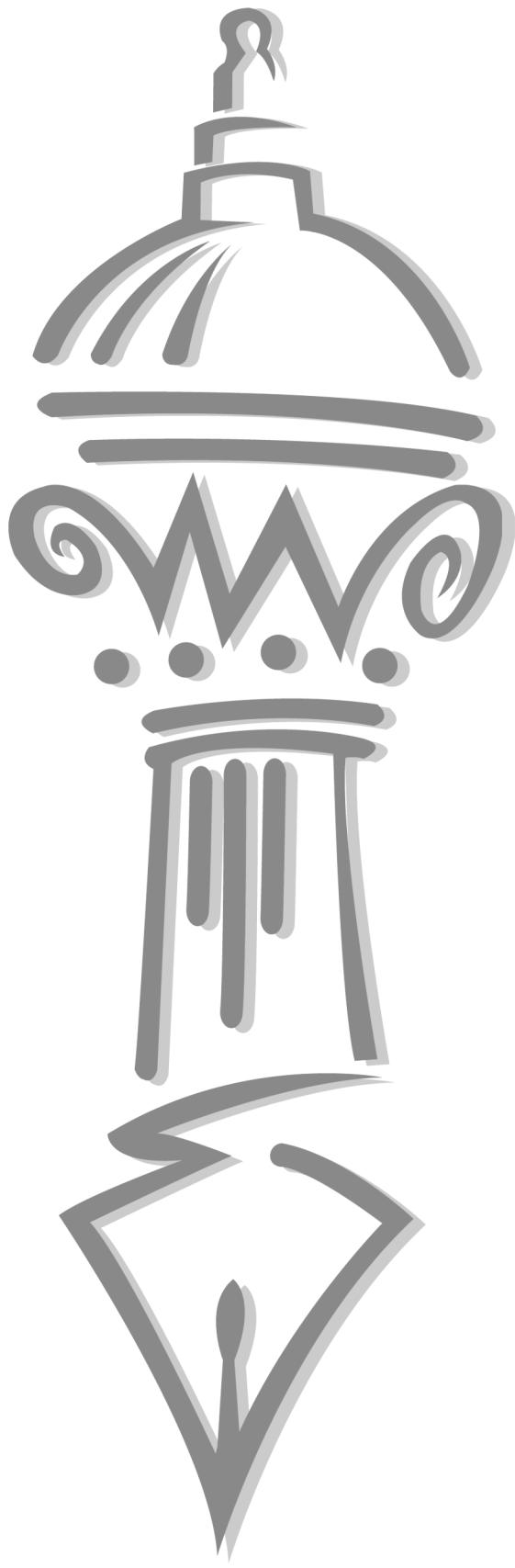


STUDY GUIDE FOR TEACHERS AND STUDENTS

NATIONAL PEACE ESSAY CONTEST



Transitions to Democracy

United States Institute of Peace



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Introduction

Objectives of the Teaching Guide

The teaching guide's principal objective is to engage students in thinking about the relationship among conflict, peace, political transition, and democracy in preparation for writing an essay on the National Peace Essay Contest's topic on "transitions to democracy."

Specific objectives are:

- ❑ To increase students' understanding of the nature of democracy and historic and contemporary efforts at democratization, especially after a conflict.
- ❑ To make students aware of the essential elements that foster and maintain democratic governments and societies.
- ❑ To develop students' analytical reading, writing, and research skills.
- ❑ To reinforce students' abilities to collaborate and produce a work product with peers using traditional and electronic means of research, discussion, and document preparation.
- ❑ To enable classroom teachers, students, and contest coordinators to:
 - Understand the National Peace Essay Contest (NPEC) topic;
 - Review bibliographic resources and select qualified sources for their research;
 - Define and understand concepts contained in the essay question;
 - Gain knowledge of different forms of democracy and evaluate efforts at democratization;
 - Write, edit, and submit their essay to the United States Institute of Peace (USIP).
- ❑ To provide teachers with lesson plans, worksheets, bibliographic sources, and factual material to assist them in preparing students to write essays for submission to the National Peace Essay Contest.

Advance Preparation

1. Review this teaching guide and the NPEC guidebook.
2. Decide whether you will use these lessons as preparation for the NPEC or as a supplement to your curriculum.
3. If you will use the guide as preparation for the NPEC, decide:
 - Will this be a required, extra-credit, or extracurricular project for your students?
 - At what point in your course will you include the NPEC?

- How many class hours can you devote to this project?
 - How will the class hours be scheduled among other assignments and activities?
 - *Will you use optional activities and Lesson VI?*
 - Will you use any of the extension activities?
4. For each student, make copies of the essay question, your schedule of assignments, and grading criteria. If you are submitting essays to the NPEC, you may also want to make copies of the contest guidelines and judging criteria located on pages 4 and 6 of the NPEC guidebook. Please note that you can request a copy of the guidebook for each student in your class by contacting the Institute at (202) 429-3854. Students can also access the guidebook on the NPEC web site: www.usip.org/npec.
5. Make copies of the worksheets, overhead transparencies, and reference materials for the lessons you have decided to use.

Teaching Materials

- Library Access
- Internet Access (if available)
- Overhead Projector

About USIP

The United States Institute of Peace is an independent, nonpartisan federal institution created by Congress to promote the prevention, management, and peaceful resolution of international conflicts. Established in 1984, the Institute meets its congressional mandate through an array of programs, including research grants, fellowships, professional training, education programs from high school through graduate school, conferences and workshops, library services, and publications. The Institute's Board of Directors is appointed by the President of the United States and confirmed by the Senate.

The Institute carries out its mandate through six activities:

1. Expanding society's knowledge about the changing nature and conduct of international relations and the management of international conflicts,
2. Supporting policymakers in the Legislative and Executive Branches,
3. Facilitating the resolution of international disputes,
4. Training international affairs professionals from the United States and abroad in conflict prevention, management, and resolution techniques,
5. Strengthening the education of emerging generations of young people in the United States and in foreign zones of conflict,
6. Increasing public understanding about the nature of international conflicts, as well as approaches to their prevention, management, and resolution.

The Education Program

The Education Program of the United States Institute of Peace seeks to address the needs of educators, students, scholars, international affairs practitioners, and the public to understand the complexities of international conflicts and approaches to peace. Activities of the Education program include:

- Developing teaching resources for secondary and higher education;
- Organizing workshops for faculty in US educational institutions;
- Sponsoring the National Peace Essay Contest for high school students;
- Working in zones of conflict to help teachers and educators understand and teach about sources of conflict, approaches to conflict management, post-conflict reconstruction and reconciliation.

NOTES:

- This Teaching Guide has been prepared to coincide with the 2004-2005 NPEC; however, the materials can be used at anytime, independent of the contest.
- These lessons assume a 45-minute class period. If your school uses block scheduling, these lessons may be combined or may be used as a portion of one day's block. Several lessons are "expandable" depending on the amount of time you wish to give students for research, whether they work individually or in groups, and the method of presentation of their results (written or oral reports) which you select. The sequence of lessons is recommended but is subject to teacher discretion.
- You may wish to confer with colleagues in other departments for substantive information or ideas to improve your students' essay-writing skills.
- Throughout the guide, topics or activities that appear in italics are optional.

2004-2005 National Peace Essay Contest Question

Transitions to Democracy

Democracy embraces political conflict — the conflict of ideas, competition for power, the struggle for influence. Open, stable democracies like the United States are able to manage such conflict non-violently because of strong institutions, separation of powers, rule of law, civil society, a free press, accountability through regular elections, and multiple opportunities for citizen engagement with the government. For nations in transition to democracy from authoritarian systems or dictatorships, it is a daunting challenge to democratize peacefully. Institutionalizing democratic principles within societies lacking strong institutions can exacerbate conflict and political competition that can rip a country apart.

The process of democratization is particularly difficult when a country is emerging from a conflict. The transition to democracy, in combination with other factors, can often contribute to violent conflict, especially in societies that do not have the capacity to cope with conflict through non-violent means. In some cases, premature elections have promoted politicians who exclusively represent the narrow interests of their own ethnic group or class, thus exacerbating ethnic cleavages and economic polarization. In Bosnia, Rwanda, and Angola for example, premature elections contributed to the collapse of a fragile peace and heightened internal divisions.

Inclusiveness, equality and reliance upon laws and institutions—rather than on individual leaders—are critical components of democratic societies. Creating the institutions and political culture that support democratic politics requires time and confidence in governing authorities. A slow transition that allows time for developing confidence in new institutions and policies is often necessary for stability. In South Africa and in some Latin American countries, a slow transition led eventually to a new constitution or to new power-sharing political arrangements among the different groups. The experience of some countries is that moving too fast toward democracy is a very destabilizing process. New governments often face expectations of quick results, immediate expansion of political participation, and instant prosperity. Responding to these expectations—or failing to respond to them—may destroy the weak consensus to stop fighting as groups fear they will be excluded from the post-war gains.

In a 1500-word essay, select two countries—outside of the United States—that have sought a transition to democracy. In one of the cases, a democratic regime emerged; in the other no democratic regime was created. At least one of the cases should be post-Cold War.

- For each case, describe the process of democratization. What factors led to democratization? How important were external elements or actors?
- In each case, analyze whether democratization contributed to a sustained peace or to conflict. What other factors, in concert with democratization, contributed to the resulting peace or conflict?
- Based on your analysis of the two cases, what advice do you have for the international community as to the proper sequence of actions that would provide for a smooth transition to democracy? What other elements should accompany democratization efforts to ensure a successful political transition that can sustain peace?

Lesson I

Planning and Design

(2 periods)

Lesson Overview: This lesson will introduce students to the topic of the 2004-2005 NPEC and will set the stage for the classes that follow. The lesson will then emphasize the importance of locating and using high quality, reliable sources in the proper manner and stress the importance of avoiding plagiarism.

Learning Outcomes:

Students will have:

- Learned of the scholarships and educational opportunities available through the National Peace Essay Contest,
- Understood the purposes of the United States Institute of Peace,
- Read the 2004-2005 Essay Contest question, defined unfamiliar words in the NPEC topic, and verified their understanding of the introductory paragraphs of the essay topic,
- Reviewed the NPEC and class guidelines for the essay,
- Compared primary and secondary sources,
- Sampled bibliographic resources for their essay,
- Considered selection and use of Internet sources,
- Understood that plagiarism is unethical and will disqualify an essay,
- Reviewed and practiced methods for avoiding plagiarism.

Part A - Introducing the National Peace Essay Contest to Students

(1 period)

Materials:

- 2004-2005 NPEC Guidebook on "Transitions to Democracy"
- Essay contest question, NPEC rules and guidelines, and information on USIP
- Your schedule of due dates, grading policy or rubric, and guidelines for the project
- Student Worksheet I B: Understanding Primary and Secondary Sources (p. 23)

- ❑ Student Handout I B(1): Evaluating Internet Sources (p. 24)
- ❑ Student Handout I B(2): Guidelines for Avoiding Plagiarism (pp. 25-28)

Procedures:

Step 1

Introduce this project to your students and give them time to read over the information about the United States Institute of Peace and the contest rules and guidelines that you have prepared for them. Point out the objectives and benefits to them of entering this contest. Go over the schedule of lessons and assignments.

Step 2

Instruct students to read the National Peace Essay Contest question.

Step 3

Ask students to find the definitions of words in the topic, which may be unfamiliar to them such as cleavages, polarization, inclusiveness, destabilizing, and consensus.

Step 4

Assign some of your students (individually or in groups) to re-read and consider carefully each of the first three paragraphs of the essay topic. These paragraphs set the stage and framework for the subject: Transitions to Democracy. These students should prepare questions or prompts to lead an initial discussion about each of the sentences in their assigned paragraph. Other students should re-read and consider carefully the fourth paragraph and each of the three bulleted items of the topic. This portion of the topic gives the "road-map" for writing the essay. These students should prepare to review the "map" with their classmates.

Step 5

Have students lead the class in a discussion of the essay topic and essay format.

NOTE: Successful essays will discuss democratization in two countries that conform to the description in the sentences before the bullets. In good essays the writer uses words or phrases from the topic to give the reader an indication of which phrase or question is being addressed.

Step 6: Assignment

Distribute copies of Student Worksheet I B and Handouts I B(1) and (2) for students to complete. If you are pre-selecting the web page for Handout I B(1), distribute that as well.

For students working independently

- Follow Steps 1 – 4.

Part B - Finding and Using Bibliographic Resources

(1 period)

Materials:

- Copy of NPEC rules, guidelines, and information on sources and bibliography on p. 5 of the contest booklet
- Completed copies of Student Worksheet I B and Student Handouts I B(1) and (2)
- Copies of Student Handout II A(1): Forms of Government and Other Terms for the next assignment (pp. 31-32)

Procedures:

Step 1

Review NPEC rules and the information on sources and bibliography with students and answer any questions they have. Be sure to emphasize that essays submitted to the NPEC must have a properly constructed bibliography which:

- Contains a variety of Internet and non-Internet sources,
- Adheres to the NPEC guidelines regarding encyclopedias, web-sites, and dictionaries (located on p. 5 of the NPEC guidebook),
- Includes material that is as up-to-date as possible,
- Lists Internet sources separately.

Step 2

Review student answers for Student Worksheet I B: Understanding Primary and Secondary Sources

Step 3

Review student answers for the assignment on Student Handout I B(1): Use of Internet Sources.

Step 4

Use Student Handout I B(2) as a vehicle for discussion of the perils and consequences of plagiarism. If students need practice in avoiding plagiarism, ask students to complete the following exercise:

Directions: Select a paragraph from the web page, which you found for Handout I B(1). Following the two acceptable methods of avoiding plagiarism presented in the Lizzie Borden examples on Student Handout I B(2), write two versions of the paragraph that would avoid plagiarism.

Step 5: Assignment

Distribute copies of Student Handout II A(1) and review instructions.

For students working independently

- Follow steps 1-4.

Lesson II

Democracy in Theory and Practice

(2 periods)

Lesson Overview: This lesson will allow students to discuss the meaning of democracy and will assist them in recognizing in what form and state of development democracy currently exists throughout the world.

Learning Outcomes:

Students will have:

- Discussed a variety of perspectives and views on democracy,
- Commented on these selections in written, oral and/or artistic formats,
- Identified, defined, and evaluated different forms of government.

Part A - Democracy in Theory

Materials:

- Teacher Resource II A(1): Features of Democracy (p. 29)
- Teacher Resource II A(2): Perspectives on Democracy (p. 30)
- Student Handout II A: Definitions of Forms of Government and Other Terms (pp. 31-32)
- Student Worksheet II B(1): Forms of Government (pp. 33-34)

Procedures:

Step 1

Divide students into groups and give each group a quote from Teacher Resource II A(2): Perspectives on Democracy to discuss using the following questions as a guide. Have each group assign a recorder and a reporter to present their discussion to the class.

1. What do you think the quote means?
2. How does the author's perspective on democracy compare with other perspectives you have heard?
3. How does the author's perspective compare with your own perspective?

NOTE: Prior to beginning this step, you may wish to review with your students the information on features of democracy in Teaching Resource II A(1): Features of Democracy.

Step 2

Have the reporter for each group read their quote to the class and share the key points from their small group discussion. After each group reports, lead a whole class discussion using some or all of the following questions:

1. What similarities and differences do you see in the perspectives on democracy presented?
2. What do these similarities and differences tell you about the concept of democracy?
3. Given the information in the various quotes, what would you list as the primary features of democracy?

Step 3

Students may expand their consideration of differing perspectives on democracy by writing an essay or drawing a political cartoon that illustrates one of the quotations. If you assign this project, students can present their work to the class.

You may also want to have students research additional quotes on democracy to discuss in future classes.

Step 4: Assignment

Depending on your students' level of ability and the amount of time you wish to devote to this lesson, prepare Student Handout IIA: Definitions of Forms of Government and Other Terms and Student Worksheet II B(1): Forms of Government for distribution. The handout should be used as a resource for completing the assignment. The more time you give this activity and the higher your student level, the less information from the Teacher's Resource for Handout II B you should include on the student version of the worksheet. Higher-level students with more time can be given only the country names (Column 1). At the other end of the spectrum, students can be supplied with all information. The number of countries being considered may also vary. You may wish to divide the countries among groups of students or assign one country per student.

Part B - Democracy in Practice

Materials:

- Student Worksheet II B(1): Forms of Government (p. 33)
- Teacher Resource II B(1): Forms of Government (p. 34)
- Student Handout II B(1): Freedom House Table of Independent Countries: 2003 (pp. 35-38)
- Student Handout II B(2): Freedom House Table of Independent Countries in Africa: 2003
- Student Worksheet II B(2): Map of Africa (p. 39)
- Teacher Resource II B(2): Completed Map of Africa (p. 40)
- Maps of Africa or an atlas
- Student Worksheet III: Elements that Foster and Sustain Democracy (pp. 41-43)

Procedures:

Step 1

Discuss student responses on Student Worksheet II B(1): Forms of Government. Possible questions for discussion include the following:

1. Which forms of government appear most frequently on the chart?
2. The form used in the United States is Presidential and Federal. Is this combination common or uncommon? What historical facts led the writers of the U.S. Constitution to select this form of government?
3. Based on the information on the grid, which countries would you rate as most democratic? Least democratic? Why?

Step 2

Distribute copies of Student Handout II B(1): Freedom House Table of Independent Countries: 2003 to individual students or groups. Explain the rating system of Free, Partly Free, and Not Free countries to students. Freedom House conducts an annual survey of all independent nations and disputed territories. Free countries are identified as those with a high degree of political and civil freedom. Partly Free countries have some restrictions on political rights and civil liberties, often in the context of corruption, weak rule of law, ethnic strife, or civil war. Not Free countries have a tightly controlled political process and basic freedoms are denied. *Source: www.freedomhouse.org.*

Have students answer the following questions based on the information in the table.

1. What patterns do you see?
2. Do all countries that are considered democratic appear in the "Free" column? If not, what might explain this?
3. Identify countries that are in conflict or emerging from conflict. Where are they placed in the rating system? What factors might explain their rating?
4. Does the status of any country or countries surprise you? If so, why?

Step 3

Have students share their observations with the class.

Step 4

Divide the students into 3 groups and distribute Student Worksheet II B(2): Map of Africa. Using Student Handout II B(2): Freedom House Table of Independent Countries in Africa: 2003, have one group label the Free (F) countries on the blank map of Africa, the second group label the Partly Free (P) countries, and the third group the Not Free (N) countries. Students may need maps of Africa or an atlas to locate countries on the blank map. Have students answer the following questions in their groups, based on what they have plotted:

1. What geographic patterns do you see on the map? Why might these patterns exist? What political or economic circumstances have impacted the development of different levels of freedom in the countries you have labeled? On the entire continent?
2. Does proximity to a country in another stage of freedom seem to be influential?
3. Which stage of freedom seems to be most prevalent? Least? What reasons can you suggest for this?
4. Identify countries that are in conflict or emerging from conflict. Where are they placed in the rating system? What factors might explain their rating? (*Helpful resources on Africa can be found on our website at <http://www.usip.org/library/regions.html> and <http://www.usip.org/library/topics/africadev.html>.*)

NOTE: You may want to give each group a transparency on which they can label their countries. This way you can overlay the transparencies to see a visual distribution between Free, Partly Free, and Not Free countries in Africa.

Step 5:

Have each group present their map and share their responses to the above discussion questions and lead a class discussion based on their findings.

Step 6: Assignment:

Distribute copies of Student Worksheet III: Elements that Foster and Sustain Democracy. Review directions with students.

For students working independently

- Follow steps A: 1-4; B: 1, 2, 4, and 6.

Lesson III

Elements that Foster and Sustain Democracy

(2 periods)

Lesson Overview: This lesson helps students understand the concepts that enable democracies like the United States to manage conflict non-violently. Students will also explore how the management of majority-minority relations can support or undermine peace and democracy.

Learning Outcomes:

Students will have:

- Defined or explained the concepts in the first paragraph of the essay topic,
- Discussed how these concepts are implemented or experienced in the United States,
- Reviewed their knowledge of provisions of the U.S. Constitution designed to protect the rights of the minority against the will of the majority,
- Considered how similar protections of minority rights are achieved in the international community.

Materials:

- Student Worksheet III: Elements That Foster and Sustain Democracy (pp. 41-43)
- Teacher Resource IV: The Experience of Democratization in Chile, Haiti and Mali (p. 44)
- Student Worksheet IV: The Risks of Democratization (p. 45)

Procedures:

Step 1

Review student responses on Student Worksheet III: Elements that Foster and Sustain Democracy

Step 2

Lead a class discussion using some or all of the following questions:

1. In what way does each of these elements foster or sustain democracy? *If you will use optional Lesson VI, inform students they will be examining the concept of civil society in more detail later.*
2. How would you rank them in importance?
3. Are some elements dependent on the existence of others (e.g. is rule of law necessary to ensure free press)? Give examples of this interdependence.

Step 3

Protection of minority rights has long been a priority in the United States. Below are several mechanisms through which the United States attempts to secure minority rights. Review student knowledge of the history of the drafting and adoption of the Constitution of the United States with particular attention to the following items that relate to minority rights:

1. The adoption of a federal system to ensure power for the states
2. Manner in which U.S. Senate's membership (2 members for each state regardless of population) and Electoral College give a built-in advantage to states with smaller populations
3. Separation of powers among the legislative, executive, and judicial branches
4. The Federalist Papers 10 in which James Madison explains his theory of protecting the minority from the control of the majority.
5. The Bill of Rights

In your discussion you may wish to review the following information:

In a federal state, local governmental authorities are set up by the constitution (usually divided up into regions, like states or provinces). These authorities are given certain political decisions over local or regional matters. Thus, the same people living in a certain area may be governed by more than one government, but with regard to different political issues. As in the United States, federalism is often the result of a compromise in which reluctant political entities were induced into joining a larger state. Only a little over 10% of the world's nation states are federal systems.

In the case of the United States, the people are represented popularly via the House of Representatives (members apportioned on the basis of population) and territorially (each state is accorded two Senators in the upper chamber, the Senate). This gives more weight to the smaller states, a few of which have more Senators than congressmen. This arrangement was necessary to persuade the smaller former British colonies to ratify the Constitution and join the union.

This was part of the thinking of James Madison in designing the constitution, for he was wary of what he called factions. In Federalist Paper 10 Madison warned against direct democracy. He also warned of the dangers of factions, particularly majority factions that would stifle dissent. He also saw that if the country were divided into many small units, there would be relatively little difference of opinion in each community, making it more difficult for those inhabitants who held different interests and opinions. In a large republic, it would be hard for a tyrannical majority to form and easier for those with unpopular opinions to find allies. Different interests would necessarily need to come together to form coalitions in order to succeed in a large republic. Essentially, Madison was arguing that a stable democratic government should prevent both the political leaders and the people from abusing power. Thus, there is a separation of powers as well as a Bill of Rights.

Step 4

Discuss with your students how minority rights can be protected in countries in transition. What can a country like Sudan, that has experienced a long-standing civil war between different ethnic and religious groups, do to ensure minority rights are protected? What must be done in Iraq to ensure that the various ethnic and religious groups are protected?

Step 5: Assignment

Divide students into 3 groups. Distribute Student Worksheet IV: The Risks of Democratization and review the directions. Assign each group a country listed below, or a country of your own choosing, and have them complete the assignment for homework.

Optional Countries:

1. Chile
2. Haiti
3. Mali

The Teacher Resource IV gives a synopsis of the experience of democratization and its effect on peace and stability in each of the three countries.

For Students Working Independently

- Follow steps 1 – 5.

Lesson IV

Obstacles and Risks of Democratization

(1 period)

Lesson Overview: Democracy cannot be achieved or sustained easily. This lesson emphasizes factors that impede democratization and the risks that ensue when the effort fails.

Lesson Outcomes:

Students will have:

- Considered the obstacles to democratization,
- Discussed the potential consequences when the process of democratization fails.

Materials:

- Completed copy of Student Worksheet III: Elements that Foster and Sustain Democracy
- Student Worksheet IV: The Risks of Democratization (p. 45)
- Student Worksheet V: The Experience of Democratization (p. 46)

Procedures:

Step 1

Refer students to Student Worksheet III: Elements that Foster and Sustain Democracy and review the elements listed. Lead a discussion of how and why the lack of each element would be an impediment to democratization.

NOTE: This is the reverse of the discussion about elements that sustain and foster democracy in Lesson III.

Step 2

Give students 10 minutes to gather in their country groups and share the information they found in their research to complete Student Worksheet IV: The Risks of Democratization. Have each group report their findings to the class. Following the reports, lead a class discussion using some or all of the following questions:

1. What similarities and differences are there in the experiences of the countries researched? Are there common obstacles to democracy?
2. What is necessary to overcome these obstacles?
3. What are the potential consequences when the process of democratization fails?

Step 3: Assignment

Distribute copies of Student Worksheet V: The Experience of Democratization. Review the directions with students. Divide students into small groups and assign each group one of the countries listed below, or a country of your own choosing. Students will need time to conduct research to find the information to complete their portion of the assignment.

Country Options:

1. Czech Republic
2. Philippines
3. Taiwan
4. Nigeria
5. El Salvador

For students working independently

- Follow steps 2 and 3.

Lesson V

Evaluation of Post World War II Efforts at Democratization (1 period)

Lesson Overview: In this lesson students will utilize information previously gathered and the ideas from class discussions to characterize the status and assess the outcome of efforts at democratization in several countries.

Learning Outcomes:

Students will have:

- Characterized efforts at democratization in several countries,
- Participated in a class discussion to debrief the information gathered and assessments made about each country's democratization history.

Materials:

- Completed copies of Student Worksheet V: The Experience of Democratization

Procedures:

Step 1

Have students gather in their country groups to share their findings and prepare their presentations for the class.

Step 2

Have each group present findings and assessments concerning their assigned country.

Step 3

Lead a class discussion using some or all of the questions below:

1. What similarities and differences in the experiences of the countries researched?
2. What role did conflict play in the process?
3. Where democratization has succeeded, which elements were present?
4. Where democratization has failed, which risks and obstacles seem insurmountable?
5. What conclusions can you draw about the factors that support or threaten the process of democratization and the prospects for peace in a country?

At this point your students should be well prepared to select two examples of countries that have sought a transition to democracy and write the National Peace Essay. *Optional Lesson VI is a simulation that focuses on civil society as a key component of a successful democracy.*

Step 4: Assignment

If you are using Optional Lesson VI, distribute copies of the background materials and assigned roles to students. Students should only receive their role.

For students working independently

- Follow step 3.

Lesson VI

Civil Society: The Underpinning of Democracy (Optional Simulation)

(1 period)

Lesson Overview: Students will discuss various perspectives of an issue related to transitions to democracy.

Learning Outcomes:

Students will have:

- Considered the complexities of electing a government in a post-conflict society,
- Become more familiar with the arguments regarding the timing of elections in such an environment,
- Considered the importance of a strong civil society in a country transitioning to democracy,
- Practiced advocating a position.

Materials:

- Student Handouts VI A(1) and (2), (pp. 47-48)
- Teacher Resource VI: Using Simulations in the Classroom (pp. 49-51)

Procedures:

Simulation: Timing of Elections (Bosnia, 1995)

This activity is a short role-playing exercise on advocacy and decision-making. Students will play staff members of a small but growing non-governmental organization in Bosnia, Civil Society in Bosnia (CSB), that has decided to launch a public awareness campaign to encourage citizens to participate in government and to influence the decisions that guide their lives. Part of this campaign includes educating the public about the importance of elections and voting. The organization's President, Executive Director, and the Director of Advocacy and Public Policy are meeting to determine the organization's policy on elections for the country. Tomorrow, CSB plans to release a press statement either in favor of or against early elections following a peace agreement recently signed between the parties to the conflict in Bosnia. Each student will take on a different role in deciding what the organization's position on the process of elections should be. One student will play the Executive Director of the organization. He or she supports early elections. Another student will play the Director of Advocacy and Public Policy. That person supports delaying elections. Finally, the third student will play the President of the organization, the one who ultimately has to make the decision as to which position to take. The President wants to make the decision based on whether early or delayed elections will move the country closer toward democracy. He or she wants the two staff people to convince him or her of their position based on the elements that foster and sustain a democracy. For the group or groups

that have 4 students, 1 student will play the President of the organization and the other will play the Vice President.

At the beginning of this lesson, students should already be divided into groups and should know their roles.

Step 1

For 10 minutes have all of the students representing the Executive Director who support early elections meet together, all those representing the Director of Advocacy and Public Policy who support delaying elections meet together, and all the Presidents meet together. Collectively, they should discuss the arguments for their position, or if they are the President, talk about what criteria they consider most important in making the decision as to whether to support early or delayed elections.

Step 2

After 10 minutes, have each group of 3 (or 4) students meet together for 10 minutes. Each supporter and opponent of early elections should make their case to the President.

Step 3

After 10 minutes, suspend the meetings and have the President announce in turn his or her decisions on the position to take in the press release. Discuss and de-brief the results with the entire class.

- How many Presidents decided to support early elections? How many Presidents decided to support delayed elections?
- Was the final decision difficult to make? Why?
- Which arguments were the most persuasive?
- How were you able to use your understanding of the elements that foster and sustain democracy to make your decision?

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Student Worksheet I B(1): Understanding Primary and Secondary Sources

Part 1

Directions: For each item below, place a "P" in front of those that are Primary sources and "S" in front of those that are Secondary sources.

- _____ Repairing the Past: The Role of Reparations in Transitions to Democracy. Report of the symposium hosted by International Development Research Center and The International Center for Transitional Justice, March, 2004, Ottawa.
- _____ Report of the Commission on the Truth for El Salvador: From Madness to Hope, UN Doc. S/25500, annex, 1993.
- _____ Anderson, L. *Transitions to Democracy*. New York, NY: Columbia University Press, 1999.
- _____ Boyd, C. G. "Making Peace with the Guilty," *Foreign Affairs* 74, no. 5 (September-October 1995): 22-38.
- _____ "Ongoing U.S. Efforts to Assist the People of Iraq." Speech by Colin Powell at the U.S. Institute of Peace, July 15, 2004.

Part 2

Directions: In the space provided, list four potential Primary sources for your essay and four potential Secondary sources.

Primary Sources

Secondary Sources

Part 3

Directions: In a short paragraph, explain why a good essay is based on both primary and secondary sources.

Student Handout I B(1): Evaluating Internet Sources

Directions: Conduct an Internet search for a web site and/or page that your teacher has selected or one that might be a source for your essay. Print the page(s). Using a highlighter and referring to the numbered and lettered items that follow, mark the page(s) to indicate that the site meets the standards listed below. For example, for II. A. "Author/producer is identifiable" you would highlight the name of the author/producer and write "II A" alongside that information.

I. Overall Purpose

- A. Information at this site is relevant to my topic.
- B. My purpose in using the site meshes with the purpose of its author/producer.

II. Source

- A. Author/producer is identifiable.
- B. Credentials of author/producer are available.
- C. Credentials suggest that author/producer has expertise on the subject.
- D. Sponsor/location of the site is shown in the URL
 - 1. e.g., .edu; .gov; .com.
 - 2. Beware of personal home pages with no official sanction.
- E. Mail-to link is offered for submission of questions or comments.

III. Content

- A. Information is attributed properly or clearly expressed as the author/producer's original work-product.
- B. Accuracy of factual material can be verified with links to other sources.
- C. Subjective opinion or bias is clearly presented as such.
- D. There is a clear indication of whether the material only covers a specific time period.
- E. Site has been updated recently as reflected by the date on the page.
- F. Information is up-to-date.
- G. Links are relevant and appropriate.

IV. Style and Functionality

- A. Site is laid out clearly and logically with well-organized subsections.
- B. Writing style is appropriate for an academic audience.
- C. Site is easy to navigate including:
 - 1. Clearly labeled *Back*, *Home*, *Go To Top* icons/links.
 - 2. Internal indexing links on lengthy pages.
- D. Links to remote sites all work.
- E. Search capability is offered if the site is extensive.

Handout based on

Jacobson, Trudi and Laura Cohen, "Evaluating Internet Resources" University at Albany Libraries at
<http://library.albany.edu/internet/evaluate.html>.

Student Handout I B(2): Guidelines for Avoiding Plagiarism

Plagiarism: Because of easy access to information on the Internet, plagiarism has become a large problem. Cutting and pasting text from the web, and representing this text as your own, is plagiarism. Quoting and paraphrasing without citing the author is plagiarism. Using other writers' ideas without citation is plagiarism. When in doubt, use a citation.

USIP cannot emphasize enough how important it is for you to avoid plagiarism. Essays that contain plagiarized material will be DISQUALIFIED.

Under copyright law, an author's original expression is strictly protected. It is against the law to plagiarize. This includes cutting and pasting from web pages and other online sources.

USING DIRECT QUOTATIONS

Any text directly copied from any source, including web pages, must be put in quotation marks.

PARAPHRASING

Paraphrasing is putting someone else's ideas, thoughts, or research into your own words. In order for a paraphrase to be acceptable, it must truly be in your own words, without using phrases or the same structure as the original. In a paraphrase, you are capturing the spirit of the original, not copying it. This does not mean that you can simply represent others' ideas, thoughts, or research as your own. You must indicate a source for any paraphrase or direct quotation. There are two ways to go about this, depending on the kind of writing you are doing:

1. If you are writing a general nonfiction essay, you usually will not use footnotes, endnotes, or in-text citations. Rather, you indicate the author or source in the sentence itself. For example:

The transcendentalist philosopher Ralph Waldo Emerson once called snow "the fierce artificer."

The German philosopher Martin Heidegger argued that poetry was the answer to technology's extreme rationalization.

As you can see, it is entirely clear who said what in both these cases.

2. If you are writing a research paper or a scholarly work, you must put a footnote, endnote, or in-text citation after every paraphrase or direct quotation. There are a few exceptions to this rule that depend on a thorough knowledge of the bibliographic style required by your teacher. DO NOT GUESS. When in doubt, ask.

You must indicate the source of any paraphrase or direct quotation, sentence by sentence.

Occasionally, you can write a few sentences summarizing the thoughts of an author without mentioning the author's name in every sentence, but it must be completely clear that each sentence is coming from that source. This is a very difficult writing skill to master, and unless you really know what you are doing, you should indicate the source in every sentence.

If your writing feels repetitious because you are mentioning a source in every sentence, you have a strong clue that you are not putting in enough of your own ideas and analysis.

- If every sentence is from another source, you are not doing your job as a writer.
- Sources are used to support your ideas, not substitute for them.
- A rule of thumb: For every 250 words of writing, 3-4 sentences should include sources.

Some facts, ideas, and thoughts are considered general knowledge. For example, "In 1963, John F. Kennedy was shot by Lee Harvey Oswald" is general knowledge. However, "In 1963, John F. Kennedy was shot by Lee Harvey Oswald, who was involved in a Russian Mafia conspiracy," is a thought that belongs to the author, who has drawn a unique conclusion from the facts. If you see information that could easily appear in a general encyclopedia, it is probably general knowledge and does not need a citation. But NEVER GUESS. When in doubt, cite your source. It is much better to cite too much than to plagiarize.

***The above guidelines are from Michigan State University's website:
www.msu.edu/course/atl/130/larabee/plaguide.htm***

TAKING NOTES

Sloppy note taking increases the risk that you will unintentionally plagiarize. Unless you have taken notes carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own documents.

Tips:

- Identify words that you copy directly from a source by placing *quotation marks* around them, typing them in a different color, or **highlighting** them. (Do this immediately, as you are making your notes. Do not expect to remember, days or weeks later, what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.
- Jot down the page number and author or title of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.
- Keep a working bibliography of your sources so that you can go back to them easily when it is time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.
- Keep a research log. As you search databases and consult reference books, keep track of what search terms and databases you used and the call numbers and url's of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your teacher what works you consulted in the process of completing the project.

***The above Note-Taking guidelines are from Duke University's website:
www.lib.duke.edu/libguide/citing.htm***

RECOGNIZING UNACCEPTABLE AND ACCEPTABLE PARAPHRASES

Here's the original text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- The writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- The writer has failed to cite a source for any of the ideas or facts.
* If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Accurately relays the information in the original and uses his or her own words.
- Lets the reader know the source of the information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Records the information in the original passage accurately.
- Gives credit for the ideas in this passage.
- Indicates which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

NOTE: If the writer had used these phrases or sentences in his or her own paper without putting quotation marks around them, he or she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism even if the writer cites in his or her own text the source of the phrases or sentences she has quoted.

***The above paraphrasing guidelines are from Indiana University's website:
www.indiana.edu/wts/wts/plagiarism.html***

Teacher Resource II A(1): Features of Democracy

Directions: Use this information to introduce a discussion with your students on the concept of democracy.

Democracy is based on participation. The role of the citizen is as a participant in a political process and citizens believe that they can contribute to the system. In non-democratic systems, citizens are subjects. Their role in the state is dictated by the state.

The essential features of stable, liberal democracies:

- Representative government, based on majority rule, implemented through free and fair elections with a free and informed choice in voting
- Limits or checks on the power of government
- Accountability of the government to the citizenry
- Freedom of expression, assembly, and the person, guaranteed by an independent judiciary
- A skilled and impartial permanent public service responsible to the government and to the citizenry
- Freedom of expression and ideas
- Limited political terms
- Independent court system (some measure of checks and balances)
- More or less nonpolitical bureaucracy, police and armed forces
- Civil rights and civil liberties
- Respect for individual property
- Multiple (or plural) inputs into the government and its policies (pluralism)

Teacher Resource II A(2): Perspectives on Democracy

Directions: Divide your class into small groups and give each group one of the following quotes to discuss.

"Democracy is a political method, that is to say, a certain type of institutional arrangement for arriving at political, legislative and administrative decisions and hence incapable of being an end in itself." *Joseph A. Schumpeter*

"Two cheers for Democracy: one because it admits variety and two because it permits criticism." *Edward M. Forster*

"A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience." *John Dewey*

"Democracy is a charming form of government, full of variety and disorder, and dispensing a sort of equality to equals and unequal alike." *Plato*

"Democracy is not so much a form of government as a set of principles." *Woodrow T. Wilson*

"China can never become a successful democracy until it becomes a nation governed by laws, not a nation governed by men." *Anonymous Chinese official critical of government crackdown on students at Tiananmen Square in 1989.*

Student Handout II A: Definitions of Forms of Government and Other Terms

Directions: Review the definitions below before completing Student Worksheet II B(1): Forms of Government.

Parliamentary system

A parliamentary system is a form of government in which the parliament, or the legislative body, determines the composition of the executive branch of government. A prime minister becomes the head of the government when his/her political party (possibly in coalition with other parties) gains a majority of the seats in the legislature. If it loses a majority, the prime minister and his/her party lose power. Party affiliation in this system is critical, and a government remains in power only as long as it holds a majority of votes in the legislature. Voters tend to choose parties rather than individual candidates. The United Kingdom, New Zealand and Japan are examples of parliamentary systems.

Presidential system

In a presidential system, the legislative and executive branches are separate, and subject to separate elections. Independent of each other, the president is both head of state and head of government. In this system, legislative votes will not cause the government to fall. Voters tend to choose among individual candidates from different political parties. The president often has less leverage or influence over votes in the legislature than the prime minister in a parliamentary system. The opposition party may have considerable influence over policy. The United States is an example of a presidential system.

Dual systems (Semi-presidential)

A dual system involves the sharing of power between a head of state (president) and head of government (prime minister). The president and legislature are elected separately. The president appoints the prime minister from the party with a majority in parliament. There is no dominant power unless the president and majority of the parliament are from the same party, thus enabling the president to wield power over the prime minister. This system allows the direct election of a president and stable tenure with the flexibility of a parliamentary cabinet and prime minister. In this system there is a distinct separation of executive and legislative powers. France is an example of a dual system.

Federal system

In a federal system both central and state governments have separate areas of authority and the means to exercise power in those areas. Citizens are subject to the authority of both. In strong federal systems, local governments have great authority over many aspects of citizens' lives and can raise their own revenue. In weak federal systems, local governments have little influence over local policy and rely on the national government for revenue. Strong federal systems include Germany, Australia, the U.S., and Canada. Modest federal systems include India, Mexico, and Russia. Weak federal systems include Austria, Malaysia, and Venezuela.

Unitary system

In a unitary system power and authority are concentrated at the center. A central government grants local units whatever limited powers they have. Some unitary governments do have some decentralized features, most of which are special autonomous regions (e.g., Muslim Mindanao in the Philippines, Zanzibar in Tanzania, Crimea in Ukraine). Other examples of unitary systems include France and Japan.

Other

Single Party system (e.g., China)

Oligarchy: government controlled by a minority (e.g., Burma)

Corporatist political party (e.g., Iraq under Saddam Hussein and the Baathist Party)

Hierarchical governing party (e.g., Egypt)

Constitutions

Constitutions, unwritten or written, are mechanisms that define the fundamental laws and structure of government, establish the relationship between citizens and state, and spell out the limits of the state and the rights of the people. Many constitutions are extremely hard to change, which is often viewed as a sign of stability.

Judicial Review

In a system with judicial review, courts can invalidate laws. In a system with no judicial review, independent courts can only rule on the implementation of laws, whether they are properly enforced, but cannot invalidate them.

Civil Liberties

Civil liberties are protections from the power of governments. Examples include freedom of speech, freedom of assembly, and trial by jury. Civil liberties are usually protected by a constitution. In the United States, civil liberties are protected by the Constitution and the Bill of Rights.

Civil Society

Civil society refers to all sorts of voluntary collective activities organized around shared interests, values, and objectives. These civil society activities can be very diverse and may include providing services, supporting education, or affecting public policy. In the last example, citizens may band together to inform, bring pressure to bear on or reinforce policies (punish or reward policymakers). In a country with a strong civil society, power is shared among many actors, not dominated by government or by a small set of interest groups. The Red Cross, Knights of Columbus, and the local PTA are examples of civil society groups.

Student Worksheet II B(1): Forms of Government

COUNTRY	PARLIAMENTARY	PRESIDENTIAL	DUAL	FEDERAL	UNITARY	OTHER	JUDICIAL REVIEW	CIVIL LIBERTIES / RIGHTS	FREE ELECTIONS/ WITH CHOICES
United States									
United Kingdom									
France									
Germany									
Finland									
Chile									
Mexico									
Nigeria									
Tanzania									
Mali									
Egypt									
Saudi Arabia									
Malaysia									
India									
Australia									
China									
Japan									
Canada									

Teacher Resource II B: Forms of Government

COUNTRY	PARLIAMENTARY	PRESIDENTIAL	DUAL	FEDERAL	UNITARY	OTHER	JUDICIAL REVIEW	CIVIL LIBERTIES/ RIGHTS	FREE ELECTIONS/ WITH CHOICES
United States		yes		yes			yes	yes	yes
United Kingdom	yes				yes		no	yes	yes
France					yes	yes	limited	yes	yes
Germany	yes	yes	yes				yes	yes	yes
Finland		yes		yes			no	yes	yes
Chile	yes			yes			yes	yes	yes
Mexico	yes	yes	yes				limited	yes	yes improved
Nigeria	yes		yes				no	improving	improving
Tanzania	yes				yes		limited	improving	improving
Mali	yes				yes		limited	yes	yes
Egypt	yes			yes			limited	limited	no
Saudi Arabia				yes	Hereditary absolutism		no	no	no
Malaysia	yes			yes			no	limited	improving
India	yes			yes			limited	improving	yes
Australia	yes		yes				no	yes	yes
China				yes	Single party		no	no	no
Japan	yes			yes			yes	yes	yes
Canada	yes		yes	yes			no	yes	yes

**Student Handout II B(1): Freedom House Table
Of Independent Countries: 2003**

Freedom Ratings in a Sampling of Independent Countries: 2003

PR= Political Rights

CL= Civil Liberties

1 represents the most free and 7 the least free.

Country	PR	CL	Freedom Rating
Afghanistan	6	6	Not Free
Albania	3	3	Partly Free
Australia	1	1	Free
Azerbaijan	6	5	Partly Free
Bangladesh	4	4	Partly Free
Belarus	6	6	Not Free
Bosnia-Herzegovina	4	4	Partly Free
Botswana	2	2	Free
Brazil	2	3	Free
Burundi	6	5	Not Free
Cambodia	6	5	Not Free
Canada	1	1	Free
China	7	6	Not Free
Colombia	4	4	Partly Free
Costa Rica	1	2	Free
Croatia	2	2	Free
Czech Republic	1	2	Free
East Timor	3	3	Partly Free
Ecuador	3	3	Partly Free
Egypt	6	6	Not Free
El Salvador	2	3	Free
Eritrea	7	6	Not Free
Ethiopia	5	5	Partly Free
Georgia	4	4	Partly Free
Germany	1	1	Free
Haiti	6	6	Not Free
Honduras	3	3	Partly Free
India	2	3	Free
Indonesia	3	4	Partly Free

Freedom Ratings in a Sampling of Independent Countries: 2003
Student Handout II B(1) Continued

Iran	6	6	Not Free
Iraq	7	7	Not Free
Israel	1	3	Free
Jordan	6	5	Partly Free
Kenya	4	4	Partly Free
Korea, North	7	7	Not Free
Korea, South	2	2	Free
Kyrgyzstan	6	5	Not Free
Liberia	6	6	Not Free
Malaysia	5	5	Partly Free
Mexico	2	2	Free
Moldova	3	4	Partly Free
Mongolia	2	2	Free
Morocco	5	5	Partly Free
Nigeria	4	5	Partly Free
Pakistan	6	5	Not Free
Philippines	2	3	Free
Poland	1	2	Free
Qatar	6	6	Not Free
Russia	5	5	Partly Free
Rwanda	7	5	Not Free
Saudi Arabia	7	7	Not Free
Sierra Leone	4	4	Partly Free
Singapore	5	4	Partly Free
South Africa	1	2	Free
Sri Lanka	3	4	Partly Free
Sudan	7	7	Not Free
Turkey	3	4	Partly Free
Turkmenistan	7	7	Not Free
Uganda	6	4	Partly Free
Ukraine	4	4	Partly Free
United States	1	1	Free
Vietnam	7	6	Not Free
Zimbabwe	6	6	Not Free

This list has been excerpted from Freedom House's Table of Independent Countries- 2003. To view the complete list, visit the Freedom House website at <http://www.freedomhouse.org/research/freeworld/2003/tables.htm>

Student Handout II B(2):
Freedom House Table Of Independent Countries in Africa: 2003

Freedom Ratings for Countries in Africa: 2003

PR= Political Rights

CL= Civil Liberties

1 represents the most free and 7 the least free.

Country	PR	CL	Freedom Rating
Algeria	6	5	Not Free
Angola	6	5	Not Free
Benin	3	2	Free
Botswana	2	2	Free
Burkina Faso	4	4	Partly Free
Burundi	6	5	Not Free
Cameroon	6	6	Not Free
Central African Rep.	5	5	Partly Free
Chad	6	5	Not Free
Congo (Brazzaville)	6	4	Partly Free
Congo (Kinshasa)	6	6	Not Free
Cote d'Ivoire	6	6	Not Free
Djibouti	4	5	Partly Free
Egypt	6	6	Not Free
Eritrea	7	6	Not Free
Ethiopia	5	5	Partly Free
Gabon	5	4	Partly Free
The Gambia	4	4	Partly Free
Ghana	2	3	Free
Guinea	6	5	Not Free
Guinea-Bissau	4	5	Partly Free
Guyana	2	2	Free
Kenya	4	4	Partly Free
Lesotho	2	3	Free
Liberia	6	6	Not Free
Libya	7	7	Not Free

Freedom Ratings for Countries in Africa: 2003
Student Handout II B(2) Continued

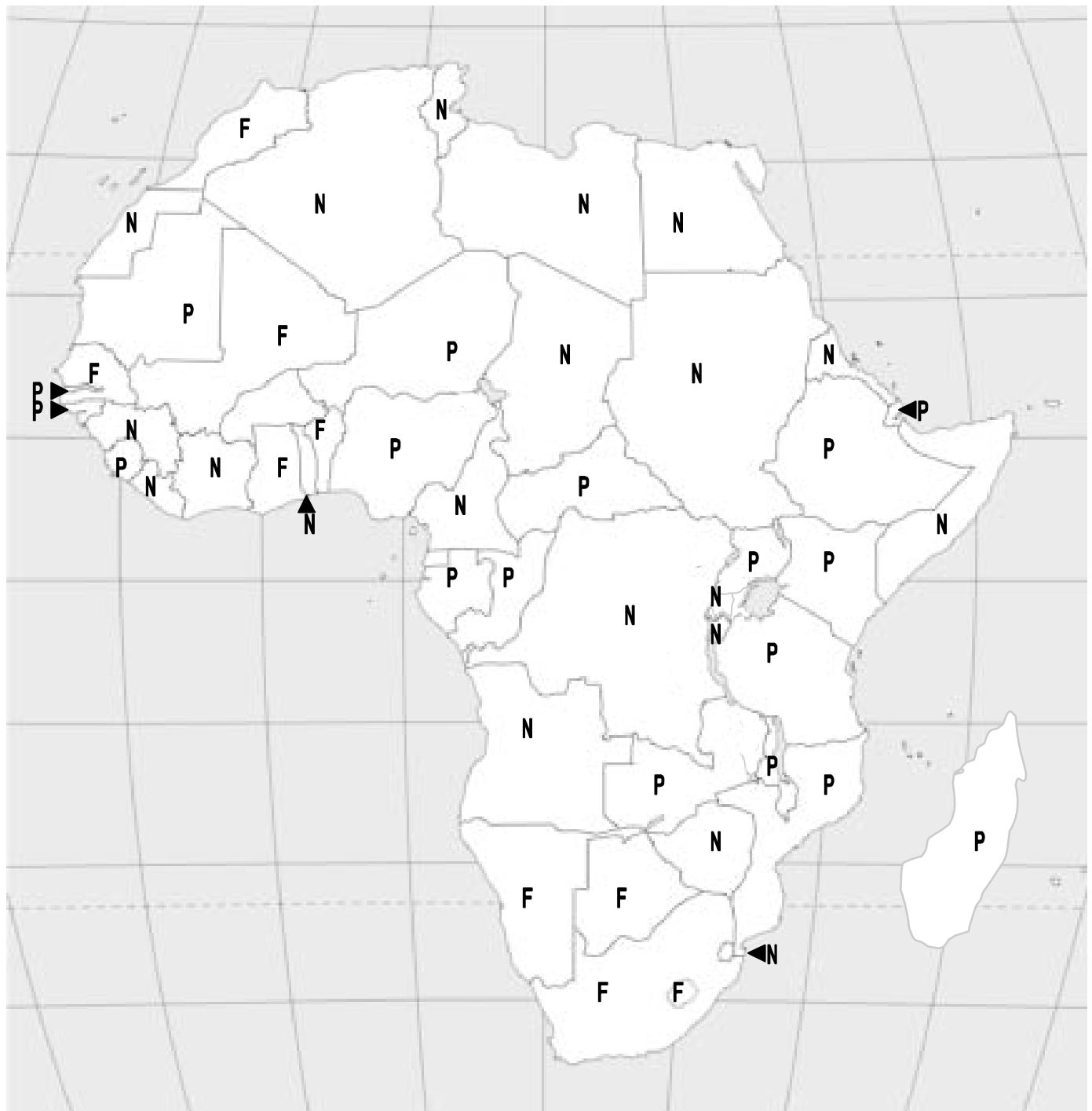
Country	PR	CL	Freedom Rating
Madagascar	3	4	Partly Free
Malawi	4	4`	Partly Free
Mali	2	3	Free
Mauritania	5	5	Partly Free
Mauritius	1	2	Free
Morocco	5	5	Partly Free
Mozambique	3	4	Partly Free
Namibia	2	3	Free
Niger	4	4	Partly Free
Nigeria	4	5	Partly Free
Rwanda	7	5	Not Free
Samoa	2	2	Free
Senegal	2	3	Free
Seychelles	3	3	Partly Free
Sierra Leone	4	4	Partly Free
Sao Tome and Principe	1	2	Free
Somalia	6	7	Not Free
South Africa	1	2	Free
Sudan	7	7	Not Free
Suriname	1	2	Free
Swaziland	6	5	Not Free
Tanzania	4	3	Partly Free
Togo	6	5	Not Free
Tonga	5	3	Partly Free
Tunisia	6	5	Not Free
Uganda	6	4	Partly Free
Western Sahara (under Moroccan authority)			Not Free
Zambia	4	4	Partly Free
Zimbabwe	6	6	Not Free

This list has been excerpted from Freedom House's Table of Independent Countries- 2003. To view the complete list, visit the Freedom House website at <http://www.freedomhouse.org/research/freeworld/2003/tables.htm>

Student Worksheet II B(2): Map of Africa



Teacher Resource II B(2): Completed Map of Africa



Student Worksheet III:

Elements that Foster and Sustain Democracy

Part I: Elements listed in the NPEC topic

Directions: Each of the elements mentioned in the first paragraph of the essay topic appears below along with one example of that element present in the United States and an international example. Using the national and international sections of the newspaper, identify further examples of each element in the U.S. and in other countries. To the extent possible, indicate the title of the articles from which you obtained your responses.

1. Strong institutions (of governance)

U.S. example: The U.S. House of Representatives is an example of a strong institution. The House of Representatives is a strong institution because of its longevity (it has operated for over two centuries), its critical role in raising revenue in the U.S. and the legitimacy it enjoys.

International example: The Indian judiciary is an international example of a strong institution of governance. It is independent of the executive branch, and serves both as the protector and interpreter of the Indian Constitution. The highest court, the Supreme Court, serves as the ultimate court of appeal. In each of the 28 states there is a High Court, and there is a uniform code of civil and criminal law.

Other examples:

- 1.
- 2.

2. Separation of Powers

U.S. example: An example of the separation of powers in the United States can be seen in the power to make treaties. While the executive branch can negotiate treaties with foreign powers, it is up to the Senate to ratify the treaty and make it law. In this example the executive branch cannot commit the United States to treaties without consent from the Senate.

International example: An example of the separation of powers internationally can be found in the right of legislatures to change government through a vote of no confidence. A vote of no confidence is an expression of displeasure on the part of legislatures with the residing government. Parliamentarians can initiate a vote of no confidence, and if a majority of members of the legislature concur the Prime Minister or the leader of the opposition must try to reassemble a majority coalition who will support the creation of a new government. In July 2004 Israeli Prime Minister Ariel Sharon survived a vote of no confidence when his opponents failed to gain the required sixty-one votes opposing him.

Other examples:

- 1.
- 2.

3. Rule of Law

U.S. example. Criminal code in the U.S. is clearly established. There is a national criminal code clearly outlining what constitutes criminal behavior. Each state also has its own criminal code covering behavior and actions not described or outlined in the US criminal code.

International example: The Slovak Constitutional Court was established title 7, section 1 of the Slovak Constitution. The role of the Constitutional Court is to establish a body to review the conformity of laws and treaties with the Slovak Constitution.

Other examples:

- 1.
- 2.

4. Free press

U.S. example: The first amendment to the U.S. Constitution establishes the freedom of speech and the freedom of the press, thus recognizing that freedom of speech and the press are linked.

International example: South Africa, a country that has successfully navigated the process of democratization, has a free press. The South African Bill of Rights established the right to freedom of expression, including freedom of the press and other media, freedom to receive or impart information or ideas, freedom of artistic creativity, academic freedom and freedom of scientific research.

Other examples:

- 1.
- 2.

5. Regular elections

U.S. example: There are elections every two years for members of the House of Representative, every six years for members of the Senate and every four years for the President and Vice President of the United States. Each state also has regularly scheduled elections.

International example: The President of Mexico is elected every six years as required by the Mexican Constitution.

Other examples:

- 1.
- 2.

6. Civil Society

U.S. example: Throughout the U.S. there are numerous local chambers of commerce. These bodies bring together business people who seek to represent their interests to the public more broadly and to government. Chambers of commerce are not part of the government, and they typically do not receive government funding.

International example: A local non-governmental organization, the Sudanese Women's Voice for Peace, works to build support for peace in the conflict between the north and the south in Sudan.

Other examples:

- 1.
- 2.

Teacher Resource IV: The Experience of Democratization in Chile, Haiti and Mali

Chile: After a coup in 1973, a democratically-elected government under Salvador Allende was replaced by a military junta. After considerable domestic and international pressure, including the coordination of a number of opposition parties, the leader of the junta, General Pinochet, allowed in 1986 for a referendum in which the public would consent to his standing unopposed for another 8-year term as president. The public rejected the proposal but Pinochet did not step down for another three years, and only after a second referendum approved a new constitution that went into effect in July 1989. It provides for a president, who is head of state and head of government, and a two-chamber legislature, made up of a Senate and Chamber of Deputies. An independent judiciary was also established. The President is elected for a 4-year term and appoints a cabinet that is headed by a Prime Minister.

Haiti: Haiti has had an on-again, off-again experience with democracy. For almost 30 years, the Duvalier family ruled as autocrats. They were deposed by a military coup. A new constitution was introduced in 1987, which outlined the shared power between a president, prime minister and two legislative chambers, along with an independent judiciary. But the legislative elections in 1987 and 1988 were claimed to be fraudulent by outside observers and the military remained the dominant power in the country. The new civilian government was overthrown in late 1988 by the military. But in 1990 a civilian government was once again elected and put in place with a new President, Jean-Bertrand Aristide. In September 1991, he was ousted by the army and went into exile in the United States for three years. After United Nations sanctions and a U.S.-led naval blockade, the Haitian economy collapsed. Former U.S. President Jimmy Carter led the mediation, which resulted in the departure of the Haitian leader, General Raoul Cedras. Aristide was reinstated, but despite promises of only running for a single term, stood for election again. After growing opposition protests and considerable pressure from the United States and European Union members, Aristide went into exile. The Chief Justice of the Supreme Court took over power temporarily as called for in the constitution.

Mali: After years of military rule and a single-party political system dominated by the Malian People's Democratic Union, Mali exploded into violent civil conflict in 1991. In that year, after violent demonstrations Lieutenant Moussa Traore was ousted as president and head of state and the country was thrown into almost two years of violence. Finally, an interim military government was established pending the adoption of a new multiparty constitution. The constitution approved by referendum provides for an executive president who is head of state and a unicameral legislature. The president appoints a prime minister as head of government who then creates a cabinet. In April 1992 the major opposition party, the Alliance for Democracy in Mali won the legislative and presidential elections. After a series of riots over the following two years, a stable government under Prime Minister Ibrahim Keita emerged. Since then, Mali has remained peaceful and allowed for the transfer of power of newly-elected legislative offices as well as the presidency.

Student Worksheet IV: The Risks of Democratization

Directions: Given the country that your teacher has assigned you, answer the questions below which will help you analyze that country's lack of progress toward democratization. You will need to do research outside of class to complete this assignment.

Country Name _____

What factors contributed to this country's progress or lack of progress toward democratization?
Did conflict play a role?

Which of these factors were part of the democratization process and which were external factors?

What attempts were there to overcome these obstacles? Did outside parties (the international community, regional neighbors) help or hurt the process?

What could have been done differently in the process of democratization to support or ensure a successful transition to a sustainable peace?

Student Worksheet V: The Experience of Democratization

Directions: Once your teacher has assigned your group a country to analyze, research the democratization process that country experienced and answer the questions below. Document your findings and assessment in the space provided.

Country Name _____

What were the circumstances prior to democratization (armed conflict, foreign intervention)?

Describe the process of democratization.

What were the positive elements or outcomes of the democratization process?

What were the risks and obstacles encountered?

Did the process of democratization help to prevent a conflict from breaking out, support a sustainable peace, or lead to instability and increased violence?

What is your assessment of the outcome of the democratization process?

Student Handout VI A(1): Scenario Background For Simulation: Timing of Elections

Scenario:

It is late December 1995 and the war between Serbs, Croats, and Muslims in Bosnia has been ongoing since 1992. On December 14, 1995 the parties to the conflict (President Franjo Tudman of Croatia; Alija Izetbegovic of Bosnia; and Slobodan Milosevic of Serbia, on behalf of Bosnian Serbs) signed the Dayton Accords, which created two entities of roughly equal size, one for Bosnian Muslims and Croats, the other for Serbs. The Accords provide an agreement on elections, stating that elections should be conducted within 6 months of the Accord taking effect. The agreement on elections provides for the participation of the Organization for Security and Cooperation in Europe (OSCE) in supervising the election process, through the creation of a Provisional Election Commission.

Your organization will release a press statement tomorrow that will either endorse or oppose the timing of elections following the Dayton Accord. The President of the organization will make the final decision about the position expressed in the press release based on the arguments made by the organization's Executive Director and Director of Advocacy and Public Policy in a last-minute meeting.

Background:

The conflict in Bosnia is a complex conflict involving Muslims, Croats, and Serbs. At times the conflict has pitted Muslims and Serbs against Croats in Herzegovina, rival Muslim forces against each other in northwestern Bosnia, and Croats and Serbs against Muslims in central Bosnia. Below is a summary of the conflict:

A series of wars against the Ottoman Empire in the late 19th and 20th centuries created a Serbian core in Yugoslavia. At the end of World War II, Communist Party leader Tito proclaimed the country the Federal People's Republic of Yugoslavia with himself as Prime Minister. Following Tito's death in 1980, the fragility of the region became apparent, and after the collapse of neighboring Communist countries in 1989, conflict resurfaced between Muslims, Serbs, and Croats.

In 1991, Croatia and Slovenia proclaimed independence from Yugoslavia and fighting began between Croats and Serbs in Croatia. With help from Serb leader Milosevic, armed guerillas infiltrated the Serbian populated areas of Croatia bringing weapons to Serb villagers. In early 1992, Croat and Muslim nationalists in Bosnia formed an alliance and voted for independence in a referendum boycotted by Bosnian Serbs. Civil war broke out in Bosnia and Serbs quickly assumed control of over half the republic. Fighting continued through 1993 and 1994 with several attempts at peace led by the international community. The war was characterized by a campaign of ethnic cleansing in the newly proclaimed Serb Republic and in Muslim and Croat-controlled areas. The UN created safe havens for Bosnian Muslim civilians, including Sarajevo, Gorazde and Srebrenica. But in 1995 Bosnian Serb forces overran the safe haven of Srebrenica. Thousands of Bosnian Muslim men and boys were separated from their families and massacred. Milosevic's war of aggression resulted in hundreds of thousands of Muslims and Croats being driven from their homes.

Despite continued fighting through 1995, including the atrocities at Srebrenica, the parties to the conflict signed the Dayton peace accord in December of that year and an international peacekeeping force was deployed.

Student Handout VI A(2): Role Cards For Simulation: Timing of Elections (one role card per student)

Executive Director: You support early elections. You want to convince the President to release a press statement that endorses early elections as an effort to show support for the peace settlement. To convince the President of this, you must persuade him or her that early elections will contribute to the transition to democracy. Some of your reasons for supporting early elections are as follows:

- Elections are the cornerstone of a democracy and we need early elections to move us toward democracy.
 - Elections will provide immediate legitimacy for the peace settlement and will establish a much-needed government that can move the country toward stability.
 - The parties to the conflict can no longer continue to fight one another and must start to work together. If a collective government results, then this may be what is necessary to move the country forward.
 - Elections will not only further the process of democratization but will also serve as an official marker terminating violence.
 - The country needs an effective leader and elections will provide this. At the very least, elections will create a situation in which citizens can have a voice and express their opinion about who should rule. This process in and of itself is a step toward democracy.
-

Director of Advocacy and Public Policy: You oppose early elections. You want to convince the President to release a press statement that supports delaying elections until the environment is more stable and people are more willing to trust the system. To convince the President of this, you must persuade him or her that the delaying elections will contribute to a smooth transition to democracy. Some of your reasons for opposing early elections are as follows:

- Early elections are risky because the competition for power may further polarize groups in Bosnia that have been embattled in a bitter civil war.
 - Power sharing is not realistic at this point given the existing distrust between the various groups, but it is necessary so whoever loses the elections will not return to violence. Since we are not ready for power sharing, elections should wait.
 - We should learn from elections in the republics in the early 1990s, which only served to empower nationalists, and led to civil war. We don't want to repeat this mistake of having elections before a culture of democracy has been established and before everyone will respect the outcome.
 - The fact that the Dayton Accords have been signed is not enough to ensure that people believe peace is possible.
 - An elected leader will not necessarily move the country toward democracy. Depending on who is elected and what that person's plan is, early elections might move the country backward.
 - By delaying elections, we may allow more moderate parties to become a part of the process instead of the parties we know of who are part of the conflict.
-

President: You must decide whether your organization will release a press statement that endorses or opposes early elections. Listen to the arguments made by your Executive Director and Director of Advocacy and Public Policy to help you make your decision.

Teacher Resource VI: Using Simulations in the Classroom

What are Simulations?

Simulations are useful instructional tools supplementing other pedagogical approaches. In environments that are complex and dynamic, such as the international political environment, simulations help capture what might otherwise be lost. Simulations also help make real a distant or unfamiliar environment.

Simulations are scenarios used to demonstrate a behavior or process. They have been used in a wide range of educational contexts ranging from high schools to graduate education. The decision-making process involved in the Cuban Missile Crisis has been the subject of simulations, for example.

Simulations are a kind of role-play. In role-plays participants imagine they are someone else or themselves in a given situation. Unlike acting, role players do not take on a role in order to influence an audience, but rather take on a role to gain insight into a process or to experience some event.

The role a student plays may be an imaginary person, a real person, or even him or herself. Thus, role-players may extend and expand their experience of the world, by taking on a role in a unique situation.

Like any other teaching technique, role-plays have their pluses and minuses. On the positive side, role-plays help students test assumptions and new ideas about behaviors and practices. Role-plays are also good ways for students to observe a wide range of behaviors that may not have been available before. Of course, another key value of role-plays is that they are often fun. The very behaviors that students find fun may also cloud their ability to observe important dynamics. Role-plays can also be confusing because so much is happening. They may not help identify intellectual debates or issues. Finally, role-plays often favor the verbally talented and outgoing students. This last negative can be managed to some extent by appropriate selection of roles and reminding students of the benefits of simply observing.

Preparing a Simulation

In many ways preparing a simulation is no different than preparing for other classroom activities. The simulation objectives should maximize the learning outcomes you wish to obtain. Using a simulation demands advanced planning in order that students benefit. Happily, simulations provide many learning opportunities.

Simulations often present learning opportunities where students can conduct research on the role-play. This research creates an easy way of integrating the simulation into existing curriculum. You may wish to:

- Encourage students to research the role scenario before the role-play begins.
- Provide students with opportunities to conduct research during the course of the simulation. For example, students may wish to know more about the world oil market while negotiating over disputed territory that has significant oil deposits.
- Incorporate simulation preparation into assigned reading or other relevant work.

Allocating Roles

Ensure that you have a matching number of roles and students. If you have an inadequate number of roles for students, you might consider assigning the role of observer to students without roles, or creating new supplementary roles. You should be careful in allocating roles. Some students are naturally more adept at simulations than others. Verbally strong and confident students in some roles may dominate the simulation. Equally, students who struggle with verbal expression in key roles may not adequately energize the simulation.

Furthermore, role-players will often ask how roles were allocated. Answering this should be handled carefully, as one does not wish to create doubts or concerns among players.

Roles

Often simulations will make use of public information, accessible to all players, and private information accessible to only one role-player. It is important to explain to role-players the distinction between the two. Other key points to keep in mind include:

- Ensure role-players have ample time to read their roles and background material. You may wish to distribute material a day or two in advance.
- Prepare nametags or table tents for the simulation indicating the role-play names.
- Establish clear beginning and ending times.
- Create guidelines for behavior if role-players are to take a break (i.e. should players stay in role through the break?).

Space

Simulations have physical constraints for which instructors need to prepare. Most simulations require a fair amount of space. Role-players may move about as they interact and talk with others. In some simulations more than one room may be required to give privacy or a sense of separateness to smaller groups. Therefore, be prepared for simulations to be active, with participants moving around and making noise.

Additional Materials

Other materials that are useful in simulations include:

- Provide breakout rooms, or space where teams of students can meet.
- An overhead projector or data projector with computer may be useful should students wish to make presentations during the simulation.
- Flip charts allow students to capture thoughts or discussions as they work together in the simulation.
- Access to computers with printers and Internet access is also useful.

None of this material is required to run a simulation, though access to these items will enhance the experience for the students.

Running a Simulation

Running a simulation requires that instructors orient participants to the learning exercise. This includes distributing all necessary background and role information, but it also includes linking the simulation to broader learning objectives. Learning from simulations may be first-hand through experience in role, it may come through observation, and it may come through reflection. Role-players may become sensitized to behaviors and issues, may experience attitude change and of course may learn new skills.

Urge role-players to take notes during the simulation, provided it does not detract from their experience. Such note taking ensures that key behaviors or events are not lost in the midst of the simulation action. Role-players should focus on what happened, recording their observations and feelings.

While running the simulation instructors should feel free to roam around and act as 'flies on the wall'. This provides an opportunity for instructors to gather impressions on what is happening and how events are unfolding. In addition, participants may have questions about both the content of the simulation or other matters that may arise in the course of the simulation. By walking around, instructors provide participants an opportunity to ask questions. Instructors should use their judgment in answering questions. Factual questions should be handled as best as possible. For example, participants may wish to know the size and make-up of the U.S. military. If you are unsure, provide an answer that does not adversely affect the conduct of the simulation, or direct them to other resources.

Debriefing a Simulation

Upon completion of the simulation, it is useful to engage role-players in a debriefing. The objective of the debriefing is to find out what happened and to encourage role-players to extract insights and lessons. Thus, the role-play is a reflective process, requiring participants to feedback their impressions and thoughts.

Debriefing should be facilitated. Instructors should avoid the temptation to tell others what happened. Rather, instructors should facilitate discussions by asking open-ended questions, such as 'what happened in today's simulation?' Using such open-ended questions will encourage students to think freely and broadly about their experiences.

The debriefing should be structured to help participants reflect both upon the details of their simulation as well as reflect upon any general insights.

- Begin with the events of the day – what happened. Good questions to use are 'what happened in the simulation?' 'What was the outcome?' 'Tell us what happened to you?' Participants will often want to know about others roles. You may wish to encourage selected participants to divulge their role information.
- Do not be afraid of asking participants both what happened and how they felt. Emotional responses in experiential learning are important, as emotions reflect the impact of behavior and color the way events are seen. Be careful, however, in going overboard. Just as one does not wish to ignore emotional responses in simulations, one does not want to focus on these responses to the exclusion of other behaviors.
- As the debriefing progresses encourage students to link events in the simulation to ideas, concepts and behaviors studied elsewhere. In this way the debriefing moves from the specific case to those points that are more easily generalized. For example, you may ask 'did you observe good negotiating behavior in the simulation, give an example' or 'what strategies of conflict management were being employed in the simulation?'
- Remind students that it is important that they disengage from the role-play at its conclusion. Occasionally, some students have trouble getting out of role and carry on disputes or disagreements from the simulation into day-to-day life. Encourage students to talk openly and freely about their roles.

Instructors may also wish to give written assignments from the simulation. For example, instructors may wish students to compare and contrast their simulation with an historical case study. This will deepen the role-players' learning experience.

Additional Resources

Anderson, L. ed. *Transitions to Democracy*. New York, NY: Columbia University Press, 1999.

Central Intelligence Agency, *The World Factbook* at www.cia.gov/cia/publication/factbook.

Collier, R.B. *Paths Toward Democracy: The Working Class and Elites in Western Europe and South America*. London: Cambridge University Press, 2000.

Crocker, C., F.O. Hampson, and P. Aall, eds. *Turbulent Peace: The Challenges of Managing International Conflict*. Washington, DC: U.S. Institute of Peace Press, 2001., especially Roy Licklider, "Obstacles to Peace Settlements" (pp. 697-718), Roland Paris, "Wilson's Ghost: The Faulty Assumptions of Postconflict Peacebuilding" (pp. 765-784), Timothy D. Sisk, "Democratization and Peacebuilding: Promises and Perils" (pp. 785-800), and Stephen John Stedman, "International Implementation of Peace Agreements in Civil Wars: Findings from a Study of Sixteen Cases" (pp. 737-752).

Diamond, L. and M. Plattner, eds. *The Global Divergence of Democracies*. Baltimore: Johns Hopkins University Press: 2001.

Haggard, S. and R. Kaufman. "The Political Economy of Democratic Transitions," *Comparative Politics*, 29, 3, 1997, pp. 263-283.

Hart, V. "Democratic Constitution Making." Special Report No. 107, Washington, DC: U.S. Institute of Peace, July 2003.

Linz, J. and A.C. Stepan. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore: Johns Hopkins University Press, 1996.

Lipset, S.L. "Social Requisites of Democracy Revisited," *American Sociological Review*, 58, 1994, pp. 1-22.

Lymon, P. *Partner to History: The U.S. Role in South Africa's Transition to Democracy*. Washington, DC: U.S. Institute of Peace Press, 2002.

Perito, R. "Establishing Rule of Law in Iraq." Special Report No. 104, Washington, DC: U.S. Institute of Peace, April 2003.

Putnam, R. *Making Democracy Work*. New Jersey: Princeton University Press, 1993.

Sorensen, G. *Democracy and Democratization*. Boulder: Westview Press, 1998.

Special Feature: Extension Activities

The following extension activities give your students opportunities to expand their knowledge about democracy and democratization. In addition, if your state or school requires students to complete a large project prior to graduation from high school, the National Peace Essay Contest and these activities offer opportunities to satisfy this requirement.

- ❑ Conduct a public opinion poll on questions related to the peace essay topic. Analyze the results in a written and/or oral presentation that includes graphic depictions (bar, pie, and line graphs).
- ❑ Interview your member of Congress, staff person from your Senator's office, a local college professor of International Relations or U.S. Government, or a person with expertise or experience related to the topic. Write a report of this interview.
- ❑ Write letters to elected officials, newspapers, or magazines expressing your opinion on the topic.
- ❑ Participate or establish a web site related to the topic, including a chat-room for interested persons to share their opinions.
- ❑ Interview officials from your community about democracy on the local level.
- ❑ Create a video documentary about civil society in your community.
- ❑ Create a work of visual or performance art expressing your ideas about democracy and democratization, for example: drawing, painting, sculpture, collage, dance.

Tips for Helping Students Write a Successful Peace Essay

Here are some ideas for improving the quality of your students' essays and making them potential contest winners:

- ❑ Be sure students carefully read all the rules and guidelines for successful essays.
- ❑ Encourage students to read winning essays from past years which appear in the Guidebook and on the U.S. Institute of Peace website (www.usip.org).
- ❑ If students select democratization efforts that are still underway at the time their essay is written, be sure they acknowledge this situation in their essay and have the most up-to-date sources possible at the time of writing.
- ❑ Because your students are now familiar with the democratization efforts used in Lesson V of this guide, you may anticipate that many of them will select these efforts for their examples. Point out that students should consider the experiences of other countries. Stress to students that originality and creativity in making such selections will be recognized by the essay judges.
- ❑ English and Social Studies teachers can complement each other's knowledge and abilities if they work together to help students with the peace essay. Consider collaborating or team teaching for this project. You may choose to permit students who have research paper requirements in courses in both departments to use the NPEC to satisfy both assignments.
- ❑ After all essays are written, consider asking one or more colleagues to read and rate the strongest ones. Students whose papers receive high ratings can then prepare them for submission to the NPEC by correcting all typographical or grammatical errors, updating information as needed, and making last-minute improvements.
- ❑ Emphasize that ALL parts of the essay question must be covered in the essay.
- ❑ Direct students who are not writing the essay as a class assignment to use the "Tips for Students Working Independently" at the end of each lesson.

NOTE: Students are permitted to submit essays to the National Peace Essay Contest as individuals or as part of a classroom submission by a teacher.

National Content Standards

The lessons in this guide apply to the following National Content Standards of the Mid-continent Regional Educational Library.

Civics Standards

- Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy.
- Understands the impact of significant political and nonpolitical developments on the United States and other nations.
- Understands issues regarding personal, political, and economic rights.
- Understands how participation in civic and political life can help citizens attain individual and public goals.
- Understands the importance of political leadership, public service, and knowledgeable citizenry in American constitutional democracy.

Language Arts Standards

- Demonstrates competence in the general skills and strategies of writing.
- Demonstrates competence in the stylistic and rhetorical aspects of writing.
- Uses grammatical and mechanical conventions in written compositions.
- Gathers and uses information for research purposes.
- Demonstrates competence in the general skills and strategies of reading.
- Demonstrates competence in the general skills and strategies for reading a variety of informational texts.
- Demonstrates competence in speaking and listening as tools for learning.

Life Skills Standards

- Performs self-appraisal.
- Understands and applies the basic principles of presenting an argument.
- Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies).
- Applies decision-making techniques.
- Displays effective interpersonal communication skills.

United States History Standards

- Understands developments in foreign policy and domestic politics between the Nixon and Clinton presidencies.

World History Standards

- Understands the search for community, stability, and peace in an interdependent world.
- Understands major global trends since World War II.



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