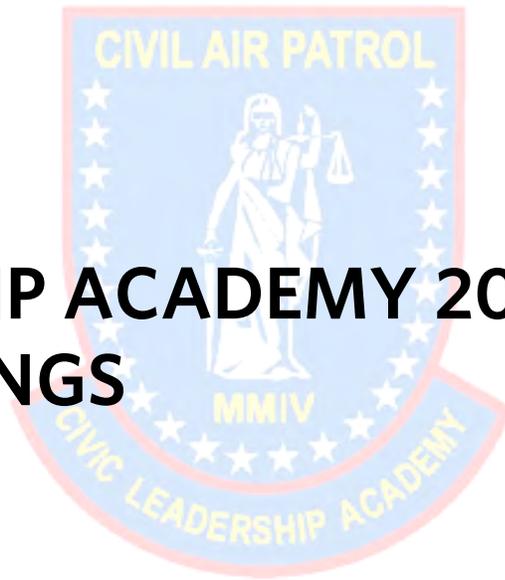


CIVIL AIR PATROL

# CIVIC LEADERSHIP ACADEMY 2009 GUIDE TO READINGS



# CIVIC LEADERSHIP ACADEMY

## GUIDE TO READINGS

As part of their study of the federal government, cadets read scholarly articles, biographies, fact sheets, Congressional testimonies, watch online videos, and complete web-based simulations to enlarge their understanding of how our government works. This guide introduces each of those readings and sets the stage for the cadets' studies.

## HOMEWORK DEADLINES

**Cadets are expected to read the articles by the deadline listed below, and answer in writing the related discussion questions, as shown in this guide. To access the readings, see [cap.gov/civics09](http://cap.gov/civics09). Email completed assignments to Lt Col Brockman at [brockmanzoo47@hotmail.com](mailto:brockmanzoo47@hotmail.com). If an extension is needed, contact Lt Col Brockman before the deadline.**

DATE DUE	ARTICLE
17 Jan	<i>The Constitution of the United States of America</i> (general familiarity) <i>Gavel to Gavel</i> "The Case That Made the Court" "Roberts Rules"
24 Jan	"The Decision to Fire MacArthur" from <i>Truman</i> "An Essay on Civil Control of the Military" "A Memorial to Forget" "Only Woman medal of Honor Holder Ahead of Her Time"
31 Jan	"The Central Intelligence Agency: Who We Are, What We Do" Gen Hayden at the Los Angeles World Affairs Council "CIA Destroys Two Tapes" "Day in the Life of a Special Agent"
7 Feb	Secretary Rice Interview with Al Arabiya Secretary Rice's Transformational Diplomacy <i>Diplomacy: The U.S. Department of State at Work</i> "Assignment Abroad"
14 Feb	"Albright on Communication, Information, & Negotiation" "Quick Facts About the FBI" Director Mueller at the Senate Judiciary Committee



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# INTRODUCTION

The readings included in this guide are designed to prepare cadets to make the most of their Washington experience. Additionally, they will provide a common intellectual framework, as Civic Leadership Academy cadets come from different educational levels.

The readings illustrate civic virtue by profiling great moments in our nation's history. Most selections go beyond mere civic mechanics - the "how" part of government. Instead, the readings have been carefully chosen to illustrate timeless ideals about leadership in a democratic society.

## PROCEDURE

1. Read the introduction and discussion questions that are found in this guide.
2. Read the assigned texts, keeping the discussion questions in mind.
3. After reading the text, complete the discussion questions. Your answers need not be long; one or two paragraphs should suffice (approximately 75-125 words per question).

## **FOUNDATION READING**

### THE CONSTITUTION OF THE UNITED STATES OF AMERICA

The most ingenious political document in human history still governs us today. Re-read the Constitution as a way to prepare for the Civic Leadership Academy. The CLA faculty will assume you have a working knowledge of the Constitution, and may challenge your knowledge during the week through quizzes and games.

## PL-20 CONVEYING CAP'S MESSAGE

### "SCHEDULING CAPITOL HILL APPOINTMENTS"

(on-line module) by the Civic Leadership Academy faculty

This on-line module explains the mission of CAP Legislative Day, and provides training in how cadets should request office visits on Capitol Hill. Follow the on-screen instructions to complete this assignment.

### "ALBRIGHT ON COMMUNICATION, INFORMATION, & NEGOTIATION"

by Abbie Lundberg and Meridith Levinson, from *CIO.com*, February 2005

During this short article, Madeline Albright reflects on the leadership challenges she faced as Secretary of State. She discusses the communication process, and the importance of managing information so that it gets into the hands of people who make decisions.

1. What did Secretary Albright mean when she said, "Information is just a product, and the policy maker is a consumer"?
2. What are some of Albright's strategies for presenting ideas to people who may be hesitant about agreeing with them? Do you agree with her approach?

### *CIVIL AIR PATROL'S ANNUAL REPORT TO CONGRESS*

by Civil Air Patrol

Cadets will familiarize themselves with this important document as they prepare for their Legislative Day meetings on Capitol Hill.

## FG-10 THE CONGRESS

### *GAVEL TO GAVEL*

by C-SPAN and The Brookings Institute

Most CLA cadets are familiar with the basic procedures that bills follow as they become laws. "Gavel to Gavel" goes further by explaining the function of the Committee of the Whole, conference committees, the *Congressional Record*, and symbols such as the House mace. Scan the glossary and familiarize yourself with the terms that are new to you. Also, pay close attention to the diagrams of the House and Senate chambers.

1. Why do the authors claim the "committee system is the backbone of Congress." How many reasons can you think of to defend the use of committees?
2. What is the function of the Rules Committee? Is it mostly concerned with operational formalities or do you believe this committee could be "politicized"? Explain your answer.
3. What do conference committees add to the legislative process? Do they help produce good legislation or merely slow-down the process?

## FG-20 THE FBI

### “DAY IN THE LIFE OF A SPECIAL AGENT”

by the FBI

Special Agents have many different responsibilities, including community outreach, investigation, and continuous training. For example, Agents spend large parts of their days outside of the office, "in the field," working on cases. However, Agents may also spend an entire day in the office completing paperwork related to investigations. These varied tasks usually mean that a day in the life of a Special Agent will differ from the one before. This series of short videos illustrates what goes on in the day in the life of a FBI special agent.

1. What are the main roles and responsibilities of FBI Special Agents?
2. What thought processes do FBI Agents follow before they make an arrest? In other words, what are some of the issues they consider before they draw their weapons and kick down a suspect's door?

### “QUICK FACTS ABOUT THE FBI”

by the FBI

This web-based fact sheet outlines the mission, organization, and history of the FBI. It is being included in the list of CLA readings simply to provide cadets with a basic introduction to America's premiere law enforcement agency. No discussion questions are assigned for this reading.

### DIRECTOR MUELLER AT THE SENATE JUDICIARY COMMITTEE (17 Sept 2008)

by the Robert S. Mueller III, Director, FBI

Most law enforcement agencies focus solely on what is transpiring within the borders of their jurisdiction. The FBI is different because it must monitor the threats that foreign criminal enterprises, foreign terrorists, and foreign governments pose to U.S. security. In this testimony before the Senate Judiciary Committee, Robert Mueller, the FBI's director, explains how the Bureau is responding to the activities of terrorists – both home-grown and foreign. Director Mueller's testimony will provide CLA cadets with a snapshot of the Bureau's priorities for 2009.

1. What are some of the ways intelligence affects the FBI's mission?
2. Why is technology so important to the FBI, according to Director Mueller? What are some ways that the Bureau is using technology to accomplish its mission?
3. Why is Director Mueller placing such an emphasis on the FBI's human capital this year?

## FG-21 THE PENTAGON

“THE DECISION TO FIRE MACARTHUR” from *Truman*

by David McCullough

A panel of historians recently ranked Harry Truman as the fifth greatest president of all time. But when the man famous for proclaiming, “The buck stops here” left office, his public approval rating was abysmal. General Douglas MacArthur, by comparison, was greatly admired. In this excerpt, author David McCullough describes how MacArthur’s “insubordination” reached a boiling point, forcing Mr. Truman to fire the general as the Korean Conflict waged on.

1. What factors were involved with President Truman’s decision to fire MacArthur? Upon what criteria did he base his judgment? Would you have done the same?
2. A key principle in democratic government is that civil authority must retain control of the military. But does it follow that a single individual, Harry Truman, should be able to fire a military officer who is popular with the public? Is there any check against a president’s power in this regard?
3. During the Atomic Age and into our own post-September 11<sup>th</sup> era, warfare is a highly technical, specialized profession. Do democracies endanger themselves by allowing a president who lacks military experience to veto battle plans developed by highly-educated flag officers?

“AN ESSAY ON CIVIL CONTROL OF THE MILITARY”

by Richard H. Kohn

When CLA cadets visit the Pentagon, they will see military officers working closely with civilian officials. Why is this so? One might expect the Department of Defense to be off-limits to civilians, and yet in America, men and women in business suits are superior to generals and admirals who have dedicated their life to military service. In this essay, historian Richard Kohn argues that civil control of the military is essential in a democracy.

1. According to Kohn, what are the two main challenges in the arena of civil control of the military today? What support does Kohn offer for his argument? Do you agree with Kohn’s assessment? Why?
2. When we speak of “civil control of the military,” what do we mean? Define this concept in your own terms. What pre-requisites are there for civil control of the military in a democracy?
3. Would it be possible for civil control of the military to be threatened in an established democracy like the United States? Why?

## FG-22 THE STATE DEPARTMENT

### *DIPLOMACY: THE U.S. DEPARTMENT OF STATE AT WORK*

by the Bureau of Public Affairs, U.S. Department of State

The State Department implements the foreign policy of the United States. This reading prepares cadets for their visit to State by outlining how diplomacy advances America's interests and promotes international understanding.

1. Why is "diplomacy" vital to American interests? Name three reasons why the State Department believes "diplomacy" is vital to American interests. Do you find State's reasoning persuasive? Explain.
2. How does the State Department contribute to the security of our nation?

### SECRETARY RICE'S TRANSFORMATIONAL DIPLOMACY

U.S. State Department Website

On 10 January 2007, President Bush addressed the nation and articulated a new vision for our involvement in Iraq. The next day, Secretary of State Rice was on Capitol Hill, defending the president's vision to members of what is arguably the most prestigious committee in the Senate, the foreign relations committee. This brief statement outlines how the president is assessing the situation in Iraq, and how he sees our foreign policy changing to help bring peace to that troubled region. CLA cadets will be meeting with experts from the State Department's bureau of near-east affairs, so it is essential that cadets understand the main issues affecting U.S. policy in Iraq and the Middle East.

1. In a nutshell, how does Secretary Rice define "transformational diplomacy"?
2. What does Secretary Rice mean when she says that the transformational diplomacy practiced by her State Department will have a regional focus?
3. What are some reasons why Secretary Rice is emphasizing the need for State to work more closely with other federal agencies and the military?

### SECRETARY RICE INTERVIEW WITH AL ARABIYA TELEVISION

U.S. State Department Website

One of the most useful features in this transcript of a recent television interview is Secretary Rice's summary of international issues facing the near east region.

1. What is Secretary Rice's top concern regarding our relations with Iran? What does she want Iran to stop doing?
2. Why is Secretary Rice concerned about the capabilities of Iraq's armed forces? Why should the status of that military affect American interests?
2. Has Secretary Rice been successful in encouraging the spread of democracy in the near east? Give examples to support your position.

## “ASSIGNMENT ABROAD”

by the U.S. Department of State

One of America’s most respected and elite corps of public servants is the Foreign Service, the small army of career State Department officials who help execute the foreign policy of U.S. presidents, regardless of their political affiliation. To qualify for the Foreign Service, an applicant must pass a famously grueling written exam, and only 2% of applicants (on average) are admitted to the Foreign Service. What do Foreign Service Officers do that requires them to be so bright and capable? This web-based simulation shows young people what it would be like to lead a consulate, represent the political or economic interests of the United States, and help formulate our foreign policy.

INSTRUCTIONS: Select either the earthquake or trade summit scenario. Next, select a career track in the Foreign Service (consular, economic, management, political, or public diplomacy). Follow the on-screen instructions to complete the scenario. Finally, repeat this process, but select a different career field.

1. Describe the main roles and responsibilities of the Foreign Service Officers in each of the two career tracks you explored in the on-line simulation.
2. Describe one leadership situation you faced in the simulation. Explain how you responded to that challenge. Why did you choose that course of action?
3. Now that you know something about the Foreign Service, does this career opportunity interest you? Why?

## FG-23 THE CIA

“THE CIA: WHO WE ARE, WHAT WE DO”

by the Central Intelligence Agency

As an agency clouded in secrecy, cadets are unlikely to arrive at CLA with an understanding of the mission and activities of the Central Intelligence Agency. This reading takes a simple, yet straightforward look at who comprises the CIA, and what the Agency does for America. It is essential reading in advance of the cadets’ tour of the CIA Museum.

1. What are the four major directorates in the CIA? Briefly, what types of jobs are found in each directorate?
2. What role does Congress and the NSC have in respect to the CIA?

GEN HAYDEN AT THE LOS ANGELES WORLD AFFAIRS COUNCIL (16 Sept 2008)

by Gen. Michael Hayden, Director of Central Intelligence

In this speech, the Director of Central Intelligence, Gen. Michael Hayden, defines the CIA’s mission in simple terms: To protect America. The speech continues with Gen Hayden discussing the role of the CIA in a free society. He illustrates that tension Americans feel when they say they want to maintain democratic traditions and a respect for human rights with a desire to win our war against al Qaeda and other terrorists around the globe.

1. What is the CIA’s role in keeping America safe from weapons of mass destruction?
2. According to Gen Hayden, what is the #1 national security threat facing America? Why?
3. Why is Gen Hayden so interested in developing partnerships with other nations?

“CIA DESTROYS TWO TAPES”

by Mark Mazzetti, The New York Times

In this news story, the New York Times reports that the CIA destroyed at least two videotapes documenting interrogations of Qaeda operatives. The story is important because it illustrates issues of checks and balances between the executive and legislative branches. Further, it is a case study in how difficult it can be to balance the public’s right to know about its government against the war powers of the state. (Since the writing of this article, the Justice Department has opened a criminal inquiry into the tapes’ destruction).

1. Should the public be concerned about the CIA destroying tapes of interrogations? Consider this question from a “checks and balances” perspective.
2. Why are the leaders of the “9/11” commission particularly upset by this news?
3. What right, if any, does the Congress have in supervising the CIA’s activities?

## FG-30 THE JUDICIARY

### “THE CASE THAT MADE THE COURT”

by Michael J. Glennon

In the early days of our republic, the legislative, executive, and judicial branches of the federal government were feeling their way around the Constitution, attempting to find practical ways of fulfilling their duties and maximizing their powers. This article describes how an otherwise forgettable case about the commissioning of a justice of the peace led to the Supreme Court’s bold assertion that it could declare that “acts of the legislature, repugnant to the Constitution, are void.”

1. Glennon argues that Marshall’s strategic objective was to establish the “supremacy of the federal judiciary.” What was Marshall’s rationale for this goal?
2. Before *Marbury*, no court in the world was empowered to strike down laws. How did judicial review strengthen or weaken American government? Is judicial review “undemocratic”?

### “ROBERT’S RULES”

by Jeffrey Rosen

You think being a cadet commander is tough? Imagine having the sobering responsibility of serving as Chief Justice of the United States. In this article, the new Chief, John Roberts, explains how he sees his role as America’s highest-ranking jurist. Moreover, the Chief discusses what leadership challenges he faces, and explains why he is preoccupied with maintaining the legitimacy of the Supreme Court.

1. What power does the Chief Justice have? What does this power (or absence thereof) mean for the Chief’s role as a leader? What sort of leadership approach is Chief Justice Roberts taking as he “leads” the other 8 justices? Do you agree with this approach?
2. Chief Justice Roberts explains that he would like to see more 9-0 opinions, versus 5-4 opinions. Why? For example, the Chief reflected on how important it was for the Court to reach a unanimous decision in *Brown*. If 5 votes is enough to “win,” why was it so important to have more justices joining with the majority, especially in a case like *Brown*?
3. Among the many challenges of trying a case, Chief Justice Roberts believes one of the toughest decisions he faces is figuring out how to approach a case in the first place. Why?
4. Examine the graphic, “Getting to Yes.” Do you see any patterns? Which justices are more apt to vote with whom? If you had to group the justices into camps (ie: the liberal camp, the conservative camp, and the swing voters) which justices would you place in each camp?
5. According to Chief Justice Roberts, a law professor might be especially concerned about how consistently they apply their legal philosophy during their career. But according to Chief Justice Roberts, sometimes a Supreme Court justice has to sacrifice the consistency of their personal legal philosophy to the institutional needs of the Court, as Chief Justice Rehnquist did with *Miranda*. Why is this so? Do you agree?

## AH-21 NATIONAL MEMORIALS

“A MEMORIAL TO FORGET”

by Christopher Knight, *Los Angeles Times*

Nearly every American feels indebted to the men and women who fought World War II. But not every American believes the National World War II Memorial, constructed on The Mall, is a fitting honor or an appropriate location for a memorial. In this essay, an art critic questions whether the memorial's design showcases democratic or imperial values. He considers whether it should be read as a benign memorial or is more correctly viewed as an artifact of the post-Cold War world. Most of all, he argues that its placement between the Washington and Lincoln Memorials does irreparable harm to the eloquent design of America's most important public space, the National Mall.

1. After reading this essay, you'll know how one critic assesses the memorial. Only after seeing the memorial in person will you be able to develop your own opinion. What are some questions that you will ask yourself when touring the memorial during CLA? What criteria do you intend to use in deciding whether the memorial is successful?

## AH-21 ARLINGTON NATIONAL CEMETERY

“ONLY WOMAN MEDAL OF HONOR HOLDER AHEAD OF HER TIME”

by Rudi Williams

Our nation has many unsung heroes, men and women who have fought for freedom at great personal cost. This reading tells the story of Mary Walker, the first woman to serve as a military doctor, be held as a prisoner of war, and be awarded the Medal of Honor. But the story also tells of Dr. Walker's fight to receive recognition for her service, thereby illustrating the larger struggle for equality in the days before women earned the right to vote and to serve alongside men in the military.

1. Why did Dr. Walker refuse to return her medal to the federal government?
2. Why do you think the Women in Military Service to America Memorial features the story of Dr. Walker?