TASK: Complaint Procedures

- STANDARD:
1. Describe the Army's EO Complaint Process.
 2. Define the types of Complaints.
 3. Describe the Alternative Agencies.
 4. Describe the Actions of the Commander.
 5. Explain the Appeals Process.
 6. Describe Forms of Reprisal.
 7. Explain the Military Whistleblower Protection Law.

1. The easiest and most effective means of dealing with an EO violation for which you observe is by **On-the-Spot Correction**.

2. Informal Complaint.

- a. Not required to be filed in writing.
- b. Resolution at the lowest level possible.
- c. No requirement for chain of command intervention.
- d. May not involve the chain of command.
- e. May use assistance of other unit members, EORs, or other officials.
- f. Confidentiality possible (but not guaranteed).
- g. Not subject to timeline suspense.
- h. Informal process has good chance for success.
- i. Severity of complaint does not warrant formal complaint.

3. Formal Complaint. The decision to file a formal EO complaint may be based on the following factors:

- a. Inability to resolve the complaint informally.
- b. Soldier uncomfortable with the informal process.
- c. Issue may warrant an official investigation.
- d. Soldier wants an official record kept of the complaint.

e. The complaint is against a member of the soldier's chain command or another superior officer.

f. Desire of the soldier to use an outside agency or higher echelon commander.

4. Complaints must be filed within _____ calendar days from the date of the alleged offense.

5. Personnel or agencies available to assist with EO complaints. EOR may not conduct investigations into EO complaints.

a. A Higher Echelon Commander.

b. Equal Opportunity Advisor (EOA).

c. Chaplain (CH).

d. Staff Judge Advocate (SJA).

e. Provost Marshal (PM).

f. Inspector General (IG).

g. Community Homefinding Referral and Relocation Service Office.

h. Medical Agency Personnel.

6. EO Hotline: This hotline is normally used to provide advice and information on discrimination and sexual harassment.

7. Actions of the commander or alternative agency in processing complaints:

a. Ensure all information on the DA Form 7279-R is complete and accurate.

b. Ensure complainant is sworn to the complaint.

c. Discuss and clarify the nature or basis of the complaint.

d. Identify additional information (witnesses and other supporting evidence).

e. Inform soldiers of what will happen next and what role the agency has in attempting to resolve the complaint.

f. Acknowledge receipt of the complaint in part I, block 9, DA Form 7279-R.

g. Commander will forward a brief synopsis of the complaint to the first General Courts Martial Convening Authority in the chain of command.

h. Commander prepares a written plan to prevent reprisal of complainant, witnesses, etc.

i. Conduct an inquiry/investigation within _____ calendar days (or three weekend drill periods for RC) or refer in _____ calendar days (next drill period) to the appropriate agency, commander of higher echelon commander.

j. Provide soldiers written feedback within _____ calendar days (three drill periods for RC) on DA Form 7279-R.

8. Inquiry/Investigation: Through inquiry or investigation the commander or alternative agency will determine the facts as they pertain to the allegations in the complaint. If, due to extenuating circumstances, an inquiry or investigation cannot be completed in 14 calendar days, an extension of 30 calendar days (or two weekend drill periods) may be approved by the next higher echelon commander. The basic elements of the inquiry/investigative process are as follows:

- a. Clarify the nature of complaint with related allegation(s).
- b. Interview witnesses and other appropriate officials.
- c. Gather, review, and analyze records and other supporting documents.
- d. Identify and interview technical advisors, e.g., EOA and SJA
- e. Assess all information and render a decision on findings.

9. Actions to Resolve Complaint: Upon completion of the inquiry or investigation the appropriate commander will render a decision. The complaint will be either “substantiated” or “unsubstantiated.”

10. Unsubstantiated complaints.

- a. There was insufficient or no evidence to support the allegation(s).
- b. Evidence uncovered during the inquiry or investigation thoroughly disputed the allegation(s).

11. Substantiated complaints.

- a. There was sufficient evidence to support the basis of the complaint.
- b. There was sufficient evidence to support all or part of the allegation(s).

12. Appeals process.

a. Soldiers have _____ calendar days (next drill period for RC), from the date of notification of the results of the investigation and acknowledgment of the actions of the command to resolve the complaint to submit an appeal.

b. Appeals must be in writing and provide a brief statement which identifies the basis of the appeal.

c. Commanders have _____ calendar days (one weekend drill for RC) to refer the appeal to the next higher commander.

d. Commanders of the next higher command have _____ calendar days (three drill periods for RC) to consider the appeal. Actions on the appeal will be to approve it, deny the appeal, or order an additional investigation.

e. Commanders acting on the appeal must provide written feedback to the complainant within _____ calendar days of the results.

f. The General Court Martial Convening Authority (normally the first General Officer in the chain of command) will have "final decision authority." No further appeals are available within the EO complaint system.

13. Follow-up assessment by EOAs. EOAs will conduct a follow-up assessment of all formal complaints 30-45 calendar days following the final decision on the complaint.

14. Reprisals. All Department of the Army personnel are prohibited from taking any action that might discourage them, any family member, or DA civilian from filing a complaint or seeking assistance to resolve an EO grievance. Army personnel are prohibited from taking any disciplinary or other adverse action against a complainant, or other DA personnel, seeking assistance, or cooperating with investigating officers, Inspector General, or other law enforcement agencies.

15. Three forms of reprisal:

a. _____.

b. _____.

c. _____.

16. A protected communication is any lawful communication or disclosure to a Member of Congress, Inspector General of any service, members of any DoD audit or inspection teams, chain of command, or investigative or law enforcement agencies in which a soldier makes a complaint or provides information they reasonably believe is evidence of the following:

a. A violation of law or regulations.

b. Severe case of mismanagement.

c. Fraud or a gross waste of public funds.

d. An abuse of authority or position.

- e. Presents a substantial danger to public safety.

17. Protected communication also includes circumstances where a military member:

- a. Is preparing to make a lawful communication, but it was not actually submitted, or delivered.
- b. Did not actually communicate or complain, but was believed to have done so.
- c. Cooperated with or otherwise assisted in an audit, inspection, or investigation by providing information you believed evidenced wrong doing.

Unfavorable actions or any action taken that might affect or have the potential to affect a soldier's current position or career opportunities. Such actions include, but are not limited to the following:

- a. Promotions or other types of advancement.
- b. Administrative, disciplinary or other corrective or punitive action.
- c. Transfers or reassignments.
- d. Decisions concerning pay, benefits, awards, training or schools.
- e. Counseling, reprimands or performance evaluation.
- f. Other changes in duties or responsibilities inconsistent with military rank or position.

18. The Military Whistleblower Protection: Section 1034, Title 10, United States Code (U.S.C.), requires an expeditious investigation of all allegations of reprisal for whistleblowing submitted by military members.

19. Reporting Incidents of Reprisal.

- a. Did the soldier make a protected disclosure or complaint prior to the incident?
- b. Was an unfavorable action threatened or taken after the disclosure or complaint was made?
- c. Did the person or official taking action know of the complaint or disclosure?
- d. Do you believe the action taken would not have occurred if the complaint or disclosure had not been made?

e. Is evidence or other information available that support or indicates reprisal was taken because of the complaint or disclosure?

**STUDENT HANDOUT # 22-1
EO COMPLAINT FORM**

EQUAL OPPORTUNITY COMPLAINT FORM			
For use of this form, see AR 600-20; the proponent agency is ODCSPER			
AUTHORITY:		Title 10, USC Section 3013(g).	
PRINCIPAL PURPOSE:		Formal filing of allegations of discrimination because of race, color, religion, gender, or national origin	
ROUTINE USES:		This form and the information on this form may be used: (a) as a data source for complaint information for production of summary descriptive statistics and analytical studies of complaints processing and resolution efforts, (b) to respond to requests from legitimate outside individuals or agencies (e.g., Members of Congress, the White House) regarding the status of the complaint or appeal, (c) to adjudicate complaint or appeal, and (d) for any other routine uses listed in AR 340-21, para 3-2.	
DISCLOSURE:		Disclosure is voluntary; however, failure to complete all portions of this form may lead to rejection of complaint on the basis of inadequate data on which to determine if the complaint is acceptable.	
1. NAME	2. RANK	3. SSN	4. UNIT
5. RACE/ETHNIC GROUP		6. GENDER	7. DATE
PART I - COMPLAINT			
8a. NATURE OF COMPLAINT. (Give, in as much detail as possible, the basis for your complaint; describe the incident/behavior(s) and dates(s) of the occurrence(s); the names of parties involved, witnesses, and to whom it may have been previously reported; plus, and additional information that would be helpful in resolving your complaint. Attach additional sheets if needed.)			
8b. REQUESTED REMEDY. (What do you think the final outcome should be?)			
9a. AFFIDAVIT.			
I, _____ have read or have had read to me this statement which begins on this page (page 1) and ends on page _____. I fully understand the contents of the entire statement made by me. The statement is true. I have initialed all corrections. I made the statement without threat of punishment, and without coercion, unlawful influence, or unlawful inducement.			
_____ (Signature of Person Making Statement)			
Subscribed and sworn to before me, a person authorized by law to administer oaths, this			
_____ day of _____, 19__ at _____			
_____ (signature of Person Administering Oath)		_____ (Typed Name of Person Administering Oath)	
9b. REFERRAL			
I acknowledge receipt of this complaint from _____ (name/rank)			
of _____ (unit) on _____ (date).			
I understand I have 3 calendar days (next drill period for reserve soldiers) in which to inform the appropriate commander/ agency of the complaint and actions I propose to take.			
9c. NAME	9d. GRADE	9e. DATE	
9f. AGENCY	9g. SIGNATURE		

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<p>10a. ACKNOWLEDGMENT. I acknowledge receipt of this complaint, on behalf of (complainant's name) _____ submitted to me by (name, rank, alternative agency) _____ _____</p> <p>on _____ . I understand I have 14 calendar days (3 weekend drill periods for Reserve components) in which to initiate an investigation into the complaint, implement a plan to prevent reprisal, complete the investigation, and inform the complainant of the results of the investigation.</p>		
10b. NAME	10c. GRADE	10d. DATE
10e. ORGANIZATION	10f. SIGNATURE	
PART II - RESULTS OF INVESTIGATION		
<p>11a. I (name of commander) _____ reviewed the report of investigation into your allegations. I <input type="checkbox"/> Concur <input type="checkbox"/> nonconcur with the findings of the investigating officer. I find that your allegations are: <input type="checkbox"/> substantiated <input type="checkbox"/> unsubstantiated. I base my decisions on the following points:</p> 		
11b. SIGNATURE OF COMMANDER		11c. DATE
PART III - ACTIONS TO RESOLVE COMPLAINT		
12a. The command has done (or will do) the following actions to resolve this complaint and continue to prevent acts of reprisal:		
<p>12b. ADVISEMENT TO COMPLAINANT: You have the right to appeal these actions to resolve your complaint. You will have 7 days (next weekend drill for Reserve components) to submit your appeal in writing. If you elect not to appeal, your case is considered closed. If you decide to appeal, state the basis of, or grounds for, your appeal in the space below. I will refer you appeal to the appellate authority, who will review your case and provide you feedback when the complaint is completed.</p>		
12c. SIGNATURE OF COMMANDER		12d. DATE
12e. ACKNOWLEDGMENT BY THE COMPLAINANT OF FINDINGS, FEEDBACK, AND APPEAL OPTIONS		
12f. SIGNATURE OF COMPLAINANT		12g. DATE
PART IV - APPEAL		
<p>13a. I elect to appeal the outcome of my complaint for the following reasons:</p> <p style="text-align: center;"><input type="checkbox"/> Continuation sheet(s) is attached <input type="checkbox"/> Continuation sheet(s) is not attached</p>		
13b. COMPLAINANT'S SIGNATURE		13c. DATE
13d. I have reviewed the complaint file, the investigative findings, and other information regarding this case. My findings are:		
13e. SIGNATURE OF APPELLATE AUTHORITY		13f. DATE
13e. I acknowledge being counseled concerning the outcome of this appeal.		
13g. SIGNATURE OF COMPLAINANT		13h. DATE

DA FORM 7279-R, FEB 96

EQUAL OPPORTUNITY COMPLAINT RESOLUTION ASSESSMENT

For use of this form, see AR 600-20; the proponent agency is ODCSPER

In accordance with AR 600-20, Army Command Policy, 30 TO 45 calendar days (3-4 drill periods for reservists) following final decision on any complaint (substantiated or unsubstantiated) of unlawful discrimination or sexual harassment, an Equal Opportunity Advisor (EOA) will conduct an assessment of the effectiveness of corrective actions and will seek to detect and deter any acts or threats or reprisal. The equal opportunity advisor shall complete the assessment and present his or her findings and recommendations to the commander within 15 calendar days (2d next weekend drill period for Reserve component).

PART I - COMPLAINT

1. CORRECTIVE ACTIONS. The corrective actions taken as a result of the complaint of _____ discrimination/harassment filed by _____ (type) _____ on _____ were: _____ (rank/name) _____ (date)

2. CONDUCT OF THE ASSESSMENT. (EOA will list the dates and times of actions taken, interview personnel {include complainant, alleged perpetrator, key witness, members of the chain of command, and support chain, sampling of unit members, etc.}, list surveys used, review of applicable unit records, etc.). Add enclosures/memorandums for record to DA Form 7279-1-R as necessary.

3. EFFECTIVENESS OF CORRECTIVE ACTIONS. I conducted an assessment of the effectiveness of the corrective actions taken on _____ My findings are: _____ (date)

4. REPRISAL. I also sought to detect any incidents(s) or threats of reprisals(s). My findings are:

PART II - RECOMMENDATION

5a. Based upon my findings, I recommend no further action the following actions be taken:

5b. EQUAL OPPORTUNITY ADVISOR'S NAME/UNIT	5c. SIGNATURE	5d. DATE
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PART III - ACKNOWLEDGMENT

6a. I acknowledge receipt of this assessment and the EOA's recommendation.
 No further action will be taken The following actions(s) will be taken:

6b. COMMANDER'S NAME/RANK AND UNIT	6c. SIGNATURE	6d. DATE
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This form will be retained on file with the original DA Form 7279-R

STUDENT HANDOUT #22-2 List of Alternative Agencies

Although handling EO complaints through the chain of command is strongly encouraged, this is not the only channel for addressing EO grievances. Several agencies have specific command responsibilities that make them a viable asset in helping soldiers and family members resolve EO grievances. The following are brief descriptions of frequently used agencies:

Equal Opportunity Adviser (EOA): Is assigned to help commanders at brigade or higher levels to implement their EO program. The EOA is trained to receive, process, and conduct inquiries into complaints of discrimination and sexual harassment. In addition, the EOA has the expertise to make recommendations for corrective actions and sanctions against violators of EO policies.

Chaplain: Serves as advisor to the command on all religious matters and provides guidance on religious practices, family and marital counseling, and other secular or non-secular services. The chaplain is the main subject matter expert on addressing issues about religious discrimination or accommodation.

Provost Marshal (PM): Is primarily responsible for receiving and investigating violations of the UCMJ which are criminal in nature. The PM is responsible to the Commander for monitoring the treatment of soldiers and investigating complaints of discrimination or unfair treatment by off-post activities.

Staff Judge Advocate (SJA): Is responsible to the Commander on all legal matters. The SJA serves as an advisor in litigating criminal charges and prosecuting soldiers for criminal offenses; assesses trends in administering punishment and allegations of discrimination in administering military justice; may receive complaints about discrimination in legal proceedings or about administering judicial and nonjudicial punishment.

Community Homefinding Referral and Relocation Services Office (CHRRSO): Is responsible for monitoring and administering the installation's housing referral program. The HRO will receive and investigate complaints of discrimination in rental or sale of off-post residents.

Inspector General (IG): Serves as advisor to the commander on all matters of command. The IG is responsible for monitoring and inspecting command functions which are essential to mission effectiveness and combat readiness. The IG's office is the principal agency for receiving and investigating complaints about command environment and leadership.

Medical Agency Personnel: Medical agency personnel are assigned primarily at installation clinics and hospitals, but are also available at separate units, battalions, and brigades up to and including the Command Surgeon.

These personnel advise and assists the commander on matters about conserving and replenishing the command's fighting strength, by prevention, curative, restorative care, and other medical related services. In the event of an incident of sexual assault or rape, medical agency personnel will be immediately contacted for procurement of criminal evidence and assistance in the treatment and counseling of the victim.

STUDENT HANDOUT # 22-3

EO Complaint Flow Process

MAKE AN INFORMAL COMPLAINT. REPORT INAPPROPRIATE BEHAVIOR WITHOUT INITIATING A FULL INVESTIGATION. THIS MAY BE MOST APPROPRIATE FOR MINOR INFRACTIONS, WHERE VICTIM SIMPLY WANTS BEHAVIOR STOPPED.

EQUAL OPPORTUNITY/SEXUAL HARASSMENT COMPLAINT PROCESS

IF YOU ARE THE VICTIM



IF BEHAVIOR PERSISTS

FILE A FORMAL WRITTEN COMPLAINT (DA FORM 7279-R) WITH ANY OF THE FOLLOWING PEOPLE OR AGENCIES. COMPLAINTS MUST BE FILED WITHIN 60 DAYS OF INCIDENT - THOSE FILED AFTER THE 60 DAYS MAY BE PURSUED AT COMMANDER'S DISCRETION

CHAIN OF COMMAND	EQUAL- OPPORTUNITY ADVISOR	INSPECTOR GENERAL	HOUSING REFERRAL OFFICE	JUDGE ADVOCATE GENERAL	MILITARY POLICE OR CRIMINAL INVESTIGATOR	CHAPLAIN	MEDICAL AGENCY
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3 DAYS

COMPLAINTS, EXCEPT THOSE FILED WITH THE IG, MUST BE ACTED UPON IN THREE CALENDAR DAYS. COMPLAINTS FILED WITH AN AGENCY AGAINST A MEMBER OF THE CHAIN OF COMMAND WILL BE REFERRED TO THE NEXT HIGHER COMMANDER IN THE CHAIN. A DESCRIPTION OF THE ALLEGATION MUST BE FORWARDED TO THE FIRST OFFICER IN THE CHAIN OF COMMAND WITH GENERAL COURT-MARTIAL CONVENING AUTHORITY WITHIN 72 HOURS OF THE FILING OF A FORMAL COMPLAINT.

14 DAYS

THE COMMANDER OR THE INVESTIGATING OFFICER APPOINTED BY THE COMMANDER HAS 14 CALENDAR DAYS TO INVESTIGATE THE ALLEGATIONS AND MEET WITH THE VICTIM TO DISCUSS THE OUTCOME AND RESULTS. A 30 DAY EXTENSION MAY BE GRANTED FROM THE NEXT-HIGHER COMMANDER IF CIRCUMSTANCES REQUIRE IT. FURTHER EXTENSIONS CAN BE APPROVED ONLY BY THE FIRST GENERAL OFFICER IN THE CHAIN OF COMMAND.

7 DAYS

THE COMPLAINANT HAS SEVEN CALENDAR DAYS TO APPEAL TO THE NEXT HIGHER COMMANDER IF HE OR SHE IS DISSATISFIED WITH THE INVESTIGATION RESULTS OR ACTIONS TAKEN. THAT COMMANDER HAS 14 DAYS TO COMPLETE THE INVESTIGATION. FINAL DECISIONS ON COMPLAINTS REST WITH THE GENERAL COURT-MARTIAL CONVENING AUTHORITY.

30-45 DAYS

30 DAYS AFTER FINAL DECISION ON THE COMPLAINT AN ASSESSMENT IS CONDUCTED BY THE EQUAL OPPORTUNITY ADVISOR ON ALL EQUAL OPPORTUNITY COMPLAINTS (SUBSTANTIATED AND UNSUBSTANTIATED) TO DETERMINE THE EFFECTIVENESS OF ANY CORRECTIVE ACTIONS TAKEN AND TO DETECT AND DETER ANY INCIDENTS OF REPRISAL. REPORT AND RECOMMENDATION ARE SUBMITTED TO COMMANDER ON DA FM 7279-1-R NLT 45 DAYS FOLLOWING FINAL DECISION MADE ON COMPLAINT.

LESSON NUMBER:23

TASK: Ethnic Observances

- STANDARD: 1. Define the purpose of conducting special/ethnic observances.
2. Explain how to organize a special/ethnic observances.
3. Explain how to plan a special/ethnic observances.

1. Special and ethnic observances are held annually in support of Joint Congressional Resolution, Presidential Proclamation, and Chief of Staff directives. These activities are designed to develop an awareness of the various cultures that contribute to the American culture and are a portion of the Army's ongoing equal opportunity education process.

2. Essential elements to sponsoring a successful special/ethnic observance.

a. Leadership.

b. Planning. If committees are formed, it is recommended the following minimum committees be established:

(1) Ethnic observance scheduling committee. (Time table schedule).

(2) Planning committee. (Agenda, estimated costs and guest speaker).

(3) Finance committee. (Dollar amount available and areas to be funded).

(4) Publicity committee. (Publicity programs).

(5) Education committee. (Educational programs and subjects of presentation).

(6) Luncheon/banquet subcommittee. (Reservations, menu and public address system).

(7) Protocol subcommittee. (Speaker's personal needs or requests).

c. Funding. Lack of funding should not preclude an observance. Articles on the theme of the observance can be published in the post or installation newspaper and costs nothing. Regarding expenditure of funds, obtaining and dispensing of prizes, raffles/drawings and solicitations, the following applies:

(1) Funding for ethnic food samples (not meals) is authorized by Para 6-20d, Chapter 6, AR 600-20. A request for blanket authorization to purchase the necessary food with an IMPAC credit card can be obtained from the installation Directorate of Contracting office.

(2) The honorarium is limited to \$250.00. Also, invitational travel orders can be obtained for travel, per diem and lodging.

(3) Expenditure of appropriated funds in direct support of ethnic/special observations is permissible when authorized.

(4) Units, agencies, organizations, and activities shall not provide funds or prizes for these activities

(5) Solicitations for raffles/drawings, funds, and prizes are prohibited.

3. Elements that need to be considered in planning and conducting observances.

a. Coordination Considerations:

(1) Always keep the commander apprised and, if necessary, obtain the commanders approval of the observance plan.

(2) Notify key personnel to compare calendar of events. This includes the G3/S3, public affairs, other committee members, guest speakers, and volunteers.

(3) Ensure announcement of events are timely. This includes post/installation newspaper, bulletins, flyers, etc.

(4) Obtain necessary funding.

b. Execution Considerations. There are many types of events or activities that can be conducted in support of observances. They can be conducted separately or combined into the overall program. These are:

(1) Guest Speakers.

(2) Ethnic meals at the dining facility.

(3) Displays and artifacts.

(4) Talent or fashion show.

(5) Dance groups.

(6) Essay and poster contests.

(7) A film festival.

(8) Designate a specific day for groups to wear ethnic attire.

c. After-action Review

STUDENT HANDOUT #23-1
List of Special/Ethnic Observances

Month: January Dates: 3d Monday
Observance: Martin Luther King, Jr., Birthday
Authority/comment: Public Law 98-144, Nov. 83 (Federal holiday)

Month: February
Dates: 1-28/29
Observance: African-American/Black History Month
Authority/comment: First Presidential Proclamation, Feb. 76

Month: March
Dates: 1-31
Observance: Women's History Month
Authority/comment: Public Law 100-9, Mar 87

Month: April/May
Dates: Sunday to Sunday for Week Incorporating Yom Hashoah
Observance: "Days of Remembrance" for Victims of the Holocaust
Authority/comment: Public Law 96-388, Oct. 80

Month: May
Dates: 1-31
Observance: Asian Pacific Heritage Month
Authority/comment: First Presidential Proclamation, May 91

Month: August
Dates: 26
Observance: Women's Equality Day
Authority/comment: First Presidential Proclamation, Aug. 73

Month: September/October
Dates: 15 Sep. - 15 Oct.
Observance: National Hispanic Heritage Month
Authority/comment: Public Law 100-402, Aug. 88

Month: November
Dates: 1-30
Observance: National Native American Indian Heritage Month
Authority/comment: Public Law 102-188, Mar 92

LESSON NUMBER:24

TASK:Arab-American Experience and Middle Eastern Culture

- STANDARD: 1. Define Arab-American.
2. Describe the origins of Arab American.
3. Define the different types of immigration.
4. Arab-American family structure and customs.
5. Define Islam.
6. Define Muslim.

1. The term Arab-American is given to persons who immigrated to the United States from a group of independent nation-states on North Africa and the Middle East.

2. The population of Arab-Americans is approximately 2.5 to 3 million. Some have estimated the population at nearly 5 million.

3. Family structure:

- a. Father.
- b. Mother.
- c. Sons.
- d. Daughters.

4. Courtesies and customs:

- a. Behave conservatively.
- b. Non-confrontational.
- c. "Save Face" concept.
- d. Privacy.
- e. Greetings.
- f. Admiring possessions.
- g. Dress.

5. Religion:

- a. Islam.
- b. Allah.
- c. Christianity.

6. Muslims Believe:

- a. In One, _____, Incomparable God.
- b. In the _____ created by Him.
- c. In the _____ through whom His revelations were brought.
- d, In the Day of Judgment and individual _____ for actions.
- e. In God's complete _____ over human destiny and in life after death.
- f. God's final message to man was revealed to the Prophet Mohammed through Gabriel.
- g. Some Arabs also believe in "Fatalism."

7. An individual can become a Muslim by simply saying "there is no god apart from God, and Mohammed is the Messenger of God."

8. Mohammed/The Qur'an/Jesus Christ:

9. The Islam faith is built upon Five Pillars and they are the framework of the Muslim life. The Five Pillars are:

- a. _____.
- b. _____.
- c. _____.
- d. _____.
- e. _____.

10. Women and Marriage:

11. Contemporary issues:

- a. Arab-Israeli conflict.
- b. American role in the Middle East.
- c. Kuwait.
- d. Discrimination in the US:

STUDENT HANDOUT #24-1 KEY TO ISLAMIC CONCEPTS

In order to understand Islam it is necessary to know the meaning of certain key terms and the identity of some proper names. Most of them are in the Arabic language, and there is often no equivalent in English or in other tongues.

ALLAH

The true name for the creator of the Universe is called Allah. He is merciful, the Beneficent, the Knowledgeable, the Protector, the Mighty, the God, the Provider, the Exalted, the Lord, the All-Knowing, the All-Hearing, the All-Seeing, the Magnificent, the Wise, the Loving, the First, the Last, and the Eternal.

The Qur'an mentions 99 beautiful names for Allah through which Muslim do recognize Him, and His responsibilities for the whole Universe.

Many people ask why the term "Allah" is used instead of "God" and assume it's use implies that Muslims worship a separate God. There is only ONE GOD - a belief held by followers of each of the three main world religions : Islam, Christianity and Judaism.

ALLAH is the Supreme Being, the one and only God. Allah is the same God as that worshipped by the Jews and Christians, and Arabic-speaking Christians also use this name when referring to God.

ARAB

Many equate Islam and Muslims to mean Arabs. Muslims may be any nationality. An Arab could be a Muslim, a Christian, a Jew or an atheist. Arabs constitute only about twenty percent of the Muslim population.

AYAH

The Arabic meaning of Ayah is a miracle and a sign. The Qur'an is considered to be a miracle itself. Each verse or sentence is called an Ayah or a miracle. The plural of Ayah is called Ayat, which means miracles.

AZAN

The call for the daily prayers are called Azan. The person who calls the Azan is called a Mu'azzin. A Mu'azzin calls the Azan five times a day before Muslims are to perform their daily Salah (Prayer).

BIRTH

Muslim believe that people are born free of sin. It is only after they reach the age of puberty and it is only after they commit sins that they are to be charged for their mistakes. No one is responsible for or can take the responsibility for the sins of others. However, the door of forgiveness through true repentance is always open.

FESTIVITIES

Other than the two general feasts, there are few festivities that Muslims do enjoy. These are related to different activities or functions. Some of these activities are:

- 'Aqiqah: It is a dinner reception to be made after a child is born. Relatives, friends, and neighbors are invited for such an occasion.

- Walimah: It is a dinner reception to be made after a marriage is consummated. It is offered by the parents and/or by the married couples. Friends, relatives, and neighbors are also invited.

ISLAM

Islam is an Arabic word the root of which is Silm and Salam. It means among others: peace, greeting, salutation, obedience, loyalty, allegiance, and submission to the will of the Creator of the Universe. Islam is the last and final religion to all mankind and to all generations irrespective of color, race, nationality, ethnic background, language, or social position. It is incorrect and objectionable to call Muslims Muhammadans, as Muhammad is not worshipped in the way Christians worship Christ.

JIHAD

It is an Arabic word the root of which is Jahada, which means to strive for a better way of life. The nouns are Juhd, Mujahid, Jihad, and Ijtihad. The other meanings are: endeavor, strain, exertion, effort, diligence, fighting to defend one's life, land, and religion. This word has been in frequent use in the Western press over the past several years, explained directly or subtly, to mean holy war. As a matter of fact the term "holy war" was coined in Europe during the Crusades, meaning the war against Muslims. It does not have a direct counterpart in Islamic glossary, and Jihad is certainly not its translation. Jihad is not a war to force the

faith on others, as many people think of it. It should never be interpreted as a way of compulsion of the belief on others, since there is an explicit verse in the Qur'an that says: "There is no compulsion in religion" Al-Qur'an: Al-Baqarah (2:256). Jihad is not a defensive war only, but a war against any unjust regime. If such a regime exists, a war is to be waged against the leaders, but not against the people of that country. People should be freed from the unjust regimes and influences so that they can freely choose to believe in Allah. Not only in peace but also in war Islam prohibits terrorism, kidnapping, and hijacking, when carried against civilians. Whoever commits such violations is considered a murderer in Islam, and is to be punished by the Islamic state. during wars, Islam prohibits Muslim soldiers from harming civilians, women, children, elderly, and the religious men like priests and rabbies. It also prohibits cutting down trees and destroying civilian constructions. The term may be used for/by Muslims as well as non-Muslims.

MUHAMMAD (s.a.w.)

The last and the final prophet and messenger of Allah to all mankind is called Muhammad (s.a.w.) and at the age of forty he received the message of Islam from Allah through angel Gabriel (Jibril). He was the last of a line of prophets like Nuh (Noah), Ibrahim (Abraham), Musa (Moses), and Isa (Jesus).

MUSLIM(S)

(also spelled Moslem) is based on the same Arabic root as Islam (s-l-m) and means one who submits to God, that is, a believer in Islam. Any person who believes in the creed and the teachings of Islam is called a Muslim. More than one billion Muslims are found in different parts of the world. They are not to be confused with Arabs, as the latter may include Christians, agnostics, or other non-Muslims.

LESSON NUMBER:25

TASK: Asian-American Experience

- STANDARD:
1. Define Asian-American.
 2. Discuss Origins of the Asian-Americans.
 3. Discuss the Historical Perspective of the Asian-Americans.
 4. Discuss Contemporary Asian-American Issues.
 5. Discuss the Social Structure of Asian-Americans.
 6. Discuss Values and Backgrounds Affecting Asian-Americans.
 7. Discuss Asian-Americans in the U.S. Military.

1. Definition. DoD Directive 1350.2, an Asian or Pacific Islander is a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.

2. Population. In 1970, 1.5 million. 1980, 3.7 million. By 1990. 7.2 million,

3. Immigration:

a. Chinese:

b. Japanese:

c. Filipinos:

d. Koreans:

4. Significant contributions

5. Legislation affecting Asian-Americans.

a. 1852, Foreign Miners Tax.

b. Naturalization Act of 1870.

c. The Chinese Exclusion Act, 1882.

d. 1892, Geary Act.

e. The Gentleman's Agreement of 1907 .

f. 1913, Alien Land Act.

g. 1922, Cable Act.

h. Exclusionary Immigration Act of 1924

i. Tiddings-McDuffie Act, 1934.

j. May 3d, 1942, Executive Order 9066:

:

k. 1952, Walter-McCarren Act:

6. Stereotypes:

7. Social Structure:

a. Chinese:

b. Japanese:

c. Korean:

d. Filipino:

8. Asian languages:

a. Chinese:

b. Japanese:

c. Korean:

d. Filipino:

9. Religion:

a. Chinese:

b. Japanese:

c. Korean:

d. Filipino:

10. Other considerations:

11. Current issues:

STUDENT HANDOUT #25-1 FAMOUS ASIAN-AMERICANS

POLITICS

Doris Matsui and Shirley Sagawa - First Asian-American members of President Clinton's sub-cabinet.

Dennis Yao - One of five Federal Trade Commissioners selected by President Bush in 1991.

Hiram L. Fong, Spark M. Matsunga, and Daniel Ken Inouye - U.S. Senators.

Robert Matsui, Daniel K. Akaka and Patsy Takemoto Mink - U.S.

Representatives.

Samuel Ichiye Hayakawa - U.S. Senator, college president, and author.

SCIENCE

Jokichi Takamine - Chemist, first to isolate adrenaline.

Hideyo Murayama - Isolated syphilis germ.

Dr. An Wang - Computer wizard.

Satori Kato - Chemist, invented instant powdered coffee.

Dr. May Stone - First Chinese woman to graduate from an American medical school.

Ananda Chakrabarty - Pioneer in genetic engineering.

Dr. Yuan Lee - Professor at the University of California, Berkeley, who won the Nobel Prize in chemistry in 1986.

Dr. Samuel Ting - Nobel prize winner in physics in 1976.

LTC Ellison Onizuka - Flew aboard the first Defense Department shuttle mission in January 1985 and later died aboard the Challenger in 1986.

ENTERTAINMENT

Lea Salonga - Star on Broadway play "Miss Saigon."

Joan Chen - Actress.

Bruce Lee - Actor in martial arts films.

Kam Fong - Actor in "Hawaii 50."

Sessue Hayakawa - Actor in "Bridge on the River Kwai."

George Takei - Actor in "Star Trek."

Dr. Haing S. Ngor - Oscar winning actor in "The Killing Fields."

Connie Chung - First Asian-American to report nationally for a television network.

Jon Yune - Comedian.

Seiji Ozawa - Conductor of the Boston Symphony Orchestra.

Kyung-Wha Chung - World famous violinist.

SPORTS

George Haaheo "Chad" Rowan aka "Akebono." - The only American ever to win the title of "Yokozuna," Japan's top Sumo wrestler.

Kristi Yamaguchi - 1992 Olympic Gold Medalist in women's figure skating.

Charlie Pung, Richard Tanabe, Sandra Nitta, Linda Jezek, Evelyn Kawamoto, Ford Konno, and Yoshinaba Oyakawa - Swimmers and Olympic medalists.

Vicki Manalo Draves - In 1948, was first woman in Olympic history to win two gold medals in diving.

Dr. Sammy Lee - Diving champion.

Tiffany Chin - Youngest ice skater ever to win the Junior World Figure Skating Title.

Harold Sakata and Tommy Kono - Olympic weight lifters.

James Yoshinori - Boxer.

Patrick Mitsugi Burris, Nicki Yonezuki, Craig Agena, and LTC Paul K. Maruyama, USAF - Judo champions.

Michael Chang - Youngest male winner of the French Open tennis tournament in 1989.

BUSINESS

Rocky Aoki - Founder of Benihana of Tokyo restaurant chain.

Joe Shoong - Founder of National Dollar Stores chain.

Rick Inatome - Founded Inacomp Computer Corp.

Gerald Tsai, Jr. - Chairman of American Can Co., first Chinese-born American citizen to head a major, old-line U.S. corporation.

CONTRIBUTIONS

Japanese cherry blossom trees were planted in Potomac Park in Washington, D.C., in 1912 as a gift from the people of Tokyo.

Cherries were cultivated in China approximately 4,000 years ago, but a Chinese immigrant named Bing developed the Bing Cherry in 1875.

Some Asian words which have become part of the American language: tea, typhoon, tong, kumquat, kowtow, and honcho (from han-cho meaning squad leader).

Chop Suey was developed in the U.S. in an attempt to recreate authentic Chinese food without proper cooking utensils, ingredients, or seasonings.

Chow Mein is also an American dish, first prepared by Chinese railroad workers in San Francisco.

LESSON NUMBER:26

TASK:Hispanic-American Experience

- STANDARD: 1. Define Hispanic-American as define by DoD Dir 1350.2.
2. Explain the major groups.
 3. Describe the historical information.
 4. Explain the basic culture concepts.

1. Definition. According to DoD Directive 1350.2, a Hispanic is a person having origins in any of the original peoples of Mexico, Puerto Rico, Cuba, or Central or South America, or of other Spanish cultures, regardless of race.

2. Population trend:

a. In 1992, Hispanic numbered approximately 22 million people and composed almost 9 percent of the total U.S. population of 251 million.

b. The Hispanic population is growing at a faster rate than the non-Hispanic. Between 1980 and 1990 it increased by 53 percent, in comparison with only 6.7 percent for non-Hispanics.

c. Los Angeles. This city currently has the largest concentration of Hispanics. It is projected that 9.6 million Hispanics will be living in greater Los Angeles and representing almost half of the city's 20 million population.

d. New York. There will be approximately 3.6 million Hispanics living in New York and accounting for one-fifth of the city's population.

e. Miami. Representing almost half the city's population, almost 2 million Hispanics will live in Miami.

f. Houston. Hispanics, who will number 1.6 million, will account for one-fifth of this city's population.

g. Chicago. About 1.5 million Hispanics will live in the Greater Chicago area and will represent about 10 percent of the total population.

h. San Francisco. Representing about 20 percent of the total population of 7.8 million, Hispanics will account for 1.4 million.

i. Dallas. Approximately 1.2 million of Dallas' population of 6.5 million will be Hispanic.

j. San Diego. 900,000 Hispanics will live in the Greater San Diego area and will represent almost one-quarter of the projected 3.5 million population.

3. Historical Experiences of Hispanic-American Groups:

a. Mexican-Americans. Were stronger in their native land. Manifest Destiny: Paved the way for annexation of Mexican territory.

(1) 1836. Texas Independence.

(2) 1845. Mexican-American War.

(3) 1848. Treaty of Guadeloupe-Hidalgo.

(4) 1920s. Industrial Revolution, country was growing.

(5) 1930s. In the depression years, because of the high unemployment of US citizens, they were rejected and sent back to Mexico.

(6) "Bracero" Program. During W.W.II., they were recruited to help with the war efforts. Many Hispanics served as American soldiers.

b. Puerto Ricans. The Puerto Ricans became Americans by conquest.

(1) Spanish Colonization 1493.

(2) Treaty of Paris. 1898

(3) Jones Act 1917.

(4) Commonwealth 1952.

c. Cubans. Cuban-Americans are political refugees and are concentrated mostly in Miami metropolitan areas and in central Florida. They mainly arrived during two specific periods:

(1) The result of the Communist takeover in 1959.

(2) The Mariel Sealift 1980.

d. El Salvadorians, Guatemalans, Nicaraguans. Many came to the US to seek political asylum due to political strife and to escape extreme poverty.

e. South Americans. The South Americans immigrated to US in smaller numbers than other Hispanic groups. Reason for immigration was for better economic conditions. Most were wealthy professionals.

4. Basic Culture Concepts.

- a. Race.
- b. Language.
- c. Time of arrival into US.
- d. National Origin.
- e. Public Law 94-311 (16 Jun 76).

5. Hispanic Families. Many Hispanic families feel family traditions are more important than accomplishments. Hispanics have several types of families.

- a. Extended family.
- b. Nuclear family.
- c. Father mother, children and other Children of the mother and father from the father's previous unions.
- d. Mother-Based family.

6. Family values.

- a. Family - oriented.
- b. Patriarchal (male dominated).
- c. Roles within the family are assigned on the basis of gender and position.
- d. Older members of the family carry a great deal of authority.
- e. Usually the mother's role is to discipline the children while the father's role is to be responsible for establishing the standards of behavior.
- f. Children's role vary with gender and age. The oldest female takes care of the youngest; oldest male does the same, and takes the role of parents if parents pass away. Grandparents are highly respectful.

7. Women's Roles. A single generalized role for Hispanic women would be an unfair stereotype. Factors which affect this diversity include:

- a. Degree of acculturation.
- b. Job availability.
- c. Working outside the home.

8. Religion within the Hispanic community.

- a. Catholicism.

b. Appeal of Protestantism. Growing among Hispanic because many feel it is more responsible to their needs.

9. Machismo. Machismo is defined as a learned sense of responsibility. Machismo refers to male. Hemb/Macha applies to female.

10. Respeto. Respeto (dignity) is to have respect. A person must act in a way worthy of being respected

11. Hispanic Profile.

a. Hispanics are the youngest major population.

b. Hispanics have a rapid growth rate amongst the major cultures and it is expected the rate will continue to be rapid.

c. Mexicans are the largest Hispanic subgroup, Cubans are the smallest.

12. The education profile of Hispanics is not good. The level of education affects the income level.

a. The income gap between Hispanics and non-Hispanics has increased.

b. The Hispanic-Americans have the highest number of children living in poverty.

13. Anti-Hispanic Sentiment and Discrimination. The following are some examples:

a. English only movement.

b. Discrimination in the workplace.

14. The Hispanic Education:

a. Biggest Challenge

b. Bi lingual.

Historic Considerations:

15. Hispanics in the military. Hispanic-Americans are underrepresented in the Armed Forces in all grades. Some of the barriers to their enlistment are:

a. Inadequate academic preparation.

b. Lack language and technical skills.

c. Intense family attachment.

d. Retention and Adaptability to the Environment are important.

Hispanic population in the military as of 1994:

	Officers	Enlisted
Army	2,244 (2.9%)	24,037 (5.3%)
Air Force	1,575 (1.9%)	13,440 (3.9%)
Navy	1,828 (3.0%)	28,644 (7.1%)
Marine Corps	591 (3.3%)	14,312 (9.2%)
Coast Guard	187 (2.5%)	1,691 (5.8%)
DoD TOTAL	6,614 (2.6%)	82,124 (6.0%)

16. Some of their military contributions include:

- a. More than 9,900 Mexican-Americans fought during the Civil War.
- b. During the Spanish-American War several Hispanics served with Theodore Roosevelt's "Rough Riders."
- c. There is insufficient records to determine how many Hispanics served in W.W.I. However, one Hispanic named David Barkely was awarded the Medal of Honor.
- d. Approximately 250,000-500,000 served in W.W.II.
- e. During the Korean War nine Hispanics received the Medal of Honor.
- f. Approximately 80,000 Hispanics served in the Vietnam War theater of operations and 13 won the Medal of Honor.
- g. 20,000 Hispanics participated in Operation Desert Shield/Storm.
- h. A total of 38 Hispanics have received the Medal of Honor.

FACTORS INFLUENCING THE FORMATION OF HISPANIC ASSOCIATIONS AND PARTNERSHIPS

1. Factors Influencing the Formation of Hispanic Associations and Partnerships. As noted earlier there exists several historical reasons why Hispanics are not the homogeneous ethnic group one might assume. And, as a result of recent surveys it was found that distinct differences do exist among Hispanic groups in the U.S. today. These differences can and have affected the types of organizations formed by Hispanics as well as their composition. The results of a Ford Foundation-sponsored Latino National Political Survey (LNPS) in which

2,800 Cuban-Americans, Mexican-Americans, and Puerto Ricans were interviewed indicated differences among Hispanic groups.

2. For instance, Mexicans, Puerto Ricans, and Cubans will usually identify themselves by their national place of origin instead of being willing to be lumped into categories such as “Hispanic,” “Latino,” or “Spanish-American.” About five to six percent prefer to be identified as “American.”

3. Not only are there differences between the various ethnic groups based on origin, but differences in the amount of time each group has been in the U.S. can put into focus just how well Hispanics are doing. As noted elsewhere, a large segment of the Mexican-American population can trace its origins to the land that is now New Mexico, Arizona, and California, hundreds of years before the United States came into existence. For thousands of other Hispanics arriving from Central and South America and the Caribbean, as well as recent arrivals from across the Mexican border, their time in the U.S. might be measured in months, weeks, or even days.

4. This causes tremendous differences in how well the various groups are doing economically, politically, and in terms of education levels. As an example, most native-born Hispanics when lumped together have not shown much progress, but when examined in light of time in the U.S., a very different story appears. In one study which examined this question, it was found that “a key to understanding Hispanic’s apparent lack of progress is that 36 percent of them are immigrants to the U.S. and half of those arrived within the last 10 years. Historically, the most recent immigrants usually have difficulty starting out, so the statistical status of their entire group is artificially depressed. But when the data for Hispanics are adjusted to reflect the difference in nativity and duration of residence, a different portrait emerges.”

5. Hispanic Organizations and Partnerships Today. There are almost 200 major national and local organizations in this country devoted to assisting Hispanics today. Some may have historic ties to one or another ethnic group whether Mexican-American, Cuban, etc. Most are devoted to a specific area or interest.

6. In examining the success of ethnic colleges, especially historically Black colleges, NHU president, Roberto Cruz, noted three factors for their success. These are: “The university encourages students to meet high expectations, provides role models, and offers support systems.” Cruz noted that, traditionally, in most U.S. schools: “Teachers do not expect much from Hispanic students, so students do not try hard in school. They are not expected to be successful. At NHU, we push students to reach their goals.

7. Throughout the country there are numerous Hispanic educational organizations formed to target specific ethnic groups. ASPIRA OF AMERICA is one such organization. It was founded in 1961 in New York City as a grass-roots

organization to serve the Puerto Rican community that was characterized by high unemployment and student dropout rates. Aspira's goals are: 'to identify promising youth, motivate them to continue their education, provide educational guidance and leadership, and promote students in their education. Aspira also promotes the understanding of Puerto Rican cultural history and achievements for the purpose of developing a sense of self-confidence and identity among Puerto Rican youth.'

8. Another example of an Hispanic organization providing support to its members is MAES (Mexican American Engineers and Scientists). The thrust is on models and mentors for aspiring students. As a result of such efforts, total Hispanic enrollment in engineering majors has increased every year since 1986.

9. Business and Labor. According to Workforce 2000, a study by the Hudson Institute, through the year 2000, 85 percent of new entrants into the U.S. workforce will be minorities and women. Through active networking partnerships, Hispanics are today trying to ensure that Hispanics will be ready for and have access to the new jobs as they arise.

10. Educators and business schools in foreign countries understand the importance of being able to communicate in many languages. Dr. Catherine Phillips of San Francisco City College states "we should be encouraging programs like English as a Second Language for students. I predict that Latinos who become proficient in both English and Spanish will be the most sought after people in the world despite the English only movement. I am convinced that Latinos are the greatest untapped resource this country has."

11. Hispanics, when given the opportunity, have displayed fine entrepreneurial skills.

For example, from 1982 to 1992 the number of licensed Latino-owned companies in the Los Angeles area grew from 29,000 to an estimated 103,000. To foster this type of growth in L.A. as well as nationally, the National Hispanic Corporate Council (NHCC)--the nation's largest Hispanic corporate organization--was founded in 1985. Devoted to increasing the participation of Hispanics in the corporate world, NHCC president Gustavo Pupo-Mayo recently noted that "diversity and inclusion of Hispanics begins in the corporate board room where policy is established."

12. Another powerful force bringing Hispanics together is the United States Hispanic Chamber of Commerce (USHCC). Through its conventions and working committees, it provides a forum for Hispanic business leaders, entrepreneurs, and government officials to network with buyers and vendors around the country. At the same time, it provides insights into the formation of new business partnerships and new routes for Hispanic business and trade. As USHCC president, and CEO Jose Nino recently noted: "It is through business that many Hispanics have grasped the dream." He further noted that the most

important aspect of the Hispanic Chamber of Commerce is the networking it does with the Hispanic businesses and that “only through a unified process can the Hispanic community reach its full potential. We must remember that we are all Hispanic and that is the common bond which we all share, and try not let our ethnic differences separate U.S. as a community.”

13. Politics and Government. Over the past twenty years Hispanics have made tremendous gains in political organizations and public office-holding. This is especially true in the states of the Southwest and California, as well as in New York and Illinois. Much of this change can be attributed to the increasing number of Hispanic voters. As Hispanics continue to increase in numbers each year, and as growing numbers of youth who currently make up the majority of the Hispanic population become eligible to vote, Hispanics will before long have the power to make changes within the system while at the same time becoming true members of the American community.

HANDOUT #26-1 HISPANIC-AMERICANS CONTRIBUTIONS

Famous Hispanic Contributors and Contributions. Hispanic-Americans made significant contributions to the development of our great nation even before the days of Admiral David Farragut and the Civil War. Farragut's father, a Spaniard, came to America in 1776 and fought for this country during the American Revolution and the War of 1812. More recently, Hispanics have made their mark in politics, public service, the entertainment industry, organized sports, business, and science, as well as the military service. In the November 1992 elections, because of redistricting and greater political awareness, Hispanics counted an unprecedented number of 18 members of Congress and two delegates within their ranks. The eight new freshmen congressmen overcame overwhelming odds in some cases to win in '92. This includes California Representative Lucille Roybal-Allard (the eldest daughter of Representative Edward Roybal), who is the first Hispanic woman to directly follow her father in Congress, from an entirely different district. Other historical political firsts are discussed below. It is important to remember that with their representation election, Hispanics now have twice the political clout.

Henry Cisneros, former Mayor of San Antonio, Texas, is a member of the Clinton administration, holding the cabinet post of Secretary of Housing and Urban Development.

In the entertainment world, Hispanic-Americans came to the forefront in the late 1980s and early 1990s. Edward James Olmos, known for his role on the television show Miami Vice, launched a successful movie career and also starred in Stand and Deliver, a movie about Los Angeles educator Jaime Escalante, and American Me, which concerns crime and violence in the Hispanic community. Gloria Estefan is a top contender in the record industry and Ruben Blades recorded his first album in English for non-Hispanic audiences.

In the world of science, Antonia Novello, a distinguished M.D., became the first Hispanic astronaut. Ellen Ochoa was the first Hispanic woman astronaut.

Like David Farragut, Hispanics continue to distinguish themselves in the military service of their country. Hispanics have been awarded 39 Medals of Honor to date--more of the nation's highest military honor than any other identifiable group. Some 20,000 Hispanics served in Operation Desert Shield/Storm and many unsung Hispanic heroes emerged from the ground war with Iraq. In his autobiography, General H. Schwarzkopf refers reverently to his former commander, Hispanic General Richard E. Cavazos, U.S.A. (Ret.), as one of the finest division commanders that he ever worked for. During Operation Restore Hope, the relief effort in Somalia, this nation mourned for the family of Domingo Arroyo, a Hispanic Marine and the first casualty in the region killed in a fire fight with Somali warlords.

Hispanic-Americans have made a difference in the history of this country. They leave a proud heritage for future Hispanic leaders of the 21st century to emulate. Additional noted Hispanic-Americans and their contributions are listed below:

POLITICS

Nydia Velazquez -- First Puerto Rican woman to serve in the House of Representatives.

Lincoln Diaz-Balart -- Florida Congressman and anti-Castro activist, who is the first member of Congress to be related to Fidel Castro.

Robert Menendez -- New Jersey Congressman who is the first Cuban-American to serve in the House and first Cuban representative from the state of New Jersey.

Ileana Ros-Lehtinen -- First Cuban-American woman in the House of Representatives.

Luis Gutierrez -- Illinois' first Hispanic in Congress.

Henry Bonilla -- First Republican from the state of Texas.

Frank Tejeda -- First member of the 103rd Congress elected when he emerged from the March 1992 filing period unopposed by Democrat or Republican..

Bill Richardson -- First Hispanic as Chief Deputy Majority Whip.

Joseph M. Montoya -- U.S. Senator.

Dennis Chavez -- First American-born Hispanic elected to the U.S. Senate.

Herman Badillo -- First Puerto Rican elected to the U.S. House of Representatives.

Henry Gonzales -- Texas Congressman and Chairman of the House Banking Committee.

Ed Pastor -- First Hispanic Congressman from the state of Arizona.

Bob Martinez -- Former Governor of Florida and head of the Drug Enforcement Agency under President Bush.

Rual Castro -- Governor of Arizona, resigned in 1977 to accept appointment as U.S. Ambassador to Argentina.

Ramona Acosta Banuelos, Katherine D. Ortega, and Catalina Vasquez -- Former U.S. Treasurers.

Lena Guerrero -- Member of the Texas State Legislature and first woman or ethnic minority to be appointed to the Texas Railroad Commission.

Xavier Suarez -- First Cuban-American mayor of Miami in 1985.

Fernando Ferrer -- Bronx, N.Y. borough president since 1987, possible candidate in New York mayoral race.

Nelson Merced -- First Hispanic elected to the Massachusetts State Legislature.

Jose Serrano -- Bronx Democrat Congressman and champion of inner-city educational reform.

Federico Pena -- First Hispanic mayor of Denver.

Gloria Molina -- First Latina on the City Council of Los Angeles.

Laura Cavazos -- First Hispanic to occupy a cabinet position, as Secretary of education for the Reagan Administration.
Bert Corona -- Mexican-American Political Associations.
Cesar Chavez -- United Farm Workers.
Jose Angel Gutierrez -- La Raza Unida Party.
Jerry Apodaca -- Former Government of New Mexico.
Baltasar Corrada -- Resident Commissioner of Puerto Rico.

SCIENCE

Jamie Escalante -- Los Angeles educator credited for his role in improving the math and science skills of Los Angeles-area high school students--the improvement in Escalante's students' scores on the Calculus Advanced Placement Exam for college entrance was so dramatic that the group was accused of cheating by the Educational Testing Service in Princeton, N.J.--the movie Stand and Deliver tells his story.
Franklin R. Chang-Diaz, Ellen Ochoa, and Sid Gutierrez (NASA space shuttle astronauts).
Luis W. Alvarez -- Nobel Prize winner in physics for work with subatomic particles.
Severo Ochoa -- Nobel Prize winner in medicine and physiology for laboratory synthesis of DNA and RNA.

ENTERTAINMENT

Edwards James Olmos, Anthony Quinn, Gilbert Roland, Martin Sheen, Raquel Welch, Imogene Coca, Freddie Prinze, Jose Ferrer, Erik Estrada, Paul Rodriguez, Richardo Montalban, Saundra Santiago, Esai Morales, Marcia Conchita Alonso, Jimmy Smits and Raul Julia -- Actors.
Rita Moreno -- First Hispanic actress to win an Oscar.
Brunilda Ruiz --Ballerina.
Trini Lopez, Joan Baez, Tony Orlando, Xavier Cugat, Desi Arnaz, Carlos Montoya, Vickie Carr, Chita Ricera, Jose Feliciano, Graciela Rivera, Tito Puente --Entertainers.
Truman Capote and Anais Nin -- Authors.
Geraldo Rivera -- Talk Show Host.
Luis Valdez, writer of La Bamba--the Richie Valens -- Story Writer/Director.
Lourdes Lopez --Prinle Dancer, New York ballet,
John Benitez -- Record producer best known for producing Madonna's first hit record.
Kenny Ortega -- Choreographer.
Ernesto Lecuona -- Composer.
John Secada -- Musician.

SCHOLARS / WRITERS

Nicolas Guillen -- Poet inspired by African rhythms.
Carlos Montenegro -- Novelist.
Wilfredo Lam and Manuel Martinez -- Painter.
Piri Thomas -- Writer.
Eduardo Seda, Ernesto Galarza, Octavio Romano, Richard Duran, Julian Samora and George Sanchez -- Scholars.
Luis Valdez, Guadalupe de Saavedra and Abelardo Delgado -- Poets.

SPORTS

Angelo Cordero -- Jockey.
Chi Chi Rodriguez, Nancy Lopez, and Lee Trevino -- Golf.
Jim Plunkett -- Football.
Jose Torres, Hector (Macho) Camacho and Kid Chocolate -- Boxing.
Juan Marichal, Luis Tiant, Pedro Ramos, Orlando Cepeda, Roberto Clemente and Luis Aparicio -- Baseball.
Albert Salazar -- Boston Marathon winner.

BUSINESS

Roberto C. Goicueta -- Former president and current chairman of the board of Coca Cola.
Prudencio Unanue -- Founder of Goya, a corporation producing Hispanic food products.
Oscar de la Renta and Adolfo Sardina -- Fashion designers.
Elwood Quesada -- First head of the Federal Aviation Agency and former vice-president of Lockheed Aircraft Corporation.
Cesar Chavez -- Head of the National Farm Workers' Association (United Farm Workers of America).

MILITARY

Hispanics have served as general and flag officers in the military. Admiral Horacio Rivero was the first Hispanic four-star admiral in the Navy; General Richard E. Cavazos was the first Hispanic four-star general in the Army; and Lieutenant General Elwood R. Quesada was the first Hispanic general officer in the Air Force. Brigadier General Luis R. Esteves was the first Puerto Rican graduate of West Point and founder of the Puerto Rican National Guard.

CONTRIBUTIONS

Mexicans showed Californians how to pan for gold and introduced the technique of using mercury to separate silver from worthless ores. Certain foods common in the U.S. are of Hispanic origin: tacos, tortillas, Caesar salad, and chili con carne, which was invented about 1880 by Mexican-Americans living in Texas. In 1992, salsa outsold ketchup for the first time in the United States.

Some Hispanic words which have become part of the American language: redo, cabana, macho, bonanza, mosquito, chocolate, tobacco, adobe, burro, corral, desperado, incommunicado, patio, plaza, poncho, vigilante, cafeteria, canoe, hurricane, cannibal, manatee, tomato, canyon, armada, bronco, and barbecue.

Six state names are of Hispanic origin: Texas (from tejas, land of tile roofs), Nevada (land of snow), Colorado (red land), and California (an imaginary island in Spanish folklore, "an earthly (state of flowers). Throughout the United State there are many cities and towns with Hispanic-origins names. In California, alone, there are more than 400. Other contributions include poinsettias, Chihuahuas, chewing gum, canasta, and rummy.

MILITARY PARTICIPATION

Although Spain was a strong colonial power in North America in the 1700s, the Spanish defeat in the Seven Years War led to the parceling of lands to the English in the Spanish Colony of Florida. Spain, therefore, felt no loyalty to the British Monarchy during the course of the American Revolution. Despite negotiations with the Continental Congress, neither side could agree on the fate of Florida and therefore Spain played no overt role in aiding the American colonist. Nevertheless, several Hispanic forefathers, like the father of David Farragut, provided discrete or covert aid to the colonists. Another such man was Bernardo de Galvez, a Spanish army officer and Governor of Louisiana in 1777.

From 1775-77, de Galvez provided rations and weapons to the Continental Army. In 1777, he arranged safe passage for James Willing, an American agent of the Continental Congress, who had led a successful campaign along the Mississippi harassing British shipping, plantation owners and military outpost.

Taking advantage of weakness in the British defenses and Spanish recognition of American independence in 1779, de Galvez captured all the British forts along the Mississippi from Lake Pontchartrain to Baton Rouge. He later defeated all British forces in Florida and restored control of this region to Spain. For his contribution, de Galvez has been memorialized on a U.S. stamp and a statue in Washington, D.C. and in his namesake city of Galveston, Texas.

POST REVOLUTIONARY WAR

One of de Galvez's officers, Francisco de Miranda, also played an important role in the defeat of the British on the Mississippi and the capture of the port of Pensacola. Ultimately a revolutionary himself, de Miranda left the Spanish army and lead a campaign against Spanish colonialism while living in North America and Europe. In 1805, he led an American-sanctioned invasion of Venezuela and is credited with the title of "Precursor of Latin American Independence." During the 1800s, the sale of all Spanish lands west of the

Mississippi to France was made under the proviso that these lands not be in turn relinquished to the United States. France reneged on its agreement and President Jefferson negotiated the Louisiana Purchase for \$15 Million in 1803.

TEXAS-MEXICAN FRONTIER

The next conflict involving Hispanics in American history took place over territorial disputes between Mexico and the “Lone Star State” of Texas. When Mexican General and self-proclaimed President Antonio Lopez de Santa Anna attacked the Alamo on March 6, 1835, 183 Texans were killed and six of them were Mexican.

One Hispanic survivor of the Alamo was Lieutenant Colonel John Nepomuncene Seguin. Selected as a courier to leave the fort, sneak through Santa Anna’s lines and obtain reinforcements, Seguin succeeded in escaping but could not obtain relief in time. After the war, he returned to San Antonio where he served two terms as the city’s mayor.

CALIFORNIA-MEXICAN FRONTIER

One of the most interesting Hispanic figures of this period in American history is Mariano Guadalupe Vallejo. Born of the upper class in 1808, Vallejo grew up during the turbulent years of the Mexican Revolution. An accomplished Mexican army officer by the age of twenty-one, he gained the confidence of the Mexican governor and was named military commander of northern California. During the same period, he became a member of the territorial legislature and a delegate to the Mexican Congress.

Despite these ties to his native Mexico, Vallejo believed it would be in the best interests of the California territories to yield their sovereignty to the United States. He shifted loyalties and discreetly helped Americans secure California. Later appointed as an agent for the U.S. government, he became one of eight Californians to write the State’s first constitution and became one of the first members of the state westward expansion of America, Vallejo has been highly recognized. The city of Vallejo, California, was named in his honor, a vineyard produces wines with his name, and in 1965, the U.S. Navy commissioned the nuclear powered fleet ballistic missile submarine U.S.S. M. G. Vallejo (SSBN-658), one of “the forty-one for freedom,” in honor of this distinguished Hispanic.

THE CIVIL WAR

When the Civil War broke out, the Mexican-American community was divided in loyalty. Approximately 1,000 joined the Union Army and another 2,550, the Confederate Force.

By the end of the war, as many as 9,900 Mexican-Americans fought. Most served in the regular army or volunteer units which were integrated. Some, however, served in predominately Mexican-American units with their own officers. Of the 40,000 volumes written about the Civil War, only one, *Vaqueros in Blue and Gray*, has been written about their contribution.

In 1863, the U.S. government established four military companies of Mexican-American Californians (the First Battalion of Native Cavalry) to utilize their “extraordinary horsemanship.” At least 469 Mexican-Americans served under Major Salvador Vallejo, helping to defeat a Confederate invasion of New Mexico.

Colonel Miguel E. Pino established the Second Regiment of New Mexico Volunteers. At least six independent militia companies commanded by Mexican-Americans were raised in New Mexico. Approximately 4,000 Mexican-Americans volunteered in these companies. In Texas, the Union established 12 Mexican-American companies (the First Regiment of Texas Cavalry). By and large, the officers were non-Hispanic, although there were some Mexican Texans serving as captains and lieutenants.

David G. Farragut was the most famous Union Hispanic. When he was nine years old he was appointed as a midshipman in the U.S. Navy. At 13 he served aboard the U.S.S. *Essex* during the War of 1812. In 1862, he successfully commanded Union forces and captured the city of New Orleans. In the Battle of Port Hudson (135 miles north of New Orleans) Farragut’s tactics for attacking fort gained accolades. After orchestrating the capture of Mobile, Alabama, Farragut was commissioned Admiral of the Navy on July 26, 1866. He took the command of the European Squadron and while in the Mediterranean, he visited the birthplace of his father in Ciuddela, Minorca, where he received a hero’s welcome.

Other Hispanics served in such Confederate units as the Benavides Regiment, the 10th Texas Cavalry, the 55th Alabama Infantry, Manigault’s Battalion of South Carolina Artillery, the 6th Missouri Infantry, the Chalmette Regiment of Louisiana Infantry, and the Second Texas Mounted Rifles. Colonel Santos Benavides was the highest ranking Mexican-American in the Confederate Army. He was one of the first to take up arms and one of the last to surrender.

Loretta Janet Velasquez, a Cuban-born woman, enlisted in the Confederate Army in 1860, masquerading as a man, without her soldier husband’s knowledge. She fought at Bull Run, Ball’s Bluff, and Fort Donelson, but was detected while in New Orleans and discharged. Undeterred, she re-enlisted and fought at Shiloh until unmasked once more. She then took duty as a spy, working in both male and female guise. Her husband died during the war and she married three more times, widowed in each instance. She later traveled throughout the West settling in Austin, Nevada.

THE SPANISH-AMERICAN WAR

The catalyst for the Spanish-American War was the sinking of the battleship Maine on February 15, 1898. Historians have debated the cause of the Maine's demise for almost 100 years. Was it sabotage or was it an accident? Was the incident engineered by the American side to give the country an excuse for war? The loss of 260 American lives makes the latter theory unlikely. Admiral Hyman G. Rickover wrote a scholarly thesis on the subject, claiming that the explosion that ripped through the Maine's lower decks was caused by oily rags which led to an uncontrollable fire that ignited a magazine full of ammunition. Whatever the reason, the United States declared war on Spain on April 11, 1898, with the avowed purpose of freeing the oppressed Cubans.

During the Spanish-American War in 1898, there were several Hispanic members of Theodore Roosevelt's "Rough Riders." Captain Maximiliano Luna was the most distinguished Hispanic "Rough Rider." A military camp in New Mexico was named after him. After the Spanish American War, George Armijo, another Hispanic "rough Rider," became a member of Congress.

WORLD WAR I

At the beginning of World War I, Hispanics and others who lacked sufficient English skills were sent to training centers to improve their language proficiency and produce soldiers fully capable of being integrated into the army. Eventually a training plan to do so was established at Camp Gordon, Georgia. However, by the time the camp was operational the war was almost over.

Nicholas Lucero, a Hispanic, received the French Croix de Guerre during World War I for destroying two German machine gun nests and maintaining constant fire for three hours. Marcelino Serna, received the distinguished Service Cross for the single-handed capture of 24 enemy soldiers. His other decorations included: the French Croix de Guerre, the Victory Medal with three bars, and two Purple Hearts.

It was not until 1989 that the first Hispanic recipient of the Medal of Honor was recognized in a ceremony during Hispanic Heritage Week. David Barkley was awarded the Medal of Honor posthumously for bravery in action on the Meuse River, France, in November 1918. Barkley's Hispanic background did not come to light until 71 years after he gave his life for his country. Other Hispanics did serve in World War I, but there are insufficient records to determine how many.

WORLD WAR II

Estimates for World War II range anywhere from 250,000 to 500,000 Hispanics served in the Armed Forces. Records are sketchy because, like the Census Bureau, the military did not closely track Hispanic members. However, Hispanic soldiers participated in all the major battles of World War II. Nevertheless, it is known that between 1940 and 1946, approximately 53,000 Puerto Ricans served with the exception of the Puerto Rican 65th Infantry Regiment, Hispanics did not serve in segregated units. National Guard units, with large proportions of Mexican-Americans, served from Arizona, Texas, New Mexico, and California. There were about 200 Puerto Rican women in the Women's Army Corps.

The New Mexico National Guard, with its large representation of Hispanics, became the largest single American unit in the Philippines. There knowledge of Spanish was a definite asset as Spanish was a principal language in the Philippines. Because of this presence, many Hispanic-Americans were taken prisoner during the fall of the Philippines and participated in the "Bataan Death March."

The first Hispanic Medal of Honor recipient of World War II was Private Jose P. Martinis. He was honored for his role in the 1943 American invasion of the Aleutian Islands. One unit in particular, the 141st Infantry Regiment from Texas, had a high concentration of Hispanic soldiers. This distinguished unit saw 361 days of combat during World War II, earning three Medals of Honor, 31 Distinguished Service Crosses, 12 Legions of Merit, 492 Silver Stars, 11 Soldier's Medals, and 1685 Bronze Stars. Hispanics were awarded 12 of the 431 Medals of Honor awarded during the Second World War.

KOREAN WAR

During the Korean war nine Hispanics received the Medal of Honor. The Puerto Rican 65th Infantry Division was the only all-Hispanic Division to serve during the Korean War. It earned four Distinguished Service Crosses and 124 Silver Stars. "Hero Street, .A," in Silvis, Illinois, a Chicago suburb, is so-named because it contributed more men to military service during World War II and Korea than any other place of comparable size. This street was home for a number of Hispanic families, and Silvis now has a monument to the eight Hispanic heroes who died during the two wars.

Captain Manuel J. Fernandez, U.S.A.F., an F-86 fighter pilot assigned to the 334th Squadron, 4th Fighter Interceptor Wing, was credited with 14.5 enemy kills in 125 missions. He was the third-ranked fighter pilot of the war and retired as a Colonel.

THE VIETNAM WAR

Precise figures are not available for Hispanic participation in Vietnam. Prior to the full-scale escalation of the Vietnam War, Special Forces Advisor, Sergeant First Class Isaac Camacho's fire base was overrun by Viet Cong in November 1963. After an intense fire fight, Camacho was taken prisoner. He is most likely the first Hispanic POW of the Vietnam era. Remarkably, Camacho escaped his captors after 20 months and made his way to freedom. He was awarded the Silver and Bronze Stars in September 1965 and later promoted to Captain, U.S. Army.

Lieutenant Commander Everett Alvarez, Jr. was the first American pilot taken as a prisoner of war and remained a prisoner longer than anyone else, eight and a half years. On April 30, 1975, Master Sergeant Juan J. Valdez climbed aboard the last U.S. helicopter to depart the roof of the U.S. Embassy in Saigon. The U.S. presence in Vietnam, which spanned 18 years, ended. Valdez's presence gave credence to the America's war: "First in...last to leave."

POST-VIETNAM ERA

Approximately 80,000 Hispanics served in the Vietnam theater of operations and 13 won the Medal of Honor, 6 of them Marines. This is not unusual. Hispanics have received the highest honors to date in the U.S. Navy. As of 1990, six ships and three active submarines have been named for Hispanics, including the nuclear-powered 688 class fast attack submarine, U.S.S. San Juan, named after the capital city of Puerto Rico.

Admiral Horacio Rivera became the first Hispanic four-star Admiral in 1979 and ultimately served as Vice Chief of Naval Operations. Between 1979-1980, Edward Hidalgo held the highly esteemed and power position of Secretary of the Navy. During Hidalgo's tenure, millions of dollars were committed to television advertising campaigns and new recruiting techniques to attract Hispanic youth to the Navy.

DESERT SHIELD / STORM

Approximately 20,000 Hispanic serviceman and women participated in Operation Desert Shield/Storm. According to Defense Manpower Data Center statistics, Hispanics comprised 7.9 percent of the Fleet Marine Force, 6.0 percent of the Navy, 4.2 percent Army and 3.1 percent of the Air Force representation in the Persian Gulf theater during the war.

LESSON NUMBER:27

TASK: Native-American Experience

- STANDARD:
1. Define Native-American as defined by DoD Dir 1350.2.
 2. Describe the origins of Native-Americans.
 3. Explain the beliefs and values of Native-Americans.
 4. Describe the population trends of Native-Americans.
 5. Explain concepts of treaties.
 6. Describe the legal status of Native-Americans.
 7. Describe historical events which impacted the Native- American and their population.
 8. Describe the cultural values, attitudes and behaviors, and social problems.
 9. Describe Native-Americans contributions.

1. Definition. As described in DoD Directive 1350.2 a Native-American or Alaskan Native is a person having origins in the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

2. There is no one contemporary majority definition that establishes a person's identity as a Native-American. The Bureau of Census states that "anybody who claims to be a Native-American" is a Native-American. The Bureau of Indian Affairs (BIA), which is the organization responsible for monitoring Indian affairs and issues, general definition to be a Native-American, you must:

- a. Be _____-_____ Native-American blood at a minimum.
- b. Live on or near trust lands/reservations.
- c. Be on a tribal roll recognized by the federal government.
- d. Trace ancestry back _____ generations.
- e. Be approved by BIA officials.

3. There are _____ federally recognized tribes which fit no single description and _____ different Indian languages.

4. Origins of Native-Americans.

- a. Main theory:
- b. Other theories:

5. The origins of the Native-Americans are geographically disburse.
 - a. Northeastern:
 - b. Southeastern:
 - c. Plains:
 - d. Southwest. Great Basin, Plateau:
 - e. California Coast:
 - f. Northwest Coast:
 - g. Subarctic:

6. When Columbus arrived it is estimated there was between one and ten million Native-Americans in America. Native-American scholars claim there were more than ten million.

7. By 1850, the population decreased to an estimated 250,000. The three primary causes of the decline:
 - a. _____.
 - b. _____.
 - c. _____.

8. Current population estimates there are presently two million Native-Americans in this county and by the year 2050 there will be approximately 4.3 million comprising still under 10% of the total population.

9. Beliefs and values.

10. Religion.

11. Role of the family.

12. Culture Values, Attitudes and Behaviors.
 - a. Cooperation vs. _____.
 - b. Reticence vs. _____.
 - c. Group Oriented vs. _____.
 - d. Role Playing and _____.
 - e. Giving/Sharing _____ Valued.
 - f. Time/Emphasis on _____.

g. Values. Native-Americans teach that it's important the children learn, but it's not something you get upset or angry with them about. They talk to the children and suggest that they learn and the reasons why it's important, but they don't pressure them about it.

13. Treaties. 400 treaties were signed between the government and the Native-Americans.

14. Legislation. There have been many pieces of legislation passed in reference to the Native-Americans.

- a. 1830 the Indian Removal Act.
- b. 1887, the Dawes Allotment Act.
- c. Indian Citizenship Act, 1924.
- d. Indian Reorganization Act, 1934.
- e. Johnson-O'Malley Act, 1934.
- f. Relocation Act, 1952.
- g. House Concurrent Resolution 108, 1953
- h. Indian Education Act, 1972.
- i. Indian Self-Determination and Educational Assistance Act, 1975.
- j. Indian Child Welfare Act, 1978.

15. Contemporary social issues:

16. Legal Status of Native-Americans. The Bureau of Indian Affairs, established in 1824 and headquartered in Washington D.C., has approximately 13,000 employees, of which, 75% are Native-American.

- a. Overseeing over 300 reservations.
- b. Leasing of mineral rights.
- c. Developing of forest lands.
- d. Developing and directing agricultural programs.
- e. Protecting water and land rights.

17. Contributions. Most of the early discoveries were made by Native-Americans. The following are some of those contributions:

18. Most of the early discoveries were made by Native-Americans.

- a. Food. 42% of food eaten over the world is derived from Native-Americans.

- b. Modern Warfare. Stress strategy and technique more than technology.
- c. Naming of North America. Over 2,000 English words were taken from Native-Americans languages.
- d. Objects. Provided parkas, moccasins and spears.
- e. Philosophy. Never give up, even against overwhelming odds.
- f. Medicines. Over 60 known medicines, such as aspirin, came from the Native-Americans.

19. Contemporary issues:

- a. _____.
- b. Land/Water _____.
- c. _____ Claims.
- d. Toxic/Solid Waste Dumps.
- e. Tribes taken on waste industries.
- f. Self-Determination.
- g. Mascots.
- h. Religious freedom.
- i. Native-American Activism.

20. Key Native-American Organizations:

- a. American Indian Movement (AIM).
- b. National Congress of American Indians (NCAI).
- c. Native-American Rights Funds (NARF).
- d. National Indian Youth Council (NIYC).
- e. Indian Youth of America (IYA).

21. Native-American participation in the armed forces.

- a. 17,000 Native-Americans registered for the military in W.W.I, but only 8,000 actually got inducted.
- b. At the beginning of WWII, there were 25,000 Native-Americans in the military.
- c. PFC Ira Hayes, a Pima Indian, was one of the men who raised the flag at Iwo Jima.

d. The Marines used Navajo troops in signal units to send code in their own language. This was the only code never deciphered by the enemy.

e. 41,500 Native-Americans served in Vietnam.

STUDENT HANDOUT # 27-1
NATIVE-AMERICAN EXPERIENCE
TABLE OF INHERENT DIFFERENCES

ECONOMICS

Technological People

Native-Americans

<p>Concept of private property a basic value; includes resources, land, ability to buy and sell, and inheritance. Some state ownership. Corporate ownership predominates.</p>	<p>No private ownership of resources such as, land, water, minerals, or plant life. No concept of selling land. No inheritance.</p>
<p>Goods produced mostly for sale, not for personal use.</p>	<p>Goods produced for use value.</p>
<p>Surplus production, profit motive essential. Sales techniques must create "need," hence advertising.</p>	<p>Subsistence goals; no profit motive, little surplus production.</p>
<p>Economic growth required, especially in capitalist societies, hence need for increased production, increased use of resources, expansion of production and market territories</p>	<p>Steady-state economics; no concept of economic growth.</p>
<p>Currency system - abstract value.</p>	<p>Barter system - concrete value</p>
<p>Competition (in capitalist countries), production for private gain. Reward according to task/wages.</p>	<p>Cooperative, collective production.</p>
<p>Average workday, 8-12 hours.</p>	<p>Average workday 3-5 hours.</p>
<p>Nature viewed as "resource."</p>	<p>Nature viewed as "being;" seen as part of nature.</p>

POLITICS AND POWER

<p>Hierarchical political forms.</p>	<p>Mostly non-hierarchical: "chiefs" have no coercive power.</p>
<p>Decisions generally made by executive</p>	<p>Decisions usually based on consensual</p>

<p>power, majority rule, or dictatorship</p> <p>Spectrum from representative democracy to autocratic rule.</p> <p>Operative political modes are communist, socialist, monarchist, capitalist, or fascist.</p> <p>Centralization: most power concentrated in central authorities.</p> <p>Laws are codified, written. Adversarial process.</p> <p>Anthropocentrism forms basis of law: Criminal cases judged by strangers (in U.S. western Europe. Soviet Union). No taboo.</p>	<p>process involving whole tribe.</p> <p>Direct participatory democracy; rare examples of autocracy.</p> <p>Direct participatory democracy; rare examples of autocracy.</p> <p>Recognizable operative political modes: anarchist, communist, or theocratic.</p> <p>Decentralization: power resides mainly in community, among people. (Exceptions include Incas, Aztec, et al)</p> <p>Laws transmitted orally. No adversarial process. Laws interpreted for individual cases. "Natural law" used as basis. Criminal cases settled by group of peers known to "criminal." Taboo.</p>
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SOCIOCULTURAL ARRANGEMENTS AND DEMOGRAPHICS

<p>Large-scale societies; most societies have high population density.</p> <p>Lineage mostly patrilineal.</p> <p>Nuclear two- or one-parent families; also "singles."</p> <p>Revere the young.</p> <p>History written in books, portrayed in television docudramas.</p>	<p>Small-scale societies, all people aquatinted; low population density.</p> <p>Lineage mostly matrilineal, with some variation; family property rights run through female.</p> <p>Extended families; generations, sometimes many families, live together.</p> <p>Revere the old.</p> <p>History transmitted in oral tradition, carried through memory.</p>
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RELATION TO ENVIRONMENT

<p>Living beyond nature's limits encouraged; natural terrain not considered a limitation; conquest of nature celebrated value; alteration of</p>	<p>Living within natural ecosystem encouraged; harmony with nature the norm; only mild alterations of nature of immediate needs; food, clothing,</p>
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<p>nature desirable; anti-harmony; resources exploited.</p> <p>High-impact technology created to change environment. Mass-scale development: one-to-millions ratio in weaponry and other technologies.</p> <p>Humans viewed as superior life form; Earth viewed as “dead.”</p>	<p>shelter; no permanent damage.</p> <p>Low-impact technology; one-to-one ratio even in weaponry.</p> <p>Entire world viewed as alive, plants, animals, people, and rocks. Humans not superior, but equal par of web of life. Reciprocal relationship with non-human life.</p>
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ARCHITECTURE

<p>Construction materials carried from distant places.</p> <p>Construction designed to survive individual human life.</p> <p>Space designed for separation and privacy.</p> <p>Hard-edged forms; earth covered with concrete.</p>	<p>Construction materials usually gathered locally.</p> <p>Construction designed to eventually dissolve back into land (except pyramids built by minority of Indians); materials biodegradable in one lifetime.</p> <p>Space designed for communal activity.</p> <p>Soft forms; earth not paved.</p>
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RELIGION AND PHILOSOPHY

<p>Separation of spirituality from rest of life in most Western cultures (not in some Muslim, Hindu, Buddhist states); materialism dominant philosophy in Western nations</p>	<p>Spirituality integrated with all aspects of daily life.</p>
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LESSON NUMBER:28

TASK:Women in the Military

STANDARD: 1. History of contributions of women in the military.
2. Women's Armed Services Integration Act of 1948 (WASIA).
3. Contemporary issues.
4. Strategies to affect the full integration of women.

1. Revolutionary War.

2. Civil War.

3. The first women's component in the military was established by the Army in 1901. This component was the Army Nurse Corps. In 1908 the Navy Nurse Corps was authorized. Initially, the Navy Nurse Corps was comprised of only 20 White women.

4. W.W.I.

5. W.W.II. During W.W.II 360,000 women joined the military in response to the recruiting call, "Free a man to fight." The first women's group to be organized by Congress in May 1942 was the Women's Army Auxiliary Corps (WAACs). They were hired under civilian contract with no military benefits.

6. Units were segregated by color throughout the war. Black women were affected severely by segregation. The 4,000 Black women who served as WACs served in disproportionate numbers as cooks, bakers, laundry workers, hospital orderlies, and waitresses. A few Black women did enter skilled fields such as medical stenographer, physical therapy, aircraft maintenance, teletype operating, and photography.

7. Laws, Policies, and Contributions.

a. The Women's Armed Integration Act (WASIA).

(1) Women under 18 years of age could not enlist and, if less than 21, were required to have consent of their parent or guardian. Men, on the other hand, could enlist with parental consent at the age of 17 and on their own after 18.

(2) Husbands of military women had to prove dependency. Wives of men did not. Women are automatically discharged upon pregnancy or if they acquired children under 18 years of age by either marriage or adoption.

(3) Enlisted women could not exceed two percent of the total enlisted strength. Female officer, excluding nurses, could not exceed 10 percent of the total enlisted female strength.

(4) Officers could not progress beyond 0-5 unless they were appointed to be Director of Women in their service. Then, they attained the grade of 0-6. If reassigned, women were reverted to the former lower grade. However, if they retired from the Director position, they were permitted to retire as an 0-6.

(5) No women could serve in command positions. They could not enter aviation training, ROTC, or the military academies. Very few career fields were open. Those that were open were mainly in the administration and medical areas. Women could hold supervisory positions over other women only.

b. Combat restrictions for women varied amongst the services. Women's role in combat was outlined in the law and modified in the U.S. code. The following restrictions applied.

(1) The Air Force code is Title 10, Sec 8549 which states that women cannot be assigned to duty in aircraft engaged in combat missions.

(2) The Navy code is Title 10, Sec 6015 which states that women cannot be assigned to duty in aircraft engaged in combat missions nor to duty on vessels of the Navy except hospital ships and naval transports.

(3) The Army had no statutory provisions prohibiting combat. The Secretary of the Army was given authority to assign troops as needed.

(4) WASIA did not apply to the Coast Guard. In July 1949, Title 14, Sec 762 was passed to establish the Coast Guard women's reserve again. It limited women to authority over female reservists and to duty only in the U.S..

c. Defense Advisory Committee on Women in The Service (DACOWITS).

(1) To advise him on all matters pertaining to women in the military.

(2) To interpret to the public the need for and the roles of women in the services and to promote public acceptance of the military as a career for women.

d. Public Law 90-130

(1) Men and women can enlist at the age of 18 without parental consent.

(2) Changed proof of dependency.

(3) Allow women to request waivers to stay in the Service. In 1975, DoD reversed its pregnancy policy. Pregnant women were allowed to remain in service unless they asked to get out.

(4) The two percent ceiling was removed for women and they can now be appointed as generals and flag officers.

(5) Women can participate in ROTC programs and the military academies, including the Coast Guard.

(6) Women can serve aboard some Navy ships and all ships in the Coast Guard.

(7) Women can participate in aviation training in all services.

(8) Women can serve in all but direct combat-related MOSs.

8. Vietnam.

9. Height of Vietnam.

a. Oct 78 - Public Law 95-485 officially eliminated the WAC Corps.

b. ERA.

c. Grenada.

d. Attack on Libya.

e. Operation Just Cause.

f. Operation Desert Storm.

10. Elimination of the combat exclusion law.

STUDENT HANDOUT #28-1
HIGHLIGHTS OF WOMEN IN THE U.S. ARMED FORCES

1775 American Revolution: Women served on the battlefield as nurses, water bearers, cooks, laundresses and saboteurs. Deborah Sampson Gannett, alias Robert Shurtleff, disguised herself as a man and served in the Continental Army.

War of 1812: Mary Marshall and Mary Allen served as nurses aboard Commodore Stephen Decatur's ship *United States*.

1861-1865 Civil War: Courageous women including Dorothea Dix, Clara Barton and Harriet Tubinan provided casualty care to Union and Confederate troops. Convent nuns nursed the wounded at field hospitals and on the Union hospital ship *Red Rover*.

Women like Confederate soldier Loreta Velasquez, alias Harry T. Buford, served as soldiers on both sides. Belie Boyd was among the women who were spies.

Dr. Mary Walker received the Congressional Medal of Honor, the first and only woman to receive the nation's highest military honor.

1898 Spanish American War: Dr. Anita Newcomb McGee, then Vice President of the National Society of the DAR, was placed in charge of selecting the more than 1,500 contract nurses who served with the Army in Hawaii, Cuba, the Philippines, Puerto Rico, hospitals stateside, and on the hospital ship *Relief*. Twenty nurses died during the war.

1901: Army Nurse Corps established; Dita H. Kinney served as First Superintendent.

1908: Navy Nurse Corps established; Esther Voorhees Hasson served as First Superintendent.

1917-1918 World War 1: The Navy enlisted 11,880 Yeomen (F) and Marine Corps enlisted 305 Marine Reservists (F) to "free men to fight" by filling positions such as clerks and telephone operators. 2 women served with the Coast Guard. 21,480 Army nurses and 1,476 Navy nurses served in hospitals.

1941-1945 World War II: Thirteen Army nurses on a medical evacuation flight to Bari, Italy, crashed in the Albanian mountains far behind enemy lines in 1944. They and the plane's crew walked 800 miles across the mountains to freedom. At Anzio, Italy, six Army nurses died from two separate German bombardments. Nurse Deloris Buckley was one of several nurses wounded in these attacks.

1941, Army and Navy nurses were taken prisoner-of-war. Five Navy nurses were captured when the island of Guam fell to Japanese forces. They were transferred to a prison camp in Japan and held for five months. Eleven Navy nurses captured in the Philippines endured 37 months as prisoners of the Japanese at Los Banos prison camp, and 66 Army nurses were imprisoned for 33 months at Santo Tomas prison camp in the Philippines.

1949: Air Force established its Nurse Corps. Army and Air Force established the Medical Specialist Corps.

1950-53 Korean War: Army nurses arrived in Pusan to help set up a hospital - the first of about 540 to serve in the combat zone. Navy nurses served on hospital ships and Air Force nurses with Air Evacuation units. Major Genevieve Smith, ANC, died in a plane crash on 27 July 1950.

Defense Advisory Committee on Women in the Services (DACOWITS) created to advise on recruitment of military women.

1953: Dr. Fae Margaret Adams, an Army Reserve officer, became-the first woman physician to be commissioned a medical officer in the regular U.S. Army.

1955: Men accepted into the Army and Air Force Nurse Corps. 1965: Men accepted into the Navy Nurse Corps.

1965-75 Vietnam War: Some 7,500 American military women served in Southeast Asia. The majority in-country were Army nurses. 1969: Lieutenant Sharon Lane died of shrapnel wounds. 1975: Air Force flight nurse Captain Mary T. Klinker died in Vietnam when the C-5A Galaxy transport evacuating Vietnamese orphans crashed on takeoff. Six other American military women died in the fine of duty.

1967: Legal ceilings on women's promotions repealed.

1969: Air Force Reserve Officers' Training Corps (AFROTC) became coeducational.

1970: Army promoted first women to brigadier general, Anna Mae Hays, Chief, Army Nurse Corps, and Elizabeth P. Hoisington, WAC Director.

1971: Air Force promoted Jeanne M. Holm, WAF Director, to brigadier general.

Military draft ended. More women recruited. Army and Navy women entered ROTC.

Navy Chief Admiral Zumwalt published Z-116 declaring Navy's commitment to equal rights and opportunities for women.

1979: Hazel W. Johnson, Army Nurse Corps, became the first black woman brigadier general and first black Chief of the Army Nurse Corps.

Lieutenant (junior grade) Beverly G. Kelley assumed command of the Coast Guard Cutter *Cape Newagen*, the first woman to command a military vessel.
1980: First women graduated from the service academies.

1981: Congress upheld decision excluding women from the draft.

1983: Lieutenant Colleen Nevius became the first Navy woman test pilot upon completing Test Pilot School.

170 women among forces deployed to Grenada on Operation Urgent Fury. 1984: Kristin Holdereid graduated top of her class at the Naval Academy.

1986: Air Force women served as pilots, copilots, and boom operators on the KC-135 and KC-10 tankers that refueled FB-111s during the raid on Libya.

1989: 770 women deployed to Panama in Operation Just Cause.

Army Captain Linda L. Bray, commander of the 988th Military Police Company, led her soldiers in an infantry-style firefight against Panamanian Defense Forces.

Three female Army pilots nominated for Air Medals after their helicopters encountered heavy enemy fire.

Kristin M. Baker named brigade commander of the West Point Corps of Cadets.

1990-91 War in the Persian Gulf: Some 40,000 American military women deployed on Operation Desert Shield/Storm.

Two Army women, Specialist Melissa Rathbun-Nealy, a truck driver, and Major Rhonda Cornum, a flight surgeon, were taken prisoner by the Iraqis.

1991: Congress repealed laws banning women from flying in combat.

Service women deployed to Honduras.

1992: Secretary of Defense Memo "Zero Tolerance of Sexual Harassment."

1993: Air Force Lieutenant Jeannie Flynn entered combat pilot training.

LESSON NUMBER:29

TASK:Black-American Experience

STANDARD: 1. Definition of Black-American as define by DoD Dir 1350.2.

2. Describe the Nations of Africa.
3. Describe the African society.
4. Explain the Slave Trade Period.
5. Describe the Slave Culture.
6. Define Slavery and the Economy.
7. Define the Black-American Culture.
8. Describe Black-Contemporary Issues.

1. Definition. Black (not of Hispanic origin) as described in DoD Directive 1350.2 is a person having origins in any of the original peoples of Africa.

2. The early kingdoms and nations of Africa-Americans included:

a. Ghana (650 AD- 1200 AD).

b. The kingdom of Mali overthrew Ghana and became a powerful empire in 1235 AD.

c. Songhay captured Mali in 1469 AD and became the primary Western African power and trading point.

3. African Society. According to author Andrew Billingsley, the traditional African family was composed all of the following:

a. All members of the community.

b. In the extended family, community members were viewed as relatives.

c. The traditional African family included not only the deceased members, but also unborn members still in the womb.

d. The family recognized and accepted the belief that their existence depended on all family members living and deceased.

e. The eldest male family members was the head of the family.

f. Early Africa was a mixture of tribes.

4. African women, men and children had definite roles and responsibilities. Some of these roles included:

a. Men.

b. Women.

c. Children

5. African Class System. The Africans had their own class system. They had an enlarged family group called the “clan.” Within this system there were three tiers:

- a. Top tier.
- b. Middle tier.
- c. Bottom tier.

6. Slavery. A Dutch war ship brought the first 20 Africans to Virginia or the New World.

a. Why slavery?

(1) Blacks were initially viewed by society as savages, animals, different, therefore, being less than human. Thus, the White-Americans could justify using them as slaves.

(2) Blacks had a foreign lifestyle.

(3) The new nation required a stable labor force.

(4) It was a world business, isolation, different languages, broke them down to adaptive superiority in order to survive.

b. Why slavery worked.

(1) Slavery worked because of the lack of knowledge the Africans had of the land, food, and weather.

(2) The slaves were made powerless, which allowed slavery to work.

c. Role of the slave family.

(1) Marriage:

(2) Under the slavery system, the head of the household changed.

(3) Father:

(4) Mother:

(5) Children: They were considered “ebony” or “black gold” and profit for the owners in the slave society.

d. Social status. During slavery, the social status of Blacks were dependent on the following:

- (1) Free or slave:
- (2) Owner of the slave:
- (3) Field worker, housework, laborer, artisan:
- (4) Male or female:
- (5) Complexion (dark vs. light):

A diminished culture:

New names were given:

7. Music. Music is and has been an important element of the African American culture.

8. Language:

- a. Communication with new slaves arriving from Africa was not allowed.
- b. Slaves were expected to communicate to slave owners and show them respect, regardless of their time in captivity.
- c. There were over eight hundred different dialects blended together in Africa.

9. Religion:

- a. Early slaves were slow to give up their own religion as they wanted to maintain their own traditions.
- b. Attending church afforded a brief rest period which brought secondary gains that were more social than religious.
- c. Initially, church services were given by White preachers. Black preachers were only allowed to preach in the presence of the White masters.
- d. There were three types of churches during slavery.
 - (1) White churches with Black members.

(2) Separate Black churches under White leadership.

(3) Separate Black churches with Black leadership.

10. Development of the Black Church in America. Blacks knew as long as they remained in the White churches, conditions would always be the same.

- a. A total lack of self-help programs for Blacks.
- b. Non-participation in church activities.
- c. An absence of Blacks in leadership roles.
- d. A doctrine that did not serve the needs of Black people.

11. Impact of slavery on the economy:

- a. Cheap labor source.
- b. Slavery enhanced the status of the slave owner through profit, prestige, depending on how many slaves were owned.

12. Myths and stereotypes were used to justify the economic exploitation of Blacks during the slave period. The following are some stereotypes:

- a. Ignorant, lazy, incapable of competing, and inferior in intelligence.
- b. "Less than human" status in the eyes of many Whites.
- c. Natural station in life of Blacks was slavery.
- d. Contrary to popular belief, all Southern Whites did not own plantations and slaves and some did not agree with the slavery system. These individuals were shunned from society.

13. Slavery and legislation:

- a. Slavery was first recognized in Virginia by a law passed in 1662.
- b. In 1663, Maryland followed Virginia's model and came out with the declaration that Blacks were to serve "Durante Vita," or for the duration of their lives.
- c. After 1690 slavery became a system that had stripped Blacks of all their rights.
- d. Blacks, in the latter part of the 17th Century, were treated more and more like property and less like human beings.

e. Laws were used to reinforce racial attitudes that Blacks were inherently inferior and should be slaves because it was natural.

14. Revolutionary period

Declaration of Independence and the Constitution: During the Revolutionary Period in 1776, the colonies, became independent states. In every state slavery was legal.

a. "People" would encompass free inhabitants and three-fifths of the slaves in each state.

b. The Constitution adopted in 1787, incorporated provisions that bore directly upon the status of Black People. Article 1, Section 2, made Black people three-fifths of a person and two-fifths property. Article IV, Section 2, helped reinforce the fact that slaves were merely property.

c. Northern delegates were in favor of slaves being regarded as property, and thus, not deserving of representation.

15. During the 1700s and early 1800s, slave codes were defined and determined the status of Blacks. The purpose was to:

a. Restrict the slaves and protect the Whites.

b. The slave code varied from state to state.

c. Codes were strengthened when there was a slave revolt or threat or revolt. There were actually over 200 slave revolts.

d. In 1857 in the Dred Scott Case, the highest court in the land affirmed the inequality of Blacks (that slaves were property).

16. Emancipation Proclamation.

a. Did not end the war nor the institution of slavery.

b. Black Codes specified conditions of work, property rights, rights to public assembly, and ownership of firearms for Blacks.

c. At the end of the Civil War all Blacks were free and the following was the impact:

(1) No longer could members of the family be sold.

(2) Marriage between Blacks finally legalized and recorded.

(3) Black men were in charge of their families.

(4) Extended families began to grow.

(5) The geographic mobility or northern migration was disruptive to Black family life. Blacks were leaving their family for a better life. This also created problems since there was more competition for jobs.

17. Reconstruction (1870-1877).

a. Congress passes the Enforcement Act in 1870.

b. Black institutions of higher learning were built under the Freedmen's Bureau. It assisted slaves in transition from slavery to freedom.

c. Involvement in Politics.

d. Civil Rights Act of 1866 was the most significant piece of legislation affecting Blacks during Reconstruction.

18. Amendments to the Constitution produced the following changes to the laws:

a. The 14th Amendment prohibited states from depriving any person of life, liberty, or property without due process of law.

b. The 15th Amendment (1870) gave Black men the right to vote.

c. Reconstruction died when President Hayes took office in 1877, and the federal soldiers were removed from the south.

19. Black -American Culture:

a. The key condition that encouraged black culture was American racism.

b. Blacks blocked from full participation in the dominant culture.

c. Blacks perceive racism is built into the institutions of the society and its cultural values.

d. For protection, Blacks had to distance themselves from those in the dominant culture who denied them assimilation.

e. Combating racism requires a group struggle in order to transcend its crippling effects on liberty, life, etc.

20. Black-American family: The Black-American family is very important institution within the Black community. They include:

- a. Nuclear Families.
- b. Extended Families.
- c. Augmented Families.

21. Three family patterns:

- a. Patriarchal.
- b. Matriarchal.
- c. Equalitarian.

22. The following are characteristics of the Black families function for development, survivability, and stability:

- a. Strong kinship bonds.
- b. Strong work orientation.
- c. Adaptability of family roles.
- d. High achievement orientation (make your family proud).
- e. Religious orientation.

23. Customs, and traditions.

- a. Black church services.
- b. Practice of calling older Black women by their first names.
- c. It is expected in many areas that Blacks will speak to other Blacks that he/she meets, whether they know them or not.

24. Dynamics of Black-American culture.

- a. Mutual Aid. Help others in need, especially children.
- b. Compassion.
- c. Adaptability.

Religion. The church provides the following:

- a. Sense of recognition and self-worth.
- b. A place where individuals can participate.
- c. Black leadership.
- d. Continued protection against racism.
- e. Primary vehicle for the release of emotional tension accumulated in a racist society.
- f. Center for community life and activity.

25. Laws and Black-Americans, 1877 to present.

- a. The segregation era lasted from 1877 until 1954.
- b. Unequal enforcement of the law.
- c. Segregation in schools.
- d. "Jim Crow" segregation system became law.
- e. The "American Dream," land of freedom and opportunity, for many Blacks was not to be obtained. Some of the hindrances were:

(1) Plessy vs. Ferguson 173 U.S. 537 (1896):

(2) Jim Crow laws:

(3) Inability to obtain land:

26. Several organizations and historical leaders provided the Black philosophy during this time. They were:

- a. Booker T. Washington, President of Tuskegee Institute:
- b. W.E.B DuBois and Pan-Africanism:
- c. Marcus Garvey and the Universal Negro Improvement Association (UNIA).
- d. Mary McLeod Bethune:

27. The following provided new experience and new exposures for Blacks:

- a. The NAACP and the Urban League have been long-standing fighters of racism.
- b. Smith vs. Allwright: Primaries that denied Blacks the right to vote.
- c. Shelley vs. Kraemen. Restrictive covenants that kept Blacks from buying homes where they wanted to live.
- d. Morgan vs. Virginia Supreme Court. Jim Crow transportation.

28. Civil Rights Movement:

- a. 1954 - Brown vs. Topeka Board of Education:
- b. Civil Rights Act (1957):
- c. In 1960 Congress passed another civil rights act to reinforce the 1957 act.
- d. Between 1960 and 1964 there were executive orders by President Kennedy affecting discrimination in employment and housing.
- e. Executive Order 11063 in 1961:
- f. Executive Order 10925 in 1962:
- g. The moving force behind the passage of most of the civil rights legislation were Black people.
- h. The 1964 Civil Rights Act.
 - (1) Blacks could no longer be excluded from public accommodations.
 - (2) The Justice Department was empowered to bring desegregation suits.
 - (3) Any program or service which practiced racial discrimination was denied federal aid.
 - (4) Racial bias in employment and union membership was prohibited.
- i. 1965 Voting Rights Act:
 - (1) Banned literacy test and other screening devices.
 - (2) Federal examiners were assigned to conduct registration and observe voting.

j. The Civil Rights Act of 1968:

29. Contemporary issues:

a. Education.

b. Employment.

c. Political Power.

d. Health Care.

e. Black on Black .

30. Military participation

a. Colonial Period

b. Revolutionary War

c. Post-Revolutionary War

d. Civil War

e. Indian Campaigns

f. Spanish-American War

g. World War I

h. World War II

i. Post world War II

j. Korean War

k. The Vietnam Era to Present

STUDENT HANDOUT #29-1
FAMOUS BLACK CONTRIBUTORS AND CONTRIBUTIONS

PUBLIC SERVICE

Frederick Douglass -- Influential Black leader and abolitionist during the 1800's.
Carter G. Woodson -- Founder of the Journal of Negro History in 1916.
Dr. Martin Luther King, Jr. -- civil rights leader, Nobel Peace Prize recipient, 1964. Coretta Scott King -- Widow of Dr. Martin Luther King, Jr., and renowned civil rights leader in her own right.
Malcolm X -- Major Black leader of the 1960's.
W.E.B. Dubois -- Sociologist/historian.
Justice Thurgood Marshall -- First Black on the Supreme Court.
Justice Clarence Thomas -- Replace Thurgood Marshall on the Supreme Court in 1992.
Ralph J. Bunche -- Official at United Nations, Nobel Peace Prize recipient, 1950.
Harriet Tubman -- Established an underground railroad to assist in the escape of slaves to free states and Canada.
Robert C. Weaver -- First Black Cabinet member as Secretary and Urban Development.
Patricia Roberts Harris -- Secretary, U.S. Department of Health and Human Services; Secretary, U.S. Department of Housing and Urban Development; and U.S. Ambassador to Luxembourg.
Roy Wilkins -- Executive director, National Association for the Advancement of Colored People.
Mary McCloud Bethune -- Educator; civic leader; first Black woman to head a Federal office as Director, Division of Negro Affairs of the National Youth Administration, World War II; founder Bethune-Cookman College.
William H. Hastie -- First Black Federal judge and first Black governor of the U.S. Virgin Islands in 1937.
Jane M. Bolin -- First Black female judge.
Baker Motley -- A Black female attorney who participated in the landmark Brown vs. Board of Education desegregation case and who later became the first Black female federal judge.
General Colin Powell -- Former National Security Advisor and first Black Chairman of the Joint Chiefs of Staff.
Barbara Harris -- First Black woman bishop of the Episcopal Church in the Massachusetts diocese.
Hazel O' Leary -- Named Secretary of Energy by President Clinton, the first Black woman to hold a cabinet position outside the fields of health, education, welfare and housing.
Jesse Brown -- Former Vietnam veteran and first Black Secretary of Veteran's Affairs.

Willie Williams -- First Black police chief of Los Angeles.

SCIENCE

Benjamin Banneker -- Mathematician, astronomer, publisher of almanacs, inventor of first clock in the United States, member of commission which laid plan of Washington, DC.

Edward Bouchet -- First Black to receive a Ph.D. degree (physics) from an American University Yale, 1876.

George Washington Carver -- Agricultural scientist, botanist.

Ernest E. Just—Cell physiologist.

Charles R. Drew -- Physician, “father” of blood plasma and blood banks.

Percy L. Julian --Soybean chemist.

Theodore K. Lawless -- Dermatologist.

Daniel Hale Williams -- Physician, surgeon, performed the first successful heart operation.

Leon Roddy -- International authority on spiders.

ENTERTAINMENT

Sidney Poitier -- First Black to win an Academy Award for best actor.

Hattie McDaniel -- First Black to win an Oscar.

Bill Cosby -- First Black to star in a regular television series, I Spy.

Bill Robinson -- Dancer.

Oprah Winfrey -- Actress and talk show moderator.

Woopie Goldberg -- Actress/comedienne.

Leslie Uggams -- Actress

Eddie Murphy -- Actor and comedian.

Arsenio Hall -- Former talk show host.

Montel Williams --Talk show host.

Denzel Washington -- Actor.

“Spike” Lee -- Producer and director.

Sammy Davis, Jr. -- Actor, dancer and singer.

Morgan Freeman -- Actor.

Ossie Davis -- Actor and playwright.

Ruby Dee -- Actress, pianist and first Black actress in major role at the American Shakespeare Festival.

Carol Gist -- First Black Miss USA -- 1990.

Kenya Moore -- Miss USA - 1993.

Ed Bradley -- First and only Black co-anchor of the popular television news magazine 60 Minutes.

Bryant Gumbel -- Former co-host of The Today Show.

Richard Pryor -- Comedian.

Bernard Shaw -- Co-anchor Cable News Network (CNN).

MUSIC COMPOSERS

W.C. Handy -- Blues.
Scott Joplin and Tom Turpin --Ragtime.
Harry Lawrence Freeman -- The first Black to write and produce an opera.
Florence B. Price -- First Black woman to win recognition as a composer.

MUSICIANS

Joseph Douglass -- Violin, grandson of Frederick Douglass.
Louis Armstrong -- Jazz, trumpet player.
William "Count" Basie -- Piano.
Charlie Parker -- Jazz, alto saxophone and clarinet player.
Lionel Hampton -- Vibraphones.
Edward Kenny "Duke" Ellington -- Band leader, and piano player.
Thelonius Monk -- Jazz and piano player.
Fats Waller -- Jazz, piano and organ player.
Miles Davis -- Jazz, and trumpet player.
Dizzy Gillespie --Trumpet player.

VOCALISTS

Leontyne Price --First Black international diva who paved the way for classical artists Kathleen Battle and Jessye Norman.
Marian Anderson -- Major concert figure/pioneer classical artist and first Black singer signed by the Metropolitan Opera House.
Paul Robeson, Adele Addison, Martina Arroyo -- Concert artists.
Mahalia Jackson -- Gospel.
Ella Fitzgerald and Billie Holiday --Jazz.
Charlie Pride -- Country.
Harry Belafonte -- Calypso.
Nat King Cole and Lena Horne -- Popular music in the 40's and 50's.
Steven Wonder and Michael Jackson -- Contemporary music.
Diana Ross -- Singer and entertainer.
Lionel Ritchie -- Singer and song writer.
Aretha Franklin -- Singer and entertainer.
M.C. Hammer --RAP musician.

LITERATURE / WRITERS

James A. Baldwin -- Go Tell It On The Mountain.
Alex Haley -- Roots.
Langston Hughes -- Not Without Laughter
Zora Neale Hurston -- Autobiography, Dust Tracks on the Road.

Richard Wright -- Native Son.
Chester Himes -- Short story writer, essayist and novelist.
Alice Walker -- Novelist, and poet who won the Pulitzer Prize for literature in 1993 for the book *The Color Purple*.
Carl Rowan -- Syndicated columnist.
Lorraine Hansberry -- First Black woman to write a Broadway play: "A Raisin in the Sun").
Toni Morrison -- Novelist and Princeton professor who won the Pulitzer Prize for the historical novel *Beloved* in 1988.
Ralph Ellison -- Influential Black writer and author of *The Invisible Man*, 1952.

POETS

Phillis Wheatley -- Early American poet.
Nikki Giovanni -- "Princess of Black Poetry."
Ntozake Shange -- Choreopoem, author and playwright, *For Colored Girls Who Have Considered Suicide When The Rainbow's Not Enuf*.
Gwendolyn Brooks -- First Black woman Pulitzer Prize winner for poetry.
Maya Angelou -- Black poet famous for her autobiography, *I Know Why The Caged Bird Sings*.
Margaret Walker Alexander -- Poet, novelist known for influential poem: "For My People."

SPORTS

Alice Coachman -- First Black woman to win an Olympic gold medal for the high jump in 1948.
Wilma Rudolph -- First Black woman to win three gold medals in a single Olympiad in the 100/200 meter dash and 400 meter relay in 1960.
Florence Griffith-Joyner -- Runner and Olympic Gold Medalist 1988.
Jackie Joyner-Kersey -- Runner and Olympic Gold Medalist 1992.
O.J. Simpson, Rosey Grier, "Mean" Joe Greene, Bill Willis, Gale Sayers, Marion Motley, James Brown (football).
Walter Payton -- NFL Hall of Famer and all time career leader in rushing yards and touchdowns.
Althea Gibson -- First Black female to win U.S. Tennis Association championship, 1957, and the Wimbledon Women's Singles Title, 1957.
Arthur Ashe -- First Black man to win Men's Singles Title at Wimbledon, only Black man to be laid in state in the Virginia State Capitol after his death from AIDS in 1993.
Lee Elder -- Golf.
Pele -- Soccer.
George Foreman, Joe Louis, Floyd Patterson, Mike Tyson, Evander Holyfield, Muhammed Ali, Joe Frazier Sugar Ray Robinson and Sugar Ray Leonard -- Boxing.

Charles Dumas -- The first athlete to high jump over seven feet, four gold medals.

Jesse Owens -- Olympic track star, four gold medals, 1936.

Kareem Abdul-Jabbar, Wilt Chamberlin, Bill Russell, Julius "Dr J" Erving, Ervin "Magic" Johnson, Michael Jordan, Shaquille O'Neal, Charles Barkley, Patrick Ewing Oscar Robinson, Clyde Drexler, and David Robinson -- Basketball.

John Roosevelt "Jackie" Robinson -- First Black major league baseball player, first Black player elected to Baseball Hall of Fame; Roy Campanella (Baseball Hall of Fame); Henry "Hank Aaron (broke Babe Ruth's home run record, 1974; holds 18 major league records); Willie Mays (Baseball Hall of Fame, hit 660 home runs in his 22-year career); Raymond "Hooks" Dandridge, Josh Gibson (elected to Baseball Hall of Fame from the Negro League); Frank Robinson (first Black manager of a major league team); "Bo" Jackson and Dieon Sanders (firsts two Black athletes to demonstrate excellence in two competitive sports—football and baseball).

BUSINESS

Booker T. Washington -- (educator, slave-born founder of Tuskegee Institute and the National Negro Business League); Samuel Fraunces (successful tavern owner, New York City 1770's); Paul Cuffe (shipper/merchant, New England, 1790-1810); James Wormley (hotel proprietor, Washington, DC, 1800's); George E. Johnson (Ultra-Sheen Hair Products, first Black-owned corporation listed on a national stock exchange); Leroy Callender (consulting engineer); John Sengstacke (newspaper publisher); Henry G. Parks, Jr. (founded sausage company); A. G. Gaston (Birmingham businessman); H.C. Haynes (barber/inventor of the razor strop, 1899); Wally Amos (talent agent and president of the Famous Amos Chocolate Chip Cookie Company); John Harold Johnson (editor/publisher, Ebony, Jet, Negro Digest).

INVENTORS

Garrett Augustus Morgan -- Invented the gas mask, safety hood, automatic traffic light, first human hair straightened. He received a gold medal for using his invention as he dramatically saved the lives of miners who were trapped in a fallen tunnel.

Granville T. Woods -- Patented more than 60 items, many of which were used by railroads, including a device which powered trains by electricity rather than steam); Elijah McCoy -- Invented the self-lubricating machine, "The Real McCoy." Benjamin Banneker -- In 1771 invented the alarm clock.

Lewis Latimer -- Invented and patented the first practical electric light bulb that used a carbon filament.

M.B. Rhodes -- Patent the "water closet" which paved the way for modern-day indoor toilets.

Lloyd Hall -- Patented the process that reduced the curing time for bacon from several weeks to just a few hours.

W. Johnson -- Invented the egg beater.

Mme. Jenkins -- Invented Aunt Jemima's pancake flour.

J. Hawkins -- Invented the gridiron, know today as the oven rack.

Norbert Rilljeux's -- Revolutionized the sugar industry by patenting a multiple vacuum evaporation process the turned cane juice into white sugar crystals. This process is also used in the manufacture of condensed milk, soap, glue, gelatin and in the recovery of waste liquids in distilleries and paper factories.

William B. Purvis -- Patented several paper bag machines, as well as metal cutters on wax paper an aluminum foil boxes.

Sarah Boone -- Invented the ironing board, with its collapsible leg support.

Jan Matzeler -- Revolutionized the shoe industry when he invented the shoe-lasting machine thereby enabling shoe manufacturers to attached the top of shoes to their soles by machines. This was the first machine to mass produce shoes. Prior to that time, it had been done by hand.

A. L. Rickman -- Invented overshoes.

William Hampton -- His discoveries led to the vulcanizing of rubber with which to make automobile tires.

Granville Woods -- Was often called the "Black Edison." He held over 35 patents on electro-mechanical devices which he sold to American Bell Telephone, General Electric, and Westinghouse Air Brake. His inventions help to improve telegraphy and telephone instruments.

C.B. Brooks -- Invented the mechanical street sweepers.

P.B. Downing -- Responsible for inventing the mailboxes.

O. Dorsey -- Invented the door-holding device that helps to relieve the burden of someone opening and closing the door, when a large group of people or furniture is moving in or out the building.

T.B. Pinn -- Invented the file holder. A wooden prototype of today's modern file cabinets.

J L. Love -- Pencil sharpener.

Lewis Latimer -- Locking rack for hats, coats and umbrellas. Better known today as the portable coat rack.

L.P Ray -- Dust pan.

T.W. Stewart -- Mop.

G.T. Sampson -- Clothes dryer.

S.R. Scottron -- Curtain rod.

W.S. Grant -- Curtain rod support.

J.A. Burr -- Lawn mower.

Frederick McKinley Jones -- Invented the first practical truck refrigeration unit that helped to change the food transport industry in the country.

Augustus Jackson -- Ice cream-making process.

Hydrum Thomas -- A Saratoga chef, invented the potato chip.

Jones and Long -- Invented the bottle cap.

George F. Grant -- Golf tee."

J.W. Batts -- Luggage carrier.

A.C. Richardson -- Invented the apparatus used to lower the casket into the grave.

Henry Brown -- Strong box.

George Washington Carver -- His work with the peanut, soybean and sweet potato contributed so importantly to the agriculture and industry. Responsible for many inventions to include the dye.

Charles Drew -- A pioneer in the field of Blood Plasma preservation.

NOTE: George Washington Carver and Dr. Charles Drew were the only two of virtually dozens of Blacks scientist-inventors and scholars whose genius has contributed to our society as we know it today. Unfortunately, Dr., Drew died from injuries sustained as the results of a car accident in North Carolina, because they refuse to treat him at a white hospital.

SOURCE: Original article taken from the St. Louis Post-Dispatch February 1990.

Written By: Edda R. Pittman, St. Louis, MO

Contributor: Judy Peoples, Kansas City, MO.

FIFTY YEARS OF CHANGE FOR BLACK AMERICA

For fifty years the Johnson Publishing Company, publishers of Ebony magazine, has served the Black community of this country. Their Golden Anniversary edition was published in November 1992. The following calendar of events in Black history was taken from that edition. These dates represent milestones in the struggle for civil rights by Black Americans:

50 EVENTS THAT CHANGED BLACK AMERICA

1. March 7, 1942 -- First Black cadets graduate from flying school at Tuskegee, Alabama. In June 1943, the first squadron of Black aviators, the 99th Pursuit Squadron, flew its first combat mission, strafing enemy positions on the Italian island of Pantelleria.
2. November 1, 1942 -- John H. Johnson, editor of Supreme Life Insurance Company newsletter, organizes Johnson Publishing Company and publishes first issue of Negro Digest.
3. November 3, 1942 -- William L. Dawson is elected to Congress from Chicago. On August 1, 1944, Adam Clayton Powell, Jr. of Harlem became the first Black congressman from the East.
4. April 3, 1944 -- The Supreme Court rules in Smith v. Allwright the "White primaries" could not exclude Black voters.
5. April 24, 1944 -- The United Negro College Fund is incorporated.

6. April 25, 1945 -- The United Nations is founded at San Francisco meeting attended by Black American consultants, including W.E.B. DuBois, Mary McLeod Bethune, Ralph J. Bunche and Walter white.
7. May 8, 1945 -- Germany surrenders on V-E Day, Japan surrendered on September 2, V-J Day, ending World War II. A total of 1,154,720 Blacks were inducted into the armed services. Many returned to America and attended college with the GI Bill of Rights benefits.
8. October 23, 1945 -- Brooklyn Dodgers sign Jackie Robinson and send him to their Montreal farm team. On April 15, 1947, Robinson made his debut at Ebbetts Fields and became the first Black in the Major Leagues in modern times.
9. November 1, 1945 -- Founding of Ebony Magazine marks the beginning of a new era in Black-oriented journalism.
10. March 21, 1946 -- Kenny Washington signs with the Los Angeles Rams and becomes the first Black player in professional football in 13 years. Three other Blacks—Woody Strode of the Rams and Ben Willis and Marion Motely of the Cleveland Browns—signed in the same year.
11. June 3, 1946 -- U.S. Supreme Court (Irene Morgan v. Commonwealth of Virginia) bans segregation in America.
12. December 5, 1946 -- President Harry S. Truman creates the landmark Committee on Civil Rights. In October 1947, the committee issued a formal report, "To Secure These Rights," which condemned racism in America.
13. July 26, 1948 -- In response to widespread Black protest and a threat of civil disobedience, President Truman issues two executive orders ending racial discrimination in federal employment and requiring equal treatment in the armed services.
14. September 18, 1948 -- Ralph J. Bunche is confirmed as acting United Nations mediator in Palestine. On September 22, 1950, Bunche was awarded the Nobel Peace Prize for his successful mediation of the Israeli-Palestine conflict. He was the first Black to win a Nobel Prize.
15. November 1, 1951 -- Publication of the first issue of Jet Magazine by Johnson Publishing Company marks the beginning of a new era of weekly news coverage in Black America.
16. May 17, 1954 -- In a unanimous decision, the Supreme Court outlaws segregation in the public school system. Landmark Brown v. Board of Education decision sounded death knell for legal segregation in the United States.

17. May 10, 1955 -- Chuck Berry records "Maybelline," which played major role in development of rock 'n' roll. Berry and other Black stars, notably Muddy Waters and Little Richard, were the major musical influences on the Beatles and others white groups.
18. December 5, 1955 -- Historic Bus Boycott begins in Montgomery, Ala. Rosa Parks sparked the boycott when she refused (December 1) to give her bus seat to a white man. The Rev. Martin Luther King, Jr. was elected president of the boycott organization.
19. March 6, 1957 -- Independence celebration of Ghana marks the beginning of the end for colonial rule in Africa.
20. August 29, 1957 -- U.S. Congress passes Civil Rights Act of 1957, the first federal civil rights legislation since 1875.
21. September 25, 1957 -- Nine Little Rock, Ark., schoolchildren are escorted to Central High School by federal troops, ending efforts to thwart court-ordered integration.
22. December 17, 1959 -- The founding of Motown Records helps change the understanding, marketing and promotion of Black popular music.
23. February 1, 1960 -- Four North Carolina A&T students begin the Sit-in Movement at the lunch counter of a Greensboro, N.C. five-and dime store.
24. May 4, 1961 -- Thirteen "Freedom Riders" begin bus trip through the South to test compliance with laws banning segregation in interstate transportation. Black and White riders were bombed and savagely beaten, but their movement ended segregation interstate transportation facilities.
25. October 1, 1962 -- Escorted by 12,000 federal troops, James Meredith enters the University of Mississippi, ending the state's defiance of federal law.
26. June 12, 1963 -- Medgar Evers, NAACP field secretary in Mississippi, is assassinated in front of his home.
27. August 28, 1963 -- 250,000 people participate in the March on Washington, the biggest civil rights demonstration ever.
28. September 15, 1963 -- Four Black girls are killed in the bombing of Sixteenth Street Baptist Church in Birmingham.
29. July 2, 1964 -- Civil Rights Bill, with public accommodations and fair employment sections, is signed by President Lyndon B. Johnson.

30. August 20, 1964 -- President Johnson signs Economic Opportunity Act, initiating the "war on poverty."
31. February 21, 1965 -- Malcolm X, charismatic Black nationalist leader, is assassinated at the Audubon Ballroom in Harlem. Three Blacks were later convicted and sentenced to life imprisonment.
32. March 21, 1965 -- Thousands of marchers, led by Martin Luther King, Jr. and protected by federal troops, complete the first leg of the Selma-to-Montgomery march.
33. August 6, 1965 -- President John signs the Voting Rights Bill which authorized the suspension of literacy tests. Federal examiners were sent to the South under provisions of the bill.
34. August 11, 1965 -- An insurrection starts in the Watts section of Los Angeles and rages for six days. The Watts insurrection was the first in a wave of major disturbances that forced a national reappraisal of racism in America.
35. January 18, 1966 -- Robert Weaver is sworn in as secretary of housing and urban development and becomes the first Black member of a presidential cabinet.
36. October 2, 1967 -- Thurgood Marshall becomes the first Black member of the U.S. Supreme Court.
37. November 7, 1967 -- Carl Stokes of Cleveland and Richard Hatcher of Gary become the first Blacks elected mayor of major U.S. cities.
38. February 29, 1968 -- The National Advisory Commission on Civil Disorders (the Kerner Commission) says in formal report that White racism is the root cause of the riots in American cities.
39. April 4, 1968 -- Martin Luther King, Jr. is assassinated by White sniper in Memphis. The assassination triggered a national crisis with rioting in more than 100 cities and calls for racial renewal and repentance. President Johnson declared a day of mourning.
40. April 20, 1968 -- U.S. Congress passes Civil rights Bill banning racial discrimination in the housing market and making it a crime to interfere with civil rights workers.
41. January 23-30, 1977 -- The ABC-TV dramatization of Alex Haley's "Roots" becomes the highest-rated drama in TV history and sparks a national "roots" craze.

42. November 2, 1983 -- President Ronald Reagan changes his mind and signs a bill designating the third Monday in January of each year as a federal holiday in honor of Martin Luther King, Jr. Millions celebrated the first holiday on January 20, 1986.
43. November 3, 1983 -- The Rev. Jesse L. Jackson, president of Operation PUSH, announces that he will run for U.S. President. His campaign generated unprecedented fervor. In his second bid for the presidency in 1988, he captured four states primaries.
44. September 20, 1984 -- The Cosby Show premieres on NBC-TV and changes the image of African-Americans and the viewing habits of White Americans.
45. September 21, 1989 -- Gen. Colin L. Powell is confirmed by the Senate as the chairman of the Joint Chiefs of Staff.
46. November 7, 1989 -- L. Douglas Wilder of Virginia becomes the first Black elected governor.
47. January 24, 1991 -- The spreading AIDS epidemic is called a major health threat to African-Americans by the U.S. Centers for Disease Control. Officials said the disease, which forced a major re-evaluation of sexual relationship, was the leading cause of death among African-American women 15 to 44 years old in New York State and New Jersey. African-American leaders cited the danger to addicts using infected needles and called for safe sex practices.
48. March 3, 1991 -- Videotaped beating of motorist Rodney G. King by White Los Angeles police officers sparks an international uproar. Four White officers were indicated on March 14.
49. June 27, 1991 -- Supreme Court Justice Thurgood Marshall announces his retirement and decries the increasingly direction of the Court. On July 1, President Bush nominated Clarence Thomas, a conservative Black on the U.S. District of Columbia Court of Appeals, to fill the vacant seat. Thomas, who was opposed by major civil rights groups, was confirmed by a narrow 52 to 48 margin after Attorney Anita Hill, a Black woman who had worked for him at the Equal Employment Opportunity Commission, accused him of sexual harassment. Judge Thomas denied the charge but the Judiciary Committee bearing set the stage for the Year of the Woman political races in 1992.
50. April 29, 1992 -- Acquittal of four White police officers in the Rodney case sparks biggest U.S. riot since the urban explosions during the Civil War. Federal troops were called out to quell rebellion. The LA Corner's Office said 58 person died during the disturbances.

LESSON NUMBER:30

TASK: Jewish-American Experience

- STANDARD: 1. Describe the historical perspective.
2. Describe the Jewish identity.
3. Describe the concepts of Judaism.
4. Describe the Jewish culture.
5. Explain Anti-Semitism.
6. Explain the current relationships.
7. Define the contemporary issues.

1. Concept of Judaism:

2. Early Jewish History:

3. Immigration: The Jews come to America

- a. 1654-1829, 23 people. b. 5,000 by 1829.
c. 1820-1880. d. 1880-1924

4. Legislation.

5. State of Israel.

- a. The establishment of Israel ended a debate amongst Jewish-Americans, which had split the Jewish communities for many years on whether to support the state of Israel or not. Unfortunately, it raised anti-Semitic sentiment, because people thought that with the establishment of a Jewish homeland the Jews in America would desert in droves to Israel. This did not happen, because being Jewish does not tie a person to a nationality
- b. Jewish-Americans stayed in America, but supported Israel with money and skills.
- c. In 1948, the American Counsel on Higher Learning recommended the elimination of religious preference on college entrance applications

6. Traditional definitions of a Jew is the following:

- a. Born of a Jewish _____.

7. Jewish religions: Is the Cornerstone

1. Orthodox:

a. _____ to Judaism, approved by a recognized Rabbi (only Orthodox Rabbi).

2. Reform:

a Lineage from either parent.

3. Conservative:

a. As long as the child is raised in a Jewish traditions, according to the reformed Jewish community.

b. Contemporary definition (could be by any Rabbi).

8. Judaism. Its values and ethics:

a. The inherent dignity and importance of all of humankind, derived from the belief that we are all made in the image of God;

b. The equality of all people rooted in our common descent from Eve and Adam;

c. The capacity of all people, given the will and the right educational tools, to improve themselves;

d. The concept of wealth as representing that which is God's and which is given to human owners in a trust relationship, a trust which requires sharing of the wealth with the less fortunate;

e. The attendant special concern which God has mandated for the poor, the widow, the hungry, and the orphan;

f. The belief that a society or state is created to serve the needs of its citizens, not vice versa;

g. The existence of certain laws (the seven Noachide laws) which were regarded as essential to any civilized society;

h. The rule of law to which even the highest human ruler is accountable;

i. Freedom of choice and concomitant responsibility of each person for his or her actions;

j. The paramount obligation of individuals and societies to pursue justice, righteousness and “darkei shalom.”

9. Jewish Culture: Places a strong Value on Education and work

- a. The Torah (Bible).
- b. The Talmud (Law).
- c. Mitzvah.
- d. One God.
- e. Covenant.
- f. Dietary Laws (Kashrut).

10. Celebration and Holidays.

- a. Sabbath.
- b. Rosh Hashanah.
- c. Yom Kippur.
- d. Sukkot.
- e. Simchat Torah.
- f. Chanukah.
- g. Purim.
- h. Pesach.
- i. Shavuot.

11. Jewish families are nuclear families. The roles of the Jewish women are reflected below:

ORTHODOX	CONSERVATIVE	REFORM
Separate Worship	Congregational Choice	Full Participation, Family Seating
Minyan-male (Quorum or 10)	Minyan-choice Congregation	Minyan men and women (any number)
Bris (Circumcision)	Bris Naming Ceremony	Naming Ceremony
Bar Mitzvah	Bat Mitzvah	Bat Mitzvah
Lineage (religious/tradition)	Lineage Contemporary	Contemporary Definition
Rabbis-men	Women Rabbis Since 1983	Women Rabbis Since 1972 (Sally Priesland was the first)

12. Anti-Semitism. Discrimination or prejudice against Jews; hostility towards Jews.
Some of the mutual help associations include:

- a. B'nai B'rith (1943).
- b. Hebrew Immigrant Aid Society (1981)
- c. American Jewish Committee (1906).
- d. Anti-defamation League of B'nai B'rith (1913).

13. Jewish contemporary issues:

- a. Social/Political.
- b. Cultural.
- c. Military service.

STUDENT HANDOUT #30-1 JEWISH-AMERICAN CONTRIBUTION

Jewish-Americans have participated in all aspects of American life. They have made notable contributions in the fields of medicine, science, law, education, literature, music, and art. Like any other minority, to ignore their influence and impact from the American experience is not only to change it but to diminish what America is today. There are many books written on their contributions. Here we will highlight some of these contributions.

LAW, GOVERNMENT, AND THE SOCIAL SCIENCES

Senator Jacob Javits - U.S. Senator from New York.
Admiral Hyman Rickover - Father of the U.S. Navy nuclear submarine program.
Erick Formm - Psychoanalyst and social philosopher.
Louis D. Brandies, Benjamin Cardozo, Arthur Goldberg, Ruth Bader Ginsburg, and Felix Frankfurter - U.S. Supreme Court Justice.
Henry Kissinger - Secretary of State.
Alan M. Dershowitz - Harvard law professor and attorney.
Samuel Gompers - Founder of the American Labor Movement and the American Federation of Labor.

LITERATURE

Isaac Bashevis Singer - Yiddish writer who won the Nobel Prize in literature in 1978.
Arthur Miller - Playwright and author Received the Pulitzer Prize for "Death of a Salesman," and a "View from the Bridge."
Bernard Malamud - Writer who won the Pulitzer in 1966 for "The Fixer."
Saul Bellow - Writer who won the Nobel Prize in literature in 1976.
Allen Ginsburg, and Emma Lazarus - Poets.
Herman Wouk Leon Uris, J.D. Salinger, Philip Roth, Irving Wallace, Art Buchwald, Norman Mailer, and Elie Wiesel - Writers.
Joseph Pulitzer - Journalist and publisher who established the "Pulitzer Prize."

MUSIC, ART, AND ENTERTAINMENT

Irving Berlin, Aaron Copeland, George Gershwin, Marvin Hamlisch, Stephen Sondheim, and Art Garfunkel - Musical composers.
Leonard Bernstein - Musical composer and Director of the New York Philharmonic.
Iassc Stern - Violin virtuoso.
Danny Kaye, George Burns Harry Houdini, Al Johnson, Milton Berle, Zero Mostel and the Marx Brothers - Actors.
Bob Dylan - Musician, composer, and singer.
Isaac Stern, Beverly Sills and Valdimir Horowitz - Classical musicians.

Gilda Radner - Actress.
Phil Slicers, Kirk Douglas, Dustin Hoffman, Richard Dreyfuss and Henry Winkler - Actors.
Barbara Streisand - Actress, singer, film director.
Lenny Bruce - Comedian.
Sammy Davis, Jr. - Comedian, actor, singer.
Bette Midler - Actress, singer.
Mel Brooks - Comedian, film director, writer.
Woody Allen - Actor, film director, writer.
Arthur Fiedler - Conductor of the Boston Pops.
Andre Previn - Conductor, composer, pianist.
Louise Nevelson - Sculptor.
Bob Dylan and Neil Diamond - Singers.
Louis B. Mayer, David Selznik, Otto Preminger, Mike Nichols and Steven Spielberg - Movie producers.

MEDICINE AND SCIENCE

Casimir Funk - Physician who discovered vitamins.
Jonas Salk - Epidemiologist who developed a vaccine against polio.
Albert Einstein - Physicist who changed our perception of the universe with his development of the theory of relativity. Won Nobel Prize for Physics in 1922.
Judith Resnick - The first Jewish-American woman astronaut. She was killed in the explosion of the space shuttle, Challenger.
Harold E. Verms - Microbiologist and educator who won the Nobel Prize in medicine in 1989 for his work in genetic research.
Jerome I. Friedman - Physicist who won the Nobel Prize in physics in 1990 for showing that protons and neutrons were composed of quarks.
Harry M. Markowitz - Economist who won the Nobel Prize in 1990 for the work in investment strategies.
J. Robert Oppenheimer - Physicist who managed the "Manhattan Project" that developed the Atomic Bomb during World War II.
Isaac Asimov - Scientist and Author.
Jonas Salk - Polio
Selman Waksman - Antibiotics, Nobel Prize Winner.

LABOR AND INDUSTRY

Samuel Gompers - Founder and president of the American Federation of Labor.
David Dubinsky - Helped to establish the International Ladies Garment Workers' Union.
David Sarnoff - Started as a messenger boy and rose to the head of RCA, Radio Corporation of America.

SPORTS

Max Baer, and Maxie Rosenblum - Boxing

Hank Greenburg, and Sandy Koufax - Baseball
Nat Holman, and Red Auerbach - Basketball
Mark Spitz - Swimming
Sid Luckman - Football

JEWISH-AMERICAN MILITARY PARTICIPATION

One of the claims anti-Semites, or those not well informed, have made was that Jewish-Americans do not serve in the military. The record shows quite a different picture. During the last two World Wars, Jewish-Americans have not only served with distinction but in numbers exceeding their percentage of the population. When the new Jewish immigrants came to this country over a century ago, many were fearful that perhaps this new land would make them at best only second class citizens. When the wars came, however, they joined the ranks like all other ethno-Americans and laid their blood on the field of battle as if they were first class citizens. If participation in battle is considered a test of one's loyalty, then Jewish-Americans are very loyal citizens.

The stories that can be told about Jewish-American participation and heroism in battle are many. These were achieved despite the anti-Semitism that many service members experienced while serving their country. There are many books on the subject; however, we will only highlight some of the Jewish-American contributions.

MILITARY HIGHLIGHTS

Revolutionary and Pre-Civil War: There were about 2,000 Jews living in America during the time of the Revolutionary War. Beginning a trend that was to continue to modern times, the majority of eligible Jewish males participated in the war. they left an interesting history behind them.

There was a predominantly Jewish company from South Carolina. This happened quite by accident. It appears that the region from which this company originated was mostly populated by Jews.

Some famous Jewish combatants of the Revolutionary War are Captain Richard Lushington, Lieutenant Colonel David S. Franks, Lieutenant Colonel Solomon Bush, and Ensign Mordecai Davis.

The first South Carolinian to fall in the Revolutionary War was Francis Salvador, a Jewish-American. He is often called the "Paul Revere" of the South.

After independence was secured, Jewish-Americans continued to participate in the new Army of the United States. Simon M. Levy from Baltimore, Maryland, was appointed a cadet to the first class at the Military Academy of West Point in 1802. The first Jewish-American captain in the United States Navy

was Uriah P. Levy. He served with distinction in the War of 1812 and was instrumental in abolishing corporal punishment in the Navy. He experienced much anti-Semitism during his service, and as a consequence reflective of the time, had to fight many duels. Many of those serving with him thought that, as a Jew, he was unfit to hold such a high rank. Other Jewish-Americans that served during the War of 1812 were Commodore John Ordronaux and Captain Mordecai Myers.

Some highlights of the Jewish-American participation in the United States War with Mexico are:

Surgeon general David de Leon from South Carolina, twice took command of combat soldiers on the battlefield who lost their own commanders. He received a special citation from Congress for this heroic action.

Other combatants of this war include Colonel Leon Dyer, Israel Moses, and General David Emanuel Twiggs.

The Civil War and After: All wars are sad, but perhaps the Civil War was the saddest war in which Americans have fought. This war literally was brother fight against brother. The losses on both sides were tremendous, as both sides fought valiantly for the causes they believed in. Jewish-Americans, like all other Americans, shared in that tragedy on both sides of the field, both Americans fought in the Civil War, 8,400 for the Union and 10,000 for the Confederacy. Some highlights are:

Seven Jewish-Americans were awarded the Medal of Honor in the Union Army.

Several Jewish-Americans rose to the rank of general. Frederick Knefler, a volunteer private at the beginning of the war, was the first Jewish brevet major general.

Edward S. Salomon, who became governor of the Washington Territory after the war, was famous for his courage in the Battles of Fredrickson, Mainfordville, and Gettysburg

Philip J. Joachimson was a New York District Attorney who secured the first anti-slavery conviction. He was instrumental in organizing the 59th New York Volunteer Regiment. He served as a lieutenant colonel in the Regiment and was later promoted to brigadier general.

The banking firm of Seligman Brothers provided financial support to the Union Army during the war.

The same Surgeon General David de Leon that fought valiantly in the United States war against Mexico earlier was the first Surgeon General of the Confederacy.

Judah Philip Benjamin served both as Secretary of War and Secretary of State for the Confederacy.

The Army of the Confederate States of America (CSA) had at least 23 Jewish-American staff officers.

Captain Levi Myers Harby, Navy-CSA, distinguished himself in the defense of Galveston.

The first Jewish chaplain, Jacob Frankel, was appointed by Presidential order on September 10, 1862. Up to this time, the military only appointed Christian clergy as chaplains.

After the war the nation proceeded to heal its wounds. Unfortunately there were those that refused to recognize the contributions Jewish-Americans made on both sides of that war. As a response to unfounded statements that Jewish-Americans do not fight for their country, the Hebrew Union Veterans Organization was founded on March 15, 1896. This organization was a forerunner to the Jewish War Veterans of the United States of America. The latter is recognized as the oldest veteran's organization in America.

The Spanish-American War saw a total of 300, 000 Americans fighting. This was approximately 0.4 percent of the general population. About 5,000 Jewish-Americans saw service in this war, representing 0.5 percent of the Jewish population of the country. Among those Jewish-Americans who participated, there were 30 Army officers and 20 Naval officers. The 2 percent casualty rate of the war was similar to the Jewish casualty rate. Adolph Marix commanded the U.S. battleship Maine shortly before it was sunk. Jewish-Americans were also to be found among the "Rough Riders." Jacob Wilbusky was the first to be killed in an early skirmish.

World War I. A summary of the war record of Jewish-Americans in World War I:

Total population of the United States in 1917

103,690,473

Jewish population in the United States in 1917

3,389,000

Total number in the Armed Forces of the United States

4,355,000

Jews serving in the Armed Forces of the U.S. (approximate)

250,000

Percentage of Jews in the total population

3.27%

Percentage of Jews in the Armed Forces
5.73%

DISTRIBUTION AMONG SERVICES

Infantry	35.7%
Artillery	11.6%
Cavalry	1.5%
Engineers	4.2%
Signal and Aviation	6.5%
Ordnance	2.4%
Quartermaster	8.9%
Other Branches	.6%

CASUALTIES

Dead (approximate)	3,500
Wounded (approximate)	12,000

COMMISSIONED OFFICERS

Army	
Generals	1
Colonels and Lieutenant Colonels	94
Majors	404
Captains	1,504
Lieutenants	6,000
Navy	
Miscellaneous (including one Admiral)	1,013

Marines
Miscellaneous (including one General)
161

Total
9,177

DECORATIONS

Congressional Medal of Honor
3
Distinguished Service Medals and Crosses
147
Other decorations, citations, and awards
982

Total
1,132

SOURCE: Jewish War Veterans of the United States of America

World War II. A summary of the war record of Jewish-Americans participants in World War II.

Total Population of the United States
135,000,000
Total Jewish population of the United States
4,500,000
Total number in the Armed Forces of the United States
13,000,000
Jews serving in the Armed Forces of the United States
550,000
Percentage of Jews in the total population
3.33%
Percentage of Jews in the Armed Forces
4.23%

DISTRIBUTION AMONG SERVICES

Army
80%
Infantry
.7%
Other Ground Forces
8.5%

Air Corps	33.5%
Navy	17%
Marine Corps	2%
Coast Guard	1%

CASUALTIES

Dead (approximate)	11,000
Wounded (approximate)	40,000

DECORATIONS

Medal of Honor	2
Distinguished service Medals and Crosses and Navy Crosses	157
Silver Star	1,600
Other decorations, citations and awards	50,242
Total	52,000

About 60% of all Jewish physicians in the United States under 45 years of age were in the Service.

Multiple Family Contributions:

4 Jewish families contributed 8 members each
12 Jewish families contributed 7 members each
19 Jewish families contributed 6 members each
(These figures are approximate)

SOURCE: Jewish War Veterans of the United States of America

The saga of Jewish-Americans fighters continues to the present. Approximately 150,000 Jewish-Americans saw service during the Korean War. In Vietnam, about 30,000 Jewish-Americans served. Among them was Major General Ben Sternberg. Colonel Jack H. Jacobs won the Medal of Honor for heroism in Vietnam. According to early figures compiled by the National Museum of Americans served in the Gulf War. Out of an overall force of about 500,000, this represents approximately 2 percent of the force.

LESSON NUMBER:31

TASK: White-American Experience

- STANDARD: 1. Define White-American as defined by DoD Dir 1350.2.
2. Describe the origins of White American and the different groups in Colonial America.
3. Define the different types of immigration and the impact on individuals.
4. Explain European American common experience and displacement.
5. Define Redemptioners.

1. Definition. According to DoD Directive 1350.2 a White-American (not of Hispanic origin) is a person having origins in any of the original peoples of Europe, North Africa, or Middle East.

2. Individuals who make-up the original White-American people came to American from three areas of the world. They were:

- a. _____.
- b. _____.
- c. _____.

3. Anglo-Saxon and Anglo-Saxon Protestant (WASP).

- a. _____.
- b. _____.
- c. _____.
- d. _____.
- e. _____.
- f. Abstract rule of law

THE IMMIGRANTS

4. _____. Defined as one who settles permanently in a foreign country or region.

Canadian-Americans.

French-Americans.

Dutch-Americans.

German-Americans

Irish-Americans.

Italian-Americans

.Polish-Americans.

Middle-Eastern-Americans.

COLONIAL AMERICA

5. Foundation. English/England. Most colonists prior to the 1600s came directly from England. Englishmen had no desire to lose their Englishness, rather:

- a. Build a better _____.
- b. One that would be free of the _____ of their Native land.
- c. One that would give them greater _____ for personal happiness.

6. _____ and Pilgrims. They sought out the American wilderness so they could establish a truly colony free of European decadence. They demanded strict conformity from all inhabitants. Their ideology emphasized:

- a. _____ faith.
- b. _____ application to work.
- c. Individual accomplishment.
- d. Anglo-Saxon legal heritage.
- e. Written compact.
- f. _____ language.

7. All of these aspects of their culture were firmly implanted on American soil as they laid the foundation for American society.

8. Influences. There key factors influenced the way of life of every new arrival to America:

- a. Learning from those already here.
- b. The environment they found.

c. Traditions they brought with them.

9. Divergence from the Homeland. There were three main reasons for divergence from the culture of the colonies and that of the homeland:

a. English society not transplanted as whole.

b. New World -- unfamiliar environment.

c. Countries other than England.

10. When the British took over New Netherlands (New York) in 1664, they offered citizenship to a population that spoke 18 different languages.

11. These English settlers had the most difficult physical environment to master, but the easiest social adjustment to make. They mastered rugged land that was hard, but built a society that was in their own image and never knew the hostility of old toward new succeeding groups.

12. Cotton Mather, was the first person, on record in 1684, to use the term "American." Not long after, this term (American) was considered sufficiently distinctive, from Europe, to have national traits (most of which were fostered by frontier life). Colonists were thought to be

a. More adaptable.

b. More independent.

c. More inventive.

d. More devoted to democratic principles.

e. More dedicated to the rule of law than the rule of a king.

13. _____. In colonial America, it remained an important element. It would affect the outlook of most Americans for many generations, not as theological doctrines or religious practices, but in the form of attitudes that were real, though hard to define. These attitudes were:

a. Sense of _____.

b. _____ and success as its own reward.

c. Mission to make the _____ a better place.

14. Puritans were able to influence Americans because:

- a. They moved away from New England.
- b. They trained the majority of ministers.

15. Non-English Groups. Groups of colonial immigrants who came to be considered Native-born.

- a. _____. These 250,000 constituted the largest non-English Protestants.
- b. _____. These 200,000 were the second most significant European minority.
- c. Non-Protestant Groups. 98% of colonial America belonged to one Protestant sect or another. Only 1.4% embraced Roman Catholicism, and only 0.12% embraced Judaism.

The Dilemma. As a result of the different groups, there was an intertwining of diversity and homogeneity.

16. Early Americans, with the absence of a truly rooted national tradition, were united in a commitment to the future. They also shared the same common experience of displacement. Early Americans also shared many common traits. The most notable of the traits, which now characterize Native-Americans were:

- a. _____
- b. _____
- c. _____ to change
- d. High _____ for personal achievement
- e. Dependency on self and immediate fame versus wider community
- f. Tendency to conform to the values of peers and neighbors versus stubbornly clinging to traditions or ancestral ways

17 Immigrant Experiences. Reasons for immigration to America:

- a. _____.
- b. _____.
- c. _____.
- d. _____.

18 The Voyage. The voyage to the New World presented travelers with unanticipated hardships:

- a. Initially had to save _____ for passage.
- b. Saying “good-bye” to friends and family whom they could expect to never see again.
- c. No _____’ ships would sail as agreed and extra days meant added expenses.
- d. Weeks/months dismally on ships that were _____ and disease-ridden.

19. America’s Conscience and Servitude. In early America, many poor people were unable to get to the colonies on their own. To facilitate the trip, many individuals promised to serve as indentured servants in exchange for the cost of the voyage.

20 . _____ was the most common means of getting to the colonies.

“_____.” those individuals who would buy in mass and then walk the servants from town to town re-selling them.

a. Masters could sell or auction them off, hire them out, whip, beat, brand them, or separate them from spouse/children, and punish runaways by extending or multiplying their term of servitude. For runaways, some colonies had penalty of hanging

b. In the early years, masters often drove their servants so hard that the backbreaking regime combined with crude living conditions caused over 50% of the servants to die.

c. Women indentured servants in some colonies had to serve an extra year if they became pregnant. Once their time of service was over, women did not receive land, as did men, and only rarely were given money.

REDEMPTIONERS

1. Redemptioners. During the 17th century, indentured servitude was almost the only way a poor white person could get to the colonies or White labor could be supplied to American planters. As the colonies became better established, however, more substantial farmers and tradesmen were tempted to immigrate to the New World. A new system was invented to facilitate their trip, and in the 18th century more people traveled to the colonies as Redemptioners than as servants.

a. Redemption's system developed when the _____ and _____ began to emigrate in large numbers after 1708.

b. Emigrants traveled to main ports on the Rhine River, having had to pay tolls at approximately 36 toll houses.

c. Many reached Rotterdam/Amsterdam with depleted resources and were unable to cover the fare to America. In some cases, eager merchants took whatever money they had left, transported them to America, and allowed them two weeks to pay the balance of the fare.

d. These two weeks gave them the opportunity to contact friends or family who might advance them the money to "redeem" themselves.

e. When the necessary amount could not be found, Captains sold the passengers into servitude. The length of service was determined roughly by the size of their debt, usually two years.

f. Once the redemptioner was transferred to American master she/he was treated exactly like an indentured servant.

2. _____. Most colonists thought poorly of bonded servants. They agreed that "Man of the Poor" who had been useless in England were inclined to be useless likewise. Colonists held this opinion, in part, because they failed to distinguish between regular indentures and convict labor.

3. The Dilemma. The founders of the Republic dedicated the United States to the highest ideals of brotherhood. Yet, we know that the same men who saw a disparity between the ideals of democracy and convict and indentured labor, condoned slavery.

IMMIGRATION

1. Many regions of the colonies had their own ideas on immigration. Some of these were based on the need of plantation owners, farmers, and religions. Examples of these are listed below:

a. _____. All White European settlers were welcomed into the colony with terms of equal rights. The bottom line was to be a good citizen regardless of their religious background. This became the basis for U.S. immigration and naturalization policies for White Europeans after the foundation of the republic.

b. Colonial Massachusetts. Only those religiously pure.

c. Chesapeake Bay of Virginia and Maryland (known as the Virginia Idea). With increasing reliance on a plantation economy, they wanted workers as cheaply as possible without necessarily accepting them to member into the community.

2. Immigrants were especially greedy or materialistic, but they had been at the complete mercy of their environment in Europe and it was important to them to be in control of their lives in America.

3. Immigrated Acts and Laws. The term racist doctrine today denotes prejudice and discrimination based on skin pigmentation and other physiological attributes. However, at the turn of the century, it was common practice to talk about the Italians race, the Jewish race, or the Polish race. The late 19th and early 20th century theorists juxtaposed the superior Anglo-Saxon race (Aryan, races, of Eastern and Southern Europe). Outside the South, racist theorists were less interested in Negroes. As such, their concern was upon the steady stream of new Immigrants, who were filtering through Ellis Island. This gave concrete form and “scientific” legitimacy by supporters of Anglo-Saxon superiorit

a. In 1911, the Federal Immigration Commission published a 42-volume report (the Dillingham Report) contrasting the old immigration with the new and making some startling conclusions. It stated the new immigration class is far less intelligent than the old; approximately one-third of all those over 16 years of age were found to be illiterate.

b. In 1915 one of President Wilson’s progressive braintrusters described the non-Aryan newcomers as “low-brow, big-faced persons of obviously low mentality.” Not that they suggest evil. They simply looked out of place in black clothes and stiff collar and as if belonged in skins, in wattle huts at the close of the Great Ice Age.

c. Madison Grant, chairman of the New York Zoological Society, wrote “a book which was the culmination of his racist thought.” Not bothering with Negroes or Oriental, Grant focused upon the lower order of Europeans who were inundating the country. He characterized the New Immigrants as “...a large and increasing number of the weak, the broken and the mentally crippled, of all races drawn from the lowest stratum of the Mediterranean basin and the Balkans, together with hordes of the wretches, submerged populations of the Polish ghettos.”

d. During W.W.I, social scientists conducted studies revealing the inferiority of the new immigrants. On the basis of a study of American GIs, it was concluded that “northern Europeans scored almost as well as Native-Whites, whereas soldiers born in Latin and Slavic countries average significantly lower.”

e. One future study concluded, “the intellectual superiority of our Nordic group to the Alpine, Mediterranean, and Negro groups has been demonstrated.”

f. Textbooks used in grade schools and colleges alike propounded the intellectual and moral superiority of the Anglo-Saxon race. Generations of American students were exposed to these theories which confirmed the widespread belief that the new immigrants were indeed inferior human beings.”

21. Key impacts affecting assimilation:

a. _____.

b. _____.

22. Contemporary America issues:

a. _____.

b. _____.

c. _____.

STUDENT HANDOUT #31-1 FAMOUS WHITE AMERICANS

Famous Americans of British Background. Wyeth (Wyeth Drug Laboratories); the Wright Brothers (aviation); John Underwood (typewriters); the Mayo Brothers (medicine); Walt Whitman, Emily Dickinson and Edgar Allan Poe (Literature); Marshall Field (merchandising); Coats and Clark (thread mills); and Arthur Pitney and Walter Bowes (mail machine). Currently, the majority of Americans of British background reside in California, New York, Pennsylvania, New Jersey, and Massachusetts.

Major Contributions of British Background. Our language; many of our costumes; our court system, including the right to be tried by jury of one's peers; names of many states and towns (e.g., Delaware; Virginia; New York; Madison, Wisconsin; Plymouth and Salem Massachusetts; New London, Connecticut) and early forms of punishment (e.g., pillory, stocks, and dunking stools).

Famous Americans of Canadian Background. Canadian-born musicians who are well known in the U.S. include: Hank Snow, Joni Mitchell, Neil Young, Bryan Adams, Ann and Nancy Wilson of "Heart" and Paul Anka. Famous entertainers include Donald Sutherland, David Steinberg, Ruby Keeler and Genevieve Bujold. Television producer Reuven Frank, former President of National Broadcasting Corporation (NBC), and Peter Jennings, television news anchor, are Canadian-born. The economist and Harvard professor, John Kenneth Galbraith is Canadian. John Augustus Larson, a Canadian-American who graduated from Boston University in 1914, invented the "polygraph machine" in 1921. Finally, Alfred C. Fuller, founder of the Fuller Brush Company was an immigrant to the U.S. from Nova Scotia who arrived with less than \$400.00 and built a fortune in door-to-door sales.

Major Contributions of Canadian Background. Hockey is recognized as a Canadian sport that migrated to the United States. Famous Canadian hockey players include Bobby Orr and Wayne Gretzky.

Famous Americans of French Background. Paul Revere (patriot); John Greenleaf Whittier (author); Francis Marion (patriot); John Jay (first Chief Justice of the United States); Alexander Hamilton (first Secretary of the Treasury); Pierre Charles L'Enfant (designed Washington, DC); Pierre Samuel dePont de Nemour (gunpowder); P. Lorillard (tobacco); Philip Armour (meat packing); Henry David Thoreau (philosopher and author); the La Follette family (famous political family in Wisconsin); Stephen Vincent Benet (author); John Garand (invented the official rifle of the U.S. Army); and President John Tyler and James Garfield. Currently, the majority of Americans of French background live in California, New York, New Jersey, Illinois, and Pennsylvania.

Major Contributions of French Background. Silk weaving; wine making; place names (e.g., New Orleans; St. Louis; Eau Claire, Wisconsin; Duluth, Minnesota; and Boise, Idaho); fashion; cookery (e.g., Baked Alaska, omelet, puree, mayonnaise, hors d'oeuvres, bouillon, consommé, sauté, filet); the public hall in Boston (Faneuil Hall); and the rag carpet.

Famous Americans of Dutch Background. Pearl Buck (author); Dr. Benjamin Spock (pediatrician); Presidents Franklin Roosevelt, Theodore Roosevelt, and Martin Van Buren; John Vliet Lindsay (former New York City Mayor and Congressman); Cornelius Vanderbilt (steamship and railroad entrepreneur); General Alexander Vandergrift (first Marine Corps Officer to hold the rank of permanent General); Dr. William J. Kolff (invented the artificial kidney); Cecil B. DeMille (motion picture entrepreneur); and Piet Mondrian (artist). Currently, the majority of Americans of Dutch background live in Michigan, California, New York, New Jersey, and Illinois.

Major Contributions of Dutch Background. Place names (e.g., Amsterdam, Harlem, New York); golf; skating, windmills; and founded what is now Rutgers University (New Jersey).

Famous Americans of German Background. General John Pershing; Albert Einstein; Paul Tillich (Protestant theologian); John Jacob Bausch and Henry Lomb (started optical goods company); John Auguster Roebling (bridge builder who constructed the Brooklyn Bridge); Studebaker (car maker); Pabst, Anheuser, Bush, Schlitz, and Schmidt (brewers); authors John Steinbeck, John Gunther, and Theodore Dreiser; John Philip Sousa (composer and conductor); Presidents Herbert Hoover and Dwight D. Eisenhower; Henry Kissinger; baseball stars Babe Ruth and Lou Gehrig; Berbard Baruch (financier and statesman); Nathan Straus (founded Macy's Department Store); John Wanamaker (founded the department store bearing his name); Walter Chrysler (of automobile fame); Frederick Weyerhaeuser (lumber entrepreneur); the Rockefeller family (entrepreneurs and politicians); H.J. Heinz, Hershey, Kraft, and Fleischmann (of food fame); Henry Engelhard Steinway (piano maker); Werner Von Braun (rockets); and entertainers Merlene Dietrich, Florenz Ziegfield, and Johnny Weissmueller (Tarzan).

Major Contributions of German Background. Established the first paper mill in the U.S.; founded the glass making industry; printed the first Bible printed in the U.S. colonies; established the first foundry making type in North America; developed the first kindergarten in America; and brought such foods as wieners, frankfurters, noodles, pumpnickel bread, and pretzel to America.

Famous Americans of Irish Background. Flannery O'Conner, F. Scott Fitzgerald, Marianne Moore, James T. Farrell, and Eugene O'Neill (literature); the Unsinkable Molly Brown; Pat O'Brien, George M. Cohan, James Cagney, and Bing Crosby (entertainers); Christopher Drumgoole (established home for homeless boys in New York); James McCreery (his sizable donations helped

found New York City's Metropolitan Museum of Art); Mayor James Curly of Boston; the Kennedy family (politics--including a president, a senator, and an ambassador); "Wild Bill" Donovan (commander of the mostly-Irish Catholic "New York Fighting 69th" in World War I); Al Smith (politician); Senator Daniel Patrick Moynihan; Senator Eugene McCarthy; Senator Joseph McCarthy; Mayor Richard Daley of Chicago; the "Fighting Irish of Notre Dame"; John L. Sullivan (fighter); George Meany (labor leader); and Andrew M. Greeley (priest and sociologist). Currently, the majority of Americans of Irish background live in New York, Massachusetts, New Jersey, Pennsylvania, and California.

Major Contributions of Irish Background. Irish-Americans played a major role in city politics and municipal services (e.g., Tammany Hall in New York); 12 of our Presidents were of Irish background. Although most of the Irish were Catholic, they established the first American Presbyterian Church and the first American Methodist Church. St. Patrick's Day parades are big events in many locations throughout the country.

Famous American of Italian Background. Mother Frances Cabrini (Chicago social workers and the first American saint); Amadeo Giannini (founder of the Bank of America); John Cuneo (founder of the Cuneo Press, which was once the largest printing establishment in the world); Salvatore Giordano (President of Fedders Air Conditioning Corp.); Fiorello La Guardia (Mayor of New York City); Congressman Peter Rodino; Judge John Sirica (presided over the Watergate trials); Anthony Celebrezze and Joseph Califano (former Secretaries of the U.S. Department of Health and Human Services); Arturo Toscanini (musical conductor); Enrico Caruso and Anna Moffo (opera singer); Constantino Brumaldi (painter who painted the frieze around the Capitol Rotunda); Enrico Fermi (Nobel Prize scientist whose experiments led to the development of the Atomic Bomb); Emilio Segre (discovered Technetium, the first artificially created element); entertainers Frank Sinatra, Dean Martin, Perry Como, Guy Lombardo, Tony Bennett, Jimmy Durante, and Henry Mancini; and sports stars Joe DiMaggio and Vince Lombardi. Currently, most Americans of Italian background live in New York, New Jersey, Pennsylvania, California, and Massachusetts.

Major Contributions of Italian Background. Introduced several foods (e.g. broccoli, zucchini, squash, endives, chicory, and pizza pie) and brought Italian grapes to the vineyards of California and Virginia.

Famous Americans of Polish Background. Casimir Funk (biochemist who discovered vitamins); Arthur Rubinstein (pianist); Samuel Goldwyn and the Warner Brothers (movie makers); Zbigniew Brzezinski (foreign affairs advisor); Thaddeus Sendzimir (revolutionized the steel industry by his new methods of processing steel); Edmond Muskie (former U.S. Senator and Secretary of State); Leon Jaworski (former Watergate prosecutor); Bobby Vinton (singer); Stan Musial, Tony Kubek, and Carl Yastrzemski (baseball stars). Currently the

majority of Polish-Americans in the United States live in New York, Illinois, Pennsylvania, New Jersey, and Michigan.

Major Contributions of Polish Background. Established the first factory in America (glass factory); invented the pneumatic dynamite torpedo gun, ramrod bayonet, and telescopic sight for artillery.

Famous Americans of Middle-eastern Background. Robert Aboud (former vice-chairman of First National Bank); Najeeb Halaby (former chairman of Pan-American Airlines); Lisa Halaby, his daughter, is now "Queen Noor," wife of King Hussein of Jordan; Danny Thomas and his daughter, Marlo, Jamie Farr, Paul Anka, Tigh Andrews (Entertainers); Joe Robbie (owner of Miami Dolphins); Abe Gibron (former coach of the Chicago Bears); Michael DeBakey (medicine); Philip Habib (State Department envoy to peace and arms negotiations and Assistant Secretary of State for East Asian and Pacific Affairs); Ralph Nader (consumer advocate).

Major Contributions of Middle-eastern Background. Middle-Eastern-Americans have made important contributions to American culture. Lebanese immigrants, Farah and Haggar are two well-known clothing manufacturers in the United States.

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- c. _____.
- d. _____.
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THE IMMIGRANTS

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10. When the British took over New Netherlands (New York) in 1664, they offered citizenship to a population that spoke 18 different languages.

11. These English settlers had the most difficult physical environment to master, but the easiest social adjustment to make. They mastered rugged land that was hard, but built a society that was in their own image and never knew the hostility of old toward new succeeding groups.

12. Cotton Mather, was the first person, on record in 1684, to use the term "American." Not long after, this term (American) was considered sufficiently distinctive, from Europe, to have national traits (most of which were fostered by frontier life). Colonists were thought to be

a. More adaptable.

b. More independent.

c. More inventive.

d. More devoted to democratic principles.

e. More dedicated to the rule of law than the rule of a king.

13. _____. In colonial America, it remained an important element. It would affect the outlook of most Americans for many generations, not as theological doctrines or religious practices, but in the form of attitudes that were real, though hard to define. These attitudes were:

a. Sense of _____.

b. _____ and success as its own reward.

c. Mission to make the _____ a better place.

14. Puritans were able to influence Americans because:

- a. They moved away from New England.
- b. They trained the majority of ministers.

15. Non-English Groups. Groups of colonial immigrants who came to be considered Native-born.

- a. _____. These 250,000 constituted the largest non-English Protestants.
- b. _____. These 200,000 were the second most significant European minority.
- c. Non-Protestant Groups. 98% of colonial America belonged to one Protestant sect or another. Only 1.4% embraced Roman Catholicism, and only 0.12% embraced Judaism.

The Dilemma. As a result of the different groups, there was an intertwining of diversity and homogeneity.

16. Early Americans, with the absence of a truly rooted national tradition, were united in a commitment to the future. They also shared the same common experience of displacement. Early Americans also shared many common traits. The most notable of the traits, which now characterize Native-Americans were:

- a. _____
- b. _____
- c. _____ to change
- d. High _____ for personal achievement
- e. Dependency on self and immediate fame versus wider community
- f. Tendency to conform to the values of peers and neighbors versus stubbornly clinging to traditions or ancestral ways

17 Immigrant Experiences. Reasons for immigration to America:

- a. _____.
- b. _____.
- c. _____.
- d. _____.

18 The Voyage. The voyage to the New World presented travelers with unanticipated hardships:

- a. Initially had to save _____ for passage.
- b. Saying “good-bye” to friends and family whom they could expect to never see again.
- c. No _____’ ships would sail as agreed and extra days meant added expenses.
- d. Weeks/months dismally on ships that were _____ and disease-ridden.

19. America’s Conscience and Servitude. In early America, many poor people were unable to get to the colonies on their own. To facilitate the trip, many individuals promised to serve as indentured servants in exchange for the cost of the voyage.

20 . _____ was the most common means of getting to the colonies.

“_____.” those individuals who would buy in mass and then walk the servants from town to town re-selling them.

a. Masters could sell or auction them off, hire them out, whip, beat, brand them, or separate them from spouse/children, and punish runaways by extending or multiplying their term of servitude. For runaways, some colonies had penalty of hanging

b. In the early years, masters often drove their servants so hard that the backbreaking regime combined with crude living conditions caused over 50% of the servants to die.

c. Women indentured servants in some colonies had to serve an extra year if they became pregnant. Once their time of service was over, women did not receive land, as did men, and only rarely were given money.

REDEMPTIONERS

1. Redemptioners. During the 17th century, indentured servitude was almost the only way a poor white person could get to the colonies or White labor could be supplied to American planters. As the colonies became better established, however, more substantial farmers and tradesmen were tempted to immigrate to the New World. A new system was invented to facilitate their trip, and in the 18th century more people traveled to the colonies as Redemptioners than as servants.

a. Redemption's system developed when the _____ and _____ began to emigrate in large numbers after 1708.

b. Emigrants traveled to main ports on the Rhine River, having had to pay tolls at approximately 36 toll houses.

c. Many reached Rotterdam/Amsterdam with depleted resources and were unable to cover the fare to America. In some cases, eager merchants took whatever money they had left, transported them to America, and allowed them two weeks to pay the balance of the fare.

d. These two weeks gave them the opportunity to contact friends or family who might advance them the money to "redeem" themselves.

e. When the necessary amount could not be found, Captains sold the passengers into servitude. The length of service was determined roughly by the size of their debt, usually two years.

f. Once the redemptioner was transferred to American master she/he was treated exactly like an indentured servant.

2. _____. Most colonists thought poorly of bonded servants. They agreed that "Man of the Poor" who had been useless in England were inclined to be useless likewise. Colonists held this opinion, in part, because they failed to distinguish between regular indentures and convict labor.

3. The Dilemma. The founders of the Republic dedicated the United States to the highest ideals of brotherhood. Yet, we know that the same men who saw a disparity between the ideals of democracy and convict and indentured labor, condoned slavery.

IMMIGRATION

1. Many regions of the colonies had their own ideas on immigration. Some of these were based on the need of plantation owners, farmers, and religions. Examples of these are listed below:

a. _____. All White European settlers were welcomed into the colony with terms of equal rights. The bottom line was to be a good citizen regardless of their religious background. This became the basis for U.S. immigration and naturalization policies for White Europeans after the foundation of the republic.

b. Colonial Massachusetts. Only those religiously pure.

c. Chesapeake Bay of Virginia and Maryland (known as the Virginia Idea). With increasing reliance on a plantation economy, they wanted workers as cheaply as possible without necessarily accepting them to member into the community.

2. Immigrants were especially greedy or materialistic, but they had been at the complete mercy of their environment in Europe and it was important to them to be in control of their lives in America.

3. Immigrated Acts and Laws. The term racist doctrine today denotes prejudice and discrimination based on skin pigmentation and other physiological attributes. However, at the turn of the century, it was common practice to talk about the Italians race, the Jewish race, or the Polish race. The late 19th and early 20th century theorists juxtaposed the superior Anglo-Saxon race (Aryan, races, of Eastern and Southern Europe). Outside the South, racist theorists were less interested in Negroes. As such, their concern was upon the steady stream of new Immigrants, who were filtering through Ellis Island. This gave concrete form and “scientific” legitimacy by supporters of Anglo-Saxon superiorit

a. In 1911, the Federal Immigration Commission published a 42-volume report (the Dillingham Report) contrasting the old immigration with the new and making some startling conclusions. It stated the new immigration class is far less intelligent than the old; approximately one-third of all those over 16 years of age were found to be illiterate.

b. In 1915 one of President Wilson’s progressive braintrusters described the non-Aryan newcomers as “low-brow, big-faced persons of obviously low mentality.” Not that they suggest evil. They simply looked out of place in black clothes and stiff collar and as if belonged in skins, in wattle huts at the close of the Great Ice Age.

c. Madison Grant, chairman of the New York Zoological Society, wrote “a book which was the culmination of his racist thought.” Not bothering with Negroes or Oriental, Grant focused upon the lower order of Europeans who were inundating the country. He characterized the New Immigrants as “...a large and increasing number of the weak, the broken and the mentally crippled, of all races drawn from the lowest stratum of the Mediterranean basin and the Balkans, together with hordes of the wretches, submerged populations of the Polish ghettos.”

d. During W.W.I, social scientists conducted studies revealing the inferiority of the new immigrants. On the basis of a study of American GIs, it was concluded that “northern Europeans scored almost as well as Native-Whites, whereas soldiers born in Latin and Slavic countries average significantly lower.”

e. One future study concluded, “the intellectual superiority of our Nordic group to the Alpine, Mediterranean, and Negro groups has been demonstrated.”

f. Textbooks used in grade schools and colleges alike propounded the intellectual and moral superiority of the Anglo-Saxon race. Generations of American students were exposed to these theories which confirmed the widespread belief that the new immigrants were indeed inferior human beings.”

21. Key impacts affecting assimilation:

a. _____.

b. _____.

22. Contemporary America issues:

a. _____.

b. _____.

c. _____.

STUDENT HANDOUT #31-1 FAMOUS WHITE AMERICANS

Famous Americans of British Background. Wyeth (Wyeth Drug Laboratories); the Wright Brothers (aviation); John Underwood (typewriters); the Mayo Brothers (medicine); Walt Whitman, Emily Dickinson and Edgar Allan Poe (Literature); Marshall Field (merchandising); Coats and Clark (thread mills); and Arthur Pitney and Walter Bowes (mail machine). Currently, the majority of Americans of British background reside in California, New York, Pennsylvania, New Jersey, and Massachusetts.

Major Contributions of British Background. Our language; many of our costumes; our court system, including the right to be tried by jury of one's peers; names of many states and towns (e.g., Delaware; Virginia; New York; Madison, Wisconsin; Plymouth and Salem Massachusetts; New London, Connecticut) and early forms of punishment (e.g., pillory, stocks, and dunking stools).

Famous Americans of Canadian Background. Canadian-born musicians who are well known in the U.S. include: Hank Snow, Joni Mitchell, Neil Young, Bryan Adams, Ann and Nancy Wilson of "Heart" and Paul Anka. Famous entertainers include Donald Sutherland, David Steinberg, Ruby Keeler and Genevieve Bujold. Television producer Reuven Frank, former President of National Broadcasting Corporation (NBC), and Peter Jennings, television news anchor, are Canadian-born. The economist and Harvard professor, John Kenneth Galbraith is Canadian. John Augustus Larson, a Canadian-American who graduated from Boston University in 1914, invented the "polygraph machine" in 1921. Finally, Alfred C. Fuller, founder of the Fuller Brush Company was an immigrant to the U.S. from Nova Scotia who arrived with less than \$400.00 and built a fortune in door-to-door sales.

Major Contributions of Canadian Background. Hockey is recognized as a Canadian sport that migrated to the United States. Famous Canadian hockey players include Bobby Orr and Wayne Gretzky.

Famous Americans of French Background. Paul Revere (patriot); John Greenleaf Whittier (author); Francis Marion (patriot); John Jay (first Chief Justice of the United States); Alexander Hamilton (first Secretary of the Treasury); Pierre Charles L'Enfant (designed Washington, DC); Pierre Samuel dePont de Nemour (gunpowder); P. Lorillard (tobacco); Philip Armour (meat packing); Henry David Thoreau (philosopher and author); the La Follette family (famous political family in Wisconsin); Stephen Vincent Benet (author); John Garand (invented the official rifle of the U.S. Army); and President John Tyler and James Garfield. Currently, the majority of Americans of French background live in California, New York, New Jersey, Illinois, and Pennsylvania.

Major Contributions of French Background. Silk weaving; wine making; place names (e.g., New Orleans; St. Louis; Eau Claire, Wisconsin; Duluth, Minnesota; and Boise, Idaho); fashion; cookery (e.g., Baked Alaska, omelet, puree, mayonnaise, hors d'oeuvres, bouillon, consommé, sauté, filet); the public hall in Boston (Faneuil Hall); and the rag carpet.

Famous Americans of Dutch Background. Pearl Buck (author); Dr. Benjamin Spock (pediatrician); Presidents Franklin Roosevelt, Theodore Roosevelt, and Martin Van Buren; John Vliet Lindsay (former New York City Mayor and Congressman); Cornelius Vanderbilt (steamship and railroad entrepreneur); General Alexander Vandergrift (first Marine Corps Officer to hold the rank of permanent General); Dr. William J. Kolff (invented the artificial kidney); Cecil B. DeMille (motion picture entrepreneur); and Piet Mondrian (artist). Currently, the majority of Americans of Dutch background live in Michigan, California, New York, New Jersey, and Illinois.

Major Contributions of Dutch Background. Place names (e.g., Amsterdam, Harlem, New York); golf; skating, windmills; and founded what is now Rutgers University (New Jersey).

Famous Americans of German Background. General John Pershing; Albert Einstein; Paul Tillich (Protestant theologian); John Jacob Bausch and Henry Lomb (started optical goods company); John Auguster Roebling (bridge builder who constructed the Brooklyn Bridge); Studebaker (car maker); Pabst, Anheuser, Bush, Schlitz, and Schmidt (brewers); authors John Steinbeck, John Gunther, and Theodore Dreiser; John Philip Sousa (composer and conductor); Presidents Herbert Hoover and Dwight D. Eisenhower; Henry Kissinger; baseball stars Babe Ruth and Lou Gehrig; Berbard Baruch (financier and statesman); Nathan Straus (founded Macy's Department Store); John Wanamaker (founded the department store bearing his name); Walter Chrysler (of automobile fame); Frederick Weyerhaeuser (lumber entrepreneur); the Rockefeller family (entrepreneurs and politicians); H.J. Heinz, Hershey, Kraft, and Fleischmann (of food fame); Henry Engelhard Steinway (piano maker); Werner Von Braun (rockets); and entertainers Merlene Dietrich, Florenz Ziegfield, and Johnny Weissmueller (Tarzan).

Major Contributions of German Background. Established the first paper mill in the U.S.; founded the glass making industry; printed the first Bible printed in the U.S. colonies; established the first foundry making type in North America; developed the first kindergarten in America; and brought such foods as wieners, frankfurters, noodles, pumpnickel bread, and pretzel to America.

Famous Americans of Irish Background. Flannery O'Conner, F. Scott Fitzgerald, Marianne Moore, James T. Farrell, and Eugene O'Neill (literature); the Unsinkable Molly Brown; Pat O'Brien, George M. Cohan, James Cagney, and Bing Crosby (entertainers); Christopher Drumgoole (established home for homeless boys in New York); James McCreery (his sizable donations helped

found New York City's Metropolitan Museum of Art); Mayor James Curly of Boston; the Kennedy family (politics--including a president, a senator, and an ambassador); "Wild Bill" Donovan (commander of the mostly-Irish Catholic "New York Fighting 69th" in World War I); Al Smith (politician); Senator Daniel Patrick Moynihan; Senator Eugene McCarthy; Senator Joseph McCarthy; Mayor Richard Daley of Chicago; the "Fighting Irish of Notre Dame"; John L. Sullivan (fighter); George Meany (labor leader); and Andrew M. Greeley (priest and sociologist). Currently, the majority of Americans of Irish background live in New York, Massachusetts, New Jersey, Pennsylvania, and California.

Major Contributions of Irish Background. Irish-Americans played a major role in city politics and municipal services (e.g., Tammany Hall in New York); 12 of our Presidents were of Irish background. Although most of the Irish were Catholic, they established the first American Presbyterian Church and the first American Methodist Church. St. Patrick's Day parades are big events in many locations throughout the country.

Famous American of Italian Background. Mother Frances Cabrini (Chicago social workers and the first American saint); Amadeo Giannini (founder of the Bank of America); John Cuneo (founder of the Cuneo Press, which was once the largest printing establishment in the world); Salvatore Giordano (President of Fedders Air Conditioning Corp.); Fiorello La Guardia (Mayor of New York City); Congressman Peter Rodino; Judge John Sirica (presided over the Watergate trials); Anthony Celebrezze and Joseph Califano (former Secretaries of the U.S. Department of Health and Human Services); Arturo Toscanini (musical conductor); Enrico Caruso and Anna Moffo (opera singer); Constantino Brumaldi (painter who painted the frieze around the Capitol Rotunda); Enrico Fermi (Nobel Prize scientist whose experiments led to the development of the Atomic Bomb); Emilio Segre (discovered Technetium, the first artificially created element); entertainers Frank Sinatra, Dean Martin, Perry Como, Guy Lombardo, Tony Bennett, Jimmy Durante, and Henry Mancini; and sports stars Joe DiMaggio and Vince Lombardi. Currently, most Americans of Italian background live in New York, New Jersey, Pennsylvania, California, and Massachusetts.

Major Contributions of Italian Background. Introduced several foods (e.g. broccoli, zucchini, squash, endives, chicory, and pizza pie) and brought Italian grapes to the vineyards of California and Virginia.

Famous Americans of Polish Background. Casimir Funk (biochemist who discovered vitamins); Arthur Rubinstein (pianist); Samuel Goldwyn and the Warner Brothers (movie makers); Zbigniew Brzezinski (foreign affairs advisor); Thaddeus Sendzimir (revolutionized the steel industry by his new methods of processing steel); Edmond Muskie (former U.S. Senator and Secretary of State); Leon Jaworski (former Watergate prosecutor); Bobby Vinton (singer); Stan Musial, Tony Kubek, and Carl Yastrzemski (baseball stars). Currently the

majority of Polish-Americans in the United States live in New York, Illinois, Pennsylvania, New Jersey, and Michigan.

Major Contributions of Polish Background. Established the first factory in America (glass factory); invented the pneumatic dynamite torpedo gun, ramrod bayonet, and telescopic sight for artillery.

Famous Americans of Middle-eastern Background. Robert Aboud (former vice-chairman of First National Bank); Najeeb Halaby (former chairman of Pan-American Airlines); Lisa Halaby, his daughter, is now "Queen Noor," wife of King Hussein of Jordan; Danny Thomas and his daughter, Marlo, Jamie Farr, Paul Anka, Tigh Andrews (Entertainers); Joe Robbie (owner of Miami Dolphins); Abe Gibron (former coach of the Chicago Bears); Michael DeBakey (medicine); Philip Habib (State Department envoy to peace and arms negotiations and Assistant Secretary of State for East Asian and Pacific Affairs); Ralph Nader (consumer advocate).

Major Contributions of Middle-eastern Background. Middle-Eastern-Americans have made important contributions to American culture. Lebanese immigrants, Farah and Haggard are two well-known clothing manufacturers in the United States.

LESSON: 32

TASK: TRAINING CRITERA, REPORTING AND FILE MANAGEMENT REQUIREMENTS FOR THE EOR.

CONDITION: Classroom environment

1. DISCUSS TRAINING CRITERA FOR UNIT TRAINING PROGRAMS
2. IDENTIFY TYPES OF REPORTS
3. DESCRIBE TYPES OF REPORTS
4. PROPERLY FILL OUT REPORTS
5. STAFF ASSISTED VISIT CHECKLIST

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CH 6-14. Training

Minimum criteria for local unit training programs.

(1) The commander will incorporate EO training into the overall training plan for The unit. The Soldier Support Institute publishes training tools (DA Pam 350-20, Unit Equal Opportunity Training Guide, and TC 26-6, Commander's Equal Opportunity Handbook) that may assist commanders in developing Required training.

Active Army and reserve components commanders of TOE/MTOE/TDA units will add the following topics to their quarterly or yearly training briefings:

- (a) Type and dates of human relations training conducted by the unit since Last Quarterly Training Brief (QTB) /Yearly Training Brief (YTB).
- (b) Type and dates of human relations training scheduled for the unit before the next QTB/YTB.
- (c) The number of EOAs / EORs required, authorized, on hand and the Training they have completed or scheduled prior to next QTB/YTB.
- (d) Date last command climate survey was conducted and date next command climate survey is scheduled.

(2) Leaders will conduct mandatory unit EO/sexual harassment training quarterly.

- (a.) Commanders will document training on the unit's training schedule and lead the training.

b.) In their training documentation, commanders must include Type of training; instructor; date, time and length of training; roster of Attendees and issues covered in the session.

(c.) From time to time, different issues will be of local or Army-wide importance and require special emphasis and attention by unit commanders.

(d.) As a minimum, two of the quarters will consist of Prevention of Sexual Harassment training

(e.) The other two quarters will consist of training that is interactive, small group, discussion-based, (Co2)

1. E O TRAINING REPORTS

1. The commander will incorporate EO Training in to the overall training plan for the unit.

2. Commanders will conduct mandatory unit EO/Sexual Harassment training quarterly. Commanders will document training on the units training schedule and lead training. In their training documentation, commanders must include type of training; instructor; date, time and length of training; rosters of attendees and issues covered in the session.

3. The chain of command and other leaders will be present and participate in unit EO training sessions

4. Training should be small group, (25 personal) interactive and discussion-based. It should emphasize findings determined as a result of the unit command climate assessments

UNIT LETTER HEAD

Equal Opportunity Training Assessment

Completed all that apply for each training event conducted

Write in or circle choice

1. Date of Training: _____

2. Unit UIC: _____

2. Level of Training: _____

Company/Troop
Platoon/Squad

Battalion/Squadron

Brigade/Directorate

4. Type of Training: _____

EO Overview

Racism

Effective Communication

Racism

Religious Accommodation

Hate/Extremist Group

Cultural Awareness

Institutional Discrimination

Complaint Procedures

POSH

Complaint Procedure

Affirmative Action Plan

Consideration of Others

Cultural Diversity

Sexism

Self Awareness

Senior Leader Training

Other _____

5. Number of Hours: _____

6. Number of Leaders Present: _____

7. Number of Soldiers Trained: _____

8. Assessment Comments: _____

Name and Telephone of Individual Submitting Data: _____

Upon signature of commander, EOR will forward copy to Brigade EOA. Original will remain in unit training files.

I. M. Commander
CPT, AR
Commanding

3. C02 TRAINING REPORT

A. Local unit training programs.

- 1. The commander incorporate Co2 Training in to the overall training plan for the unit.**
- 2. Commanders will conduct mandatory unit EO/Sexual Harassment training quarterly. Commanders will document training on the units training schedule and lead training. In their training documentation, commanders must include type of training; instructor; date, time and length of training; rosters of attendees and issues covered in the session.**
- 3. The chain of command and other leaders will be present and participate in unit EO training sessions**
- 4. Training should be small group, (25 personal) interactive and discussion-based. It should emphasize findings determined as a result of the unit command climate assessments**

UNIT LETTER HEAD

Consideration of Others Training Assessment

Completed all that apply for each training event conducted

Write in or circle choice

1. Date of Training: _____

2. Unit UIC: _____

4. Level of Training: _____

Platoon

Section/Directorate

Squad

4. Type of Training: _____

Self Awareness

Consideration of Others

CO2 – Weather Injuries

CO2 – The Drink

CO2 – Professional Ethics

CO2 – Would Have Issued You One

CO2 – Communication Process

CO2 – The Medal

CO2-Effective Communication

CO2 – Alcohol & Drug Abuse

CO2 – Cultural Diversity

CO2 - Group Development

CO2 – Religious Accommodation

CO2 – Values, Attitudes, and Beliefs

CO2- HIV & Safe Sex

Other _____

5. Number of Hours: _____

6. Number of Leaders Present: _____

7. Number of Soldiers/Civilians Trained: _____

8. Assessment Comments: _____

Name and Telephone of Individual Submitting Data: _____

Upon signature of commander, EOR will forward copy to Brigade EOA. Original will remain in unit training files.

I. M. Commander
CPT, AR
Commanding

WEEKLY TRAINING SCHEDULE WEEK 41

INCLUSIVE DATES: 010709 To 010715

Page 1 of 3

DATE/TIME	SUBUNIT	ACTIVITY	LOCATION	TRAINER	REFERENC E	UNIFORM
MONDAY 9-Jul-01						
0630-0730	COMPANY	PT	BLDG 298	1SG DO IT	FM 21-20	P
0730-0900	CORE	PERSONNEL HYGIENE	OPTIONAL	NA	UNIT SOP	D
0900-1100	1st plt	POSH/ MANDATORY TRNG	BLDG 298	SFC AGEE EOR	Ar 600-20	D
1200-1300	COMPANY	LUNCH	OPTIONAL	NA	UNIT SOP	D
1300-1500	2nd plt	POSH/ MANDATORY TRNG	BLDG 298	SFC AGEE EOR	Ar 600-20	D
1300-1630	COMPANY	UNIT OPERATIONS	DUTY SEC	SEC LDR	UNIT SOP	D
TUESDAY 10-Jul-01						
0630-0730	COMPANY	MANDATORY TRAINING	BLDG 298	SSG DEVIL	UNIT SOP	D
0800-1000	4th plt	POSH/ MANDATORY TRNG	BLDG 298	SFC AGEE EOR	Ar 600-20	D
1200-1300	COMPANY	LUNCH	OPTIONAL	NA	UNIT SOP	D
1300-1500	HQ plt	POSH/ MANDATORY TRNG	BLDG 298	SFC AGEE EOR	Ar 600-20	D
WEDNESDAY 11-Jul-01						
0630-0730	COMPANY	PT	BLDG 298	1SG DO IT	FM 21-20	P
0730-0900	CORE	PERSONNEL HYGIENE	OPTIONAL	NA	UNIT SOP	D
0900-1130	COMPANY	UNIT OPERATIONS	DUTY SEC	SEC LDR	UNIT SOP	D
1200-1300	COMPANY	LUNCH	OPTIONAL	NA	UNIT SOP	D
1300-1630	COMPANY	UNIT OPERATIONS	DUTY SEC	SEC LDR	UNIT SOP	D
THURSDAY 12-Jul-01						
0700-1200	COMPANY	SGT'S TIME	DUTY SEC	SEC LDR	UNIT SOP	D
1130-1230	COMPANY	JR NCO PD	BLDG 298	SSG GITEM	FM 17-98-1	D
1200-1300	COMPANY	LUNCH	OPTIONAL	NA	UNIT SOP	D
1300-1500	3rd plt	POSH/ MANDATORY TRNG	BLDG 298	SFC AGEE EOR	Ar 600-20	D
1500-1630	COMPANY	FAMILY TIME	OPTIONAL	NA	UNIT SOP	C
FRIDAY 13-Jul-01						
0630-0730	COMPANY	COMPANY RUN	BLDG 298	1SG DO IT	FM 21-20	P
0730-0900	CORE	PERSONNEL HYGIENE	OPTIONAL	NA	UNIT SOP	D
0900-1130	COMPANY	UNIT OPERATIONS	DUTY SEC	SEC LDR	UNIT SOP	D
1200-1300	COMPANY	LUNCH	OPTIONAL	NA	UNIT SOP	D
1300-1500	COMPANY	UNIT OPERATIONS	DUTY SEC	SEC LDR	UNIT SOP	D
1500-1700	MAKE UP	POSH/ MANDATORY TRNG	BLDG 298	SFC AGEE EOR	Ar 600-20	D
SATURDAY 14-Jul-01						
0001-2400	COMPANY	OFF	OPTIONAL	NA	NA	C
SUNDAY 15-Jul-01						
0001-2400	COMPANY	OFF	OPTIONAL	NA	NA	C

Training notes:

1. Uniform description:

- A CLASS A
- B CLASS B
- C CIVILIAN (Appropriate to event)
- D DUTY UNIFORM
- F FIELD UNIFORM (BDU Kevlar helmet, LBE,)
- P PT UNIFORM
- Z AS DIRECTED

2. 1sg DO IT Notes

All POSH Mandatory training will be completed by COB Friday
All Platoons / Sections will insure that persons that had missed MANDATORY training will Attend the make up on Friday from 1500-1700. Those that fail to do so will need to attend the alternate make up day on Saturday the 28th from 0700-0900

3. Training Highlights:

- A. Mandatory Training subject for JULY is: **Prevention of Sexual Harassment** / Suicide Prevention
- B. JR NCOPD is: Establish an OP (Scouts)
- C. SR NCODP is: Supervise Unit Prep for an NBC Attack (B Co)
- D. Company NCODP is: Media Relations in Wartime (1sg)

4. Weekly Safety Topics

Vehicle Rollovers

Approved by: _____
IM, CPT, AR Commanding Date IM IN CHARGE, LTC, AR Commanding
Date



FORGE THE THUNDERBOLT!



Equal Opportunity Report 2nd Quarter, FY 01

	2nd QTR, FY 01				3rd QTR, FY 01		
Unit	Consideration Of Others Training <i>Date Conducted</i>	EO POSH Training <i>Type/ Date</i>	Command Climate Survey <i>Date Completed</i>	EORs <i>Staffing Status</i>	Consideration Of Others Training <i>Scheduled Date</i>	EO POSH Training <i>Type/ Date</i>	Command Climate Survey <i>Date Scheduled</i>
HHC							
A Co							
B Co							
C Co							
D Co							

•CO2 Training

- Date of training
- 2 hour qtrly requirement

•EO Training/ POSH Training

- Type(EO or POSH) and Date of Training
- 2 sessions of POSH(Prevention of Sexual Harassment) per year and 2 sessions of EO per year, thus one type per qtr.

•Command Climate Survey

- Date Survey Completed
- Within 90 days of Change of Command and once per year thereafter

•EOR Requirement

- Green-Trained Appt EOR, Amber-Appt Untrained, Red-Vacant
- One per unit certified through local EORC

•CO2 Training

- Date of training

•EO Training/ POSH Training

- Type(EO or POSH) and Date of Training

•Command Climate Survey

- Date of next Survey
- Quarter immaterial

Quarterly Narrative and Statistical Report

Office Symbol (600-20)

DATE

MEMORANDUM FOR Commander, USAARMC and Fort Knox, Fort Knox, Kentucky 40121-5000

SUBJECT: Quarterly Narrative and Statistical Report

1. References.

- a. AR 600-20, Army Command Policy.
- b. DA Pam 600-26, Department of the Army Affirmative Action Plan.
- c. TC 26-6, Commander's Equal Opportunity Handbook.

2. EO climate statement. A short paragraph stating the EO climate based on trend identification from the enclosed reports and previous quarterly reports.

3. Overall assessment.

a. Summarize Assessment and EO Staffing Report. Comment on assessment status and impact and state the total EOL requirements and EOL training status.

b. Summarize Training Report focusing on Consideration of Others compliance and SGI status and impact.

c. Summarize Career Development Report discussing discrimination issues or observations based on promotion and award activity.

d. Summarize Retention Report commenting on trends by REDCAT and gender of soldiers **not re-enlisting** (coordinate this statement with the Retention NCO).

e. Summarize Unfavorable Action Report discussing discrimination issues or observations regarding non-judicial punishment, courts martial, bars to reenlistment and flagging actions.

f. Summarize Complaint Report.

g. Summarize Demographic Report comparing population and key leader demographics.

4. Point of contact is (as appropriate) DSN xxx-xxxx.

"STRIKE HARD"

Encl

I'M A. CDR
LTC, QM
Commanding

TOTAL DEMOGRAPHICS

REDCAT GENDER	ASIAN/P		BLACK		HISPANIC		NATIVE		OTHER		WHITE		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
O-8														
THRU														
O-1														
CW-5														
THRU														
CW-1														
E-9														
THRU														
E-1														

EQUAL OPPORTUNITY REPRESENTATIVES

UNIT	RANK	FULL NAME	REDCAT	PCS/ETS	DATE OF TRNG	DATE ASSIGN EOL	GENDER M / F

CONSIDERATION OF OTHERS/FACILITATORS

UNIT	RANK	FULL NAME	REDCAT	PCS/ETS	DATE OF TRNG	GENDER M / F

KEY LEADERS

REDCAT	ASIAN/P		BLACK		HISPANIC		NATIVE		OTHER		WHITE		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
BDE CDR														
BDE CSM														
BDE XO														
BDE S3														
BN CDR														
BN CSM														
BN XO														
BN S3														
CO CDR														
CO 1SG														
CO XO														

Break down key positions unique for each unit. For example, if an observation has been made that a particular unit has all female PLT SGT's, all white Senior drills, all black Motor SGT's, or all female admin clerks working out of their MOS. Breakdown key position chart to reflect a complete picture. Compare like units, etc.

ANNEX B, (Your Brigade) Affirmative Action Plan

ETHNIC OBSERVANCE COMMITTEE MEETINGS

UNIT PERFORMING COMMITTEE MEETING	DATE COMMITTEE MEETING WAS HELD

UPCOMING EQUAL OPPORTUNITY TRAINING

UNIT PERFORMING TRAINING	DATE	SUBJECT	INSTRUCTOR

UPCOMING ETHNIC OBSERVANCES/EVENTS

UNIT PERFORMING EVENTS	DATE	SUBJECT	INSTRUCTOR

**Equal Opportunity Training Assessment
QNSR Input Screen (Detachment – Battalion)**

Complete Assessment for each Training Session Conducted
Write in or Circle Choice

1. Date of Assessment: _____

2. Unit UIC: _____

3. Level of Assessment: _____

Company/Troop	Battalion/Squadron	Brigade/Group	Squad	Corps
Division/COSCOM	MACOM			

4. Assessment Tool: _____

MEOCS	IG Unit Climate	Unit Command Profile	Sensing Sessions	Interviews
TDAS	Other	Command Climate Survey		

5. Available Soldiers in Unit _____ Trained Number _____

6. Company-level Command Climate Survey Conducted _____ Soldiers in Company _____ Number of Survey Conducted _____

7. EO Leader Staffing: Required _____ O/H _____

AR 600-20 minimum requirement is one per battalion and one per company. Unit commanders may designate increased requirements.

8. Assessment Comments:

Name and Telephone of Individual Submitting Data:

**Equal Opportunity & Co2 Training Assessment
QNSR Input Screen**

Completed all that apply for each training event conducted
Write in or circle choice

1. Date of Training: _____

2. Unit UIC: _____

3. Level of Training: _____

Company/Troop	Battalion/Squadron	Brigade/Group	Squad	Corps
Division/COSCOM	MACOM			

4. Type of Training: _____

EO Overview	Hate/Extremist Group	Complaint Procedure	Sexism
Racism	Cultural Awareness	Affirmative Action Plan	Self Awareness
Effective Communication	Institutional Discrimination	Consideration of Others	Other
Senior Leader Training	CO2 – Alcohol & Drug Abuse	CO2 – Weather Injuries	CO2 – The Medal
CO2 – Cultural Diversity	CO2 – Communication Process	CO2 – The Drink	CO2 – Complaint Proc
CO2 – Identify Extremism	CO2 – Group Development	CO2- HIV & Safe Sex	CO2 – POSH
CO2 – Professional Ethics	CO2 – Racism and Sexism	CO2 – Religious Accommodation	
CO2 – Would Have Issued You One		CO2 – Values, Attitudes, and Beliefs	
Other _____			

5. Number of Hours: _____

6. Number of Leaders Present: _____

7. Number of Soldiers Trained: _____

8. Assessment Comments: _____

Name and Telephone of Individual Submitting Data: _____

EO Progress Career Development, Retention and Unfavorable Action Report

Awards <i>Paragraph 3c</i>		Asian/Pac		Black		Hispanic		Native		Other		White		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
LOM	Submitted														
	Approved														
MSM	Submitted														
	Approved														
ARCOM	Submitted														
	Approved														
AAM	Submitted														
	Approved														
Promotions		Asian/Pac		Black		Hispanic		Native		Other		White		Total	
<i>Paragraph 3c</i>		M	F	M	F	M	F	M	F	M	F	M	F	M	F
E6 w/o W	Boarded														
	Recommended														
E6 w/W	Boarded														
	Recommended														
E5 w/o W	Boarded														
	Recommended														
E5 w/W	Boarded														
	Recommended														
E4	Eligible														
	Promoted														
	W/Waiver														
E3	Eligible														
	Promoted														
	W/Waiver														
Re-enlistment's		Asian/Pac		Black		Hispanic		Native		Other		White		Total	
<i>Paragraph 3d</i>		M	F	M	F	M	F	M	F	M	F	M	F	M	F
	1st Term														
	Mid Career														
	Career														
	Others (EXT)														
Bars to Reenlistment															
Article 15		Asian/Pac		Black		Hispanic		Native		Other		White		Total	
<i>Paragraph 3e</i>		M	F	M	F	M	F	M	F	M	F	M	F	M	F
	Field Grade														
	Company Grade														
	Summarized														
	Total														
Courts Martial		Asian/Pac		Black		Hispanic		Native		Other		White		Total	
<i>Paragraph 3e</i>		M	F	M	F	M	F	M	F	M	F	M	F	M	F
	Special														
	BCD														
	General														
Separations		Asian/Pac		Black		Hispanic		Native		Other		White		Total	
<i>Paragraph 3e</i>		M	F	M	F	M	F	M	F	M	F	M	F	M	F
	Chapter 9														
	Chapter 10														
	Chapter 13														
	Chapter 14														
	Chapter 15														

STAFF ASSISTED VISIT CHECKLIST

SECTION 1. EQUAL OPPORTUNITY & PREVENTIONS OF SEXUAL HARASSMENT TRAINING				
ITEM	DESCRIPTION/AREA	YES	NO	N/A
1.a *	Quarterly EO & POSH Training is conducted (2 Qtrs each)			
1.b	EO/POSH Training is documented on the unit training schedule			
1.c	Memorandum containing the type of training conducted, date, time, name of instructor, make-up day for tng is maintained by the unit (1 year)			
1.d	Unit maintains attendance roster for EO & POSH Training (1 year)			
1.e	Chain of Command & other leaders are present & participate in unit EO sessions/POSH Training (indicated by sign-in rosters)			
1.f	Civilian unit members participate in EO Training			
1.g	Type and dates of human relations training conducted and projected are briefed at QTBs and YTBs			
1.i	Bde/Bde equivalent unit EOAs conduct bi-annual EO & prevention/eradication of sexual harassment training for Senior Leaders			
Remarks:				

SECTION 2. CONSIDERATION OF OTHER (CO2) TRAINING				
ITEM	DESCRIPTION/AREA	YES	NO	N/A
2.a *	Quarterly CO2 Training is conducted (2 hours per session)			
2.b	CO2 Training is documented on the unit training schedule			
2.c	Memorandum containing the type of training conducted, date, time, name of instructor, make-up day for tng is maintained by the unit (1 year)			
2.d	Unit maintains attendance roster for CO2 Training (1 year)			
2.e	Chain of Command & other leaders are present & participate in unit CO2 sessions/Training (indicated on sign-in roster)			
2.f	Civilian unit members participate in CO2 Training			
2.g	Type and dates of CO2 training conducted and projected are briefed at QTBs and YTBs (see QTB slide packet)			
2.h	Primary/alternate CO2 Facilitators have attended the CO2 Facilitator's Seminar (Seminar completion memo available)			
Remarks:				

SECTION 3. EQUAL OPPORTUNITY REPRESENTATIVE (EOR) RESPONSIBILITIES				
ITEM	DESCRIPTION/AREA	YES	NO	N/A
3.a *	Bn and lower units have primary/alternate EOR appointed (indicated on orders)			
3.b	EOR (primary & alternate) is member of command and in the grade of SSG-1LT			
3.c	EOR (primary & alternate) attended the EORC			
3.d	EOR (primary & Alternate) attend the bi-annual EOR Seminar			
3.e	Assist commander in preparing/conducting unit EO/POSH/CO2 training			
3.f	Assist commander in conducting Command Climate Survey w/l 90 days of assumption of command			
3.g	Assist commander in preparing/conducting unit ethnic/special observances			
3.h	Maintains unit files for EO/POSH/CO2 training (indicated by sign-in rosters & commander's memorandum of training)			
3.i	Attends quarterly EO coordination training with Bde EOA			
3.j	Assist commander with EO complaints by referring them to the Bde EOA or appropriate agency			
REMARKS:				

SECTION 4. EQUAL OPPORTUNITY ADVISOR (EOA) RESPONSIBILITIES				
ITEM	DESCRIPTION/AREA	YES	NO	N/A
4.a *	Prepares QNSR for Commanders signature and forwards to Post EO Office NLT the 1st Friday of the first month after the end of the quarter			
4.b	Maintains access/updated password to EO Database			
4.c *	Maintains files IAW AR 25-400-2 for all formal EO complaints (FN 600-20c) for two years			
4.d	Conducts quarterly EO coordination training with Bde EORs (indicated by sign-in roster)			
4.e	Attends Commander's Staff Call			
4.f	Attends bi-monthly coordination meeting with Sr. EOA (indicated by sign in roster)			
4.g	Has established ethnic/special observance planning committee (indicated by minutes - maintained for 1 year)			
4.h	Coordinates/plans ethnic/special observances for the Bde (verified by committee meetings/AARs)			
4.h *	Provides advisory assistance to 15-6 Investigating Officer, review & comment on investigative report of EO complaints for compliance with DoD and DA EO policies (as indicated by Formal Complaints files & MFRs)			
4.i	Serves as an instructor for the EORC (indicated on training schedules)			
4.j	Evaluates subordinate units EO/POSH/CO2 training (verified by sign in rosters)			
REMARKS:				

SECTION 5. EQUAL OPPORTUNITY BULLETIN BOARD				
ITEM	DESCRIPTION/AREA	YES	NO	N/A
5.a *	Unit has designated EO Bulletin Board			
5.b	EO Bulletin Board is available/accessible to all unit personnel			
5.c	EO Bulletin Board is located in highly accessible area and is available to all assigned personnel			
5.d *	Command policy letters are posted in accordance with Section 6 of this checklist			
5.e	Complaint procedures flowchart is posted on EO Bulletin Board			
5.f	USAARMC Poster 600-20-1 is posted on EO Bulletin Board			
5.g	USAARMC Poster 600-20-2 is posted on EO Bulletin Board			
REMARKS:				

SECTION 6. Command Policy Memorandums & Publications				
*= indicates items will be posted on EO Bulletin Board				
ITEM	DESCRIPTION/AREA	YES	NO	N/A
6.a	*Thunderbolt Six Policy Memorandum 37-8 (EO Policy)			
6.b	*Thunderbolt Six Policy Memorandum 37-9 (POSH)			
6.c	*Thunderbolt Six Policy Memorandum 37-10 (Complaint Procedures)			
6.d	*CofS Policy Memorandum - Consideration of Others			
6.e	*Bde/Reg Cdr, Bn/Sqd Cdr and Co/Trp Cdr Equal Opportunity Policy Memorandums			
6.f	*Bde/Reg Cdr, Bn/Sqd Cdr & Co/Trp Cdr's Prevention of Sexual Harassment (POSH) Policy Memorandums			
6.g	*Bde/Reg Cdr, Bn/Sqd Cdr & Co/Trp Cdr EO Complaint Procedures Policy Memorandums			
6.h	*Bde/Reg Cdr, Bn/Sqd Cdr & Co/Trp Cdr Consideration of Other Policy Memorandums			
6.i	AR 600-20, Army Command Policy, 15 July 1999			
6.j	TC 26-6, Commander's Equal Opportunity Handbook,			
6.k	DA PAM 350-20 w/CH1, Unit Equal Opportunity Training Guide			
6.l	AR 600-26, Dept of the Army Affirmative Action Plan			
6.j	TRADOC Supplement 1 to AR 600-20 (Army Command Policy)			
6.k	TRADOC Reg 600-11, TRADOC Affirmative Action Plan			
6.l	USAARMC Regulation 600-2, Affirmative Action Plan			
6.m	HQDA Consideration of Others Handbook			
Remarks:				

SECTION 7. Command Climate Survey - *CO/Trp Units				
ITEM	DESCRIPTION/AREA	YES	NO	N/A
7.a *	Command Climate Survey was conducted within 90 days of assuming command			
7.b	Bde/Reg EOA annotates completion in Bde/Reg QNSR			
7.c	Appropriate training was programmed based on the findings of the command climate survey			
7.d	Completion of Command Climate Survey is an item that is checked under the Command Inspection Program			
Remarks:				

SECTION 8. AFFIRMATIVE ACTION PLAN				
ITEM	DESCRIPTION/AREA	YES	NO	N/A
8.a	BDE/REG has current AAP developed and implemented			
8.b	AAP reviewed annually to assess the effectiveness of the plan			
8.c	HQDA, TRADOC, and USAARMC goals are incorporated into the Bde/Reg AAP			
8.e	Bde/Reg is represented at Installation AAP Panel			
8.f	Copy Bde/Reg AAP is forwarded to Installation EO Office			
Remarks:				