

# The United States and the World

## Why Study Civics?

What we call foreign affairs is no longer foreign affairs. It's a local affair. Whatever happens in Indonesia is important in Indiana. We cannot escape each other. As long as any [nation] cannot enjoy the blessings of peace with justice, then indeed there is no peace anywhere.

—President Dwight D. Eisenhower

In this book, you have been learning what it means to be a citizen of the United States. As former President Eisenhower suggests, however, being a responsible citizen also means being a citizen of the world.

## What's Ahead in Unit 8

This unit will introduce you to the world beyond the borders of the United States. First you will learn about nations and how they relate to each other. Then you will study our nation's foreign policy and role in world affairs. Finally, you will read about some of the serious problems that face all nations and that challenge Americans to act as citizens of both our nation and our world.

**Chapter 24** One Nation Among Many

**Chapter 25** American Foreign Policy

**Chapter 26** Making a Difference in the World





## CHAPTER 24

# One Nation Among Many

### Citizenship and You

Today the United States is at war. That war—the war against terrorism—is a new and a different kind of war, against a new and a different kind of enemy. The conflict began with sudden and shocking violence on September 11, 2001. The government, acting with the full support of the American people, began to respond to that monstrous assault immediately by launching a bombing campaign on Taliban military and communications bases. President George W. Bush made it clear that these bombings were only the beginning of a relentless pursuit by the United States and many other nations working together to rid the world of terrorism and those who support it.

### What's Ahead in Chapter 24

As the attacks of September 11, 2001, demonstrate, the actions of one nation can affect people in nations all over the world. The major purpose of this chapter is to help you see the United States as one nation among many. You will learn how nations differ, why conflicts occur, and what brings peace. Finally, you will see how developments in technology and the global economy are bringing many nations closer together.

- Section 1**     **The Nations of the World**
- Section 2**     **Relations Between and Within Nations**
- Section 3**     **The Challenge of Interdependence**



### Keep It Current

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### *Citizen's Journal*

Following the attacks of September 11, 2001, President Bush's advisors gave him a wide variety of recommendations. If you had been one of Bush's advisors, what would you have advised him to do? Explain the thinking behind your advice.

## The Nations of the World

### SECTION PREVIEW

#### Objectives

- Describe the characteristics of a nation.
- Explore how the histories of nations differ.
- Compare developed and developing nations.

#### Building Civics Vocabulary

- A nation has **sovereignty**, the power to make and carry out laws within its borders.
- Many people feel a sense of **nationalism**, or pride in their shared history and loyalty to their nation.
- A **colony** is a territory ruled by a more powerful nation.
- **Standard of living** is the number and kinds of goods and services people can have.



#### Focus

Imagine that you are an astronaut looking back at the earth from far out in space. You see a beautiful blue sphere covered with oceans. In places the blue is broken by green and brown areas, the continents. Clouds swirl over both land and sea.

From space, you see the earth as a small globe, the shared home of more than six billion human beings. Now, look at the map of the world on page 594 of this book. How is that map different from an astronaut's view of our planet? In addition to being flat, the map shows the nations of the world and the borders that divide them. An astronaut cannot see these nations. Nevertheless, they are of great importance to the people living inside their borders.

## What Is a Nation?

One way to define "nation" is as a group of people who share a language, a history, and an identity. By this definition, there may be more than one people within the borders of a country who call themselves a "nation."

In the eyes of the world, though, a group of people needs more than a sense of unity in order to be called a nation. They must form a political unit with a well-defined territory and a government that has authority over the people living there. In other words, they must have their own country. A strong sense of unity, of course, is still important and is a major reason why new nations emerge.

A good example of a new nation is Andorra, a tiny land in the Pyrenees mountains between France and Spain. The people of Andorra consider themselves to have their own identity that is neither French nor Spanish. In early 1993 they adopted their own constitution. Andorra, with a population of only 62,000, became a nation.

**Characteristics of Nations** Every nation has three basic characteristics. First, it has a territory with borders. The borders are the lines you see on the world map. The borders define the land area of the nation.

Second, a nation has a government. There are many kinds of national governments, including republics like our own, monarchies, and dictatorships.

Third, a nation has **sovereignty**, the power to make and carry out laws within the nation's borders. The government also has the power to deal with other nations. Having sovereignty means, for example, that a nation can regulate trade with other nations and decide who may enter its territory.

**National Interest** One thing common to all nations is a duty to try to protect the interests of the nation as a whole. Each nation has an interest in protecting itself from outside attack. It is also in each nation's interest



to build a strong economy and to preserve order through its legal system.

To look after its national interest, a nation must have power. National power takes many forms. Some nations gain power because they have valuable natural resources. Some gain power through military strength. Some become powerful by building strong economies and becoming leaders in the use of new technology.

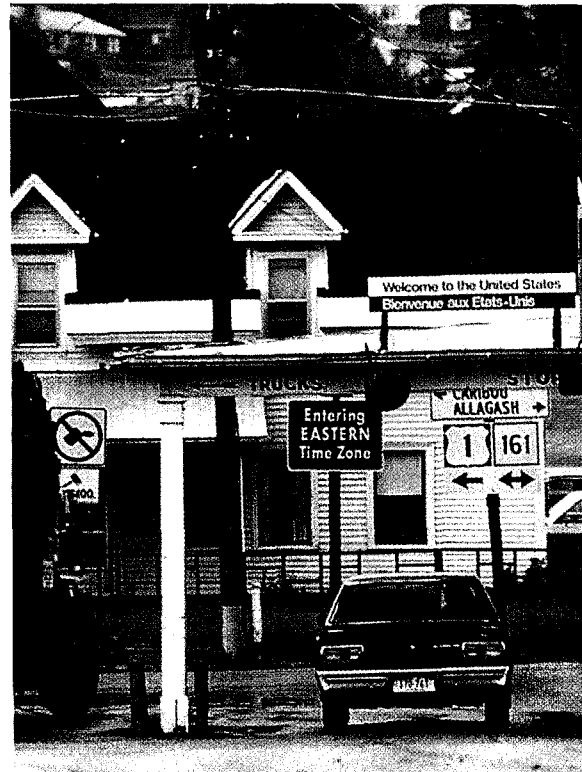
**Nationalism** People within a nation often feel a sense of nationalism, a pride in their shared history and a loyalty to their nation. Culture, language, religion, and political tradition can contribute to nationalism. Governments often try to stir feelings of nationalism through holidays, slogans, songs, and pledges.

## The Different Histories of Nations

While nations share many characteristics, they are also different from one another in many ways. Some nations are rich, while others are poor. Nations have different climates, landscapes, languages, and religions.

One of the most important ways in which nations differ is in their histories. Some nations, such as China, have existed for thousands of years. Others, such as some of the nations in Africa, are less than 50 years old. Some have histories filled with fighting. Others have known more peace than war.

**Colonies and Colonial Powers** In the past, many nations in the Americas, Africa, and Asia were colonies. A colony is a territory ruled by a more powerful nation called a colonial power. Why did colonial powers want colonies? The reason is that colonies could supply crops such as rubber and coffee, and natural resources such as oil and copper. They were also a source of cheap labor for the colonial power.



Gates at a border crossing are a sign that every nation has the power to decide who may enter or leave its territory.

A few colonies, such as the 13 American colonies and Australia, were settled by large numbers of people from the colonial power. In their rush to get land, the newcomers killed or pushed aside the native peoples. In time, these people became a small minority in their own lands.

In most colonies, by contrast, the native peoples remained in the majority. Under colonial rule, however, their traditional ways of life were upset. A colonial power often forced its own language and laws on its colonies. It forced native peoples to leave their villages to work as miners, laborers, and plantation workers.

**Independence** Since 1776, when the 13 American colonies declared their indepen-

dence, people in colonies all over the world have fought to free themselves. Most colonies in Latin America gained independence in the early 1800s. More than 80 colonies in Africa, Asia, and the Middle East became independent after World War II.

Some former colonies, such as the United States, have become strong and wealthy nations. However, many have not had that good fortune. Often the colonial powers left their colonies poorly prepared for nationhood.

## Developed and Developing Nations

When people describe the nations of the world today, they often divide them into two groups: “developed nations” and

“developing nations.” These two groups of nations differ mainly in their standard of living, or the number and kinds of goods and services people can have.

**The Developed World** The developed nations have much in common. They are all heavily industrialized. They depend on factories and modern technology to turn out a wide range of goods and services. Most of their citizens live in towns and cities, and many of them work in service jobs. While the developed nations have only about 20 percent of the world’s population, they have more than three quarters of the world’s annual income.

The developed world has a relatively high standard of living. While there is poverty, hunger, and homelessness in nearly all developed nations, the poor are a minority of the population.



### RICH NATIONS AND POOR NATIONS

Nation	Per capita GDP, in dollars (2000)
United States	\$36,200
Norway	27,700
Australia	23,200
Italy	22,100
Israel	18,900
South Korea	16,100
Iran	6,300
El Salvador	4,000
Indonesia	2,900
Vietnam	1,950
Kenya	1,500

Source: CIA World Factbook



One way to measure a nation’s standard of living is to calculate its per capita gross domestic product—its GDP divided by its total population. This number is a rough estimate of how much the average person in a nation contributes to that nation’s GDP.

**Economics** What was Vietnam’s per capita GDP in 2000?

**The Developing World** In contrast, the majority of people in the developing world are poor. Many are hungry. People in developing nations are poor and hungry for many reasons. In some places poor soil and lack of rain make it hard for people to grow food. Some developing nations, such as India, do not have enough jobs for those who need work. Therefore, many Indians are hungry because they are too poor to buy enough food.

Another reason people in developing nations are poor is that it is hard for them to get an education. Many poor nations do not have enough schools for their children. As a result, about a quarter of the young children in developing countries do not attend school.

### The Results of Having Been Colonies

People in developing nations are poor for another reason. Most developing nations were once colonies. Their resources were used to increase the wealth of colonial powers rather than to improve the standard of living of their people.

When colonies won their independence, they had weak economies. They had few

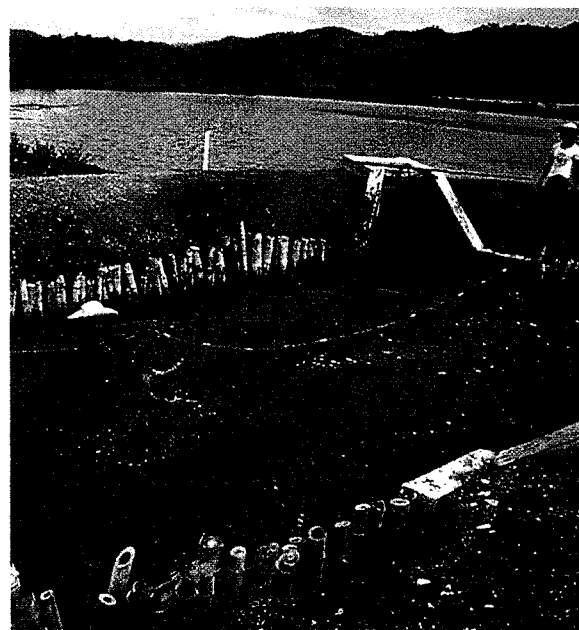
people trained in engineering, banking, business, or government service. In addition, the new nations were left with economies that had been set up to export resources to the developed world. Changing those economies to meet the basic needs of their own people proved very difficult.

Many new countries also faced political problems. The colonial powers had created some colonies that included groups of people with different languages, religions, and histories. Once such colonies won their independence, these groups sometimes fought among themselves for power. In the African nation of Rwanda, a former colony of Belgium, civil war broke out in 1994. Fighting between two tribal groups—the Hutu and the Tutsis—left over 500,000 people dead.

**Economic Development** As the word *developing* suggests, the poorer nations are working to develop their economies. They have been aided in this huge task by the developed nations and by international organizations such as the United Nations, which you will learn about in Chapter 26. Many nations are still poor, and the gap between rich and poor nations has narrowed very slowly.

Some nations have had great success. One of them is South Korea. In 1963 the per capita gross domestic product (GDP) of South Korea was about \$80. In other words, if the value of the goods and services produced in South Korea in 1963 had been divided among all South Koreans, each person would have received \$80. By 1980, South Korea was becoming a worldwide exporter of manufactured goods, from cars and steel to shoes and clothing. By 1999, its GDP had reached \$13,300 per person.

There are other success stories, as well. Sri Lanka, an island nation in the Indian Ocean, has made education an important part of its development plan. In spite of a continuing civil war that has lasted nearly two decades, 88 percent of Sri Lankans can



Local efforts, like this project started by a fishing community in the Philippines, help the economies of developing nations to grow.

read and write—one of the highest literacy rates among developing countries.

Economic development has improved life for many people in developing nations. Even so, 800 million people in the world, or about one person in seven, go to bed hungry every night. One challenge facing us in the years ahead is to help the developing nations meet the basic needs of their people.

### Section 1 Assessment

1. **Define** sovereignty, nationalism, colony, standard of living
2. What are the characteristics of nations?
3. Why did colonial powers want colonies?
4. Why have the developing nations found it difficult to meet the needs of their people?
5. **Analyze** Compare nationalism with "school spirit."

## SECTION 2

# Relations Between and Within Nations

### SECTION PREVIEW

#### Objectives

- Describe the major causes of international conflict.
- Explore the types of competition between nations.
- Summarize the history of the Cold War.
- Examine ways that nations have cooperated since the end of the Cold War.

#### Building Civics Vocabulary

- Under **communism**, the central government owns and controls a nation's economic resources.
- The conflict between the United States and the Soviet Union following World War II became known as the **Cold War**.
- An **alliance** is a group of nations that have agreed to help or protect each other.
- **Détente** is a lessening of tensions.



#### Focus

Like people, nations come into conflict, compete, and cooperate. Unfortunately, conflict and competition have shaped human history far more than has cooperation.

In this century alone, there have been two major world wars and dozens of smaller ones. Many of these “small wars” have been civil wars. Others have been conflicts between nations.

### Types of Conflict

If you look in any daily newspaper, you will likely find a story about conflict within a nation or between nations somewhere in the

world. Conflict is a struggle for something that two or more groups each want, such as land or power.

At the root of most conflicts is one group's belief that its interests are opposed by another group. A conflict may have one major cause, but there will probably also be others. Experts have identified four major causes conflict within or between nations.

#### Conflict Over Beliefs and Values

Differing views on what is right or wrong may lead to conflict. There may be disagreement about the role of government in society, or over how businesses and property should be owned and used. The clash may be over whether there should be a national religion. Civil war broke out in the North African nation of Algeria during the 1990s, when Muslim religious groups fought for power against the ruling government.

#### Territorial and Environmental Conflict

Disputes may arise over the control and use of land, water, oil, and other natural resources. A border dispute between the South American nations of Peru and Ecuador caused decades of conflict, before finally ending with a peace agreement in 1998.

**Racial and Ethnic Conflict** Conflict can occur between different racial or ethnic groups when one thinks it is superior, or because of long-term hatred. In southeastern Europe, ethnic hatred was a major cause of conflict between Muslims, Serbs, and Croats in the former nation of Yugoslavia during the 1990s.

**Conflict Over Political Power** This kind of conflict is about who makes decisions for a group of people. It might be a struggle to gain political power, or a protest or rebellion against a government that abuses its power. In the Asian nation of Pakistan in 1999, the Pakistani army seized power from an elected government. The



Thousands died as a result of the civil war in Bosnia between Serbs, Muslims, and Croats in the 1990s. Here a man digs a grave in the capital city of Sarajevo.

chief of Pakistan's army said he took power because the old government had been corrupt and had failed to serve the interests of the people of Pakistan.

## Competition Between Nations

One common type is economic competition through trade. Such competition can benefit nations as their companies improve the way they do business. It can also be harmful if one nation believes that another is being unfair. A country may try to help its own farmers by refusing to buy farm products from another country. That country, in turn, may react by refusing to buy products from the first country. Both nations are hurt because trade decreases.

Nations also compete for military power. After World War II, the United States and the Soviet Union competed in a dangerous arms buildup. Today there is concern about the arms buildup in nations like Iraq, North Korea, and China. Such buildups can increase tensions that lead to conflict.

## The Cold War and Its Aftermath

Conflict and competition between the United States and the Soviet Union had a great impact on the world for over 40 years. The arms buildup used many resources that could have been used for peaceful activities. The superpower rivalry also created tensions that no nation could escape. It forced people to live in fear of nuclear war.



## Colin Powell

**G**rowing up in New York City's South Bronx neighborhood, Colin Powell heard one message from his parents over and over—get a good education and do something with your life. He got the message.

Powell enlisted in the United States Army after graduating from college in 1958 and he rose quickly through the ranks. While serving in the Vietnam War, he received a Purple Heart and a Bronze Star. He was also awarded the Soldier's Medal for pulling several men from a burning helicopter.

A turning point in Powell's life came in 1972 when he was chosen to work in the White House. "I went from being just your average Army officer," explains Powell, "to somebody who was...meeting Presidents, seeing how policy is being made at the highest levels of government."

After rising to the rank of four-star general, Powell was appointed chairperson of the Joint Chiefs of Staff by President George H. W. Bush in 1989. He played a key role in planning military operations during the Persian Gulf War.

After retiring from the military in 1993, Powell wrote his autobiography, gave speeches, and worked for children's causes. In 2001, President George W.



Bush appointed Powell Secretary of State. He became the first African American to hold this high cabinet position.

In the future, Powell believes, democracy and economic strength will be more important than military might. He warns: "Nations seeking power through military strength, the development of nuclear weapons, terrorism, or tyrannical governments are mining 'fool's gold.' They can never...match...the military and economic power of the free world led by the United States."

### Recognizing Viewpoints

What do you think Colin Powell means when he says that nations seeking power through nuclear weapons or terrorism are mining "fool's gold"?

**The Beginnings of the Conflict** During World War II, the United States and the Soviet Union were allies. By 1945 they were the two most powerful countries in the world.

After the war, conflict arose between the former allies. They could not agree on the future of Germany and Eastern Europe. By

1949 the Soviet Union had set up Communist governments in Poland, Hungary, Bulgaria, Romania, Czechoslovakia, and East Germany. Under communism, the central government owns and controls the economic resources. These nations, all on or near the Soviet border, were known as "satellites" of the Soviet Union.

Conflict between the United States and the Soviet Union was over more than territory. It was mainly a clash between two ideas about what was good for the world: communism and state control of the economy, or democracy and the free market economy. It was also a conflict between two military superpowers, each viewing the other as a danger to its national interest and even its survival.

**The Growing Conflict** The superpower conflict became known as the **Cold War**, a struggle much like a real war but with no armed battles. Instead, it was fought with words, warnings, and an arms buildup.

To protect their interests, the United States and the nations of Western Europe formed the North Atlantic Treaty Organization (NATO) in 1949. NATO is an **alliance**, a group of nations that have agreed to help or protect each other. A few years later the Soviet Union and the Eastern European nations formed the Warsaw Pact alliance. Each alliance built up its military power. Several times the Cold War led to the brink of nuclear war.

**“Hot” Wars** The Cold War broke into several “hot” wars between Soviet and American allies. In 1950 North Korea, backed by the Soviet Union and China, invaded South Korea. The United States and its allies helped South Korea fight off the attack.

The Cold War turned hot again in Vietnam. Between 1964 and 1973 the United States sent hundreds of thousands of troops to South Vietnam to prevent Communists from taking over its government. Despite American efforts, the Communist government of North Vietnam took over all of Vietnam in 1975.

The United States and the Soviet Union were on opposite sides of conflicts in Ethiopia, Afghanistan, and Nicaragua. However, at no time did Americans and Soviets fight each other, nor were nuclear weapons used.

**The Cold War Ends** In the 1970s the United States and the Soviet Union began to find ways to cooperate. The new relation-

ship was called **détente** (day TAHNT), which means a lessening of tensions. During this period, the two superpowers signed treaties to slow down the arms race, and they increased trade with each other.

Despite periods of tension in the early 1980s and renewed arms buildups, détente helped erode the distrust between the superpowers. In 1987 they signed a landmark agreement known as the Intermediate-Range Nuclear Forces (INF) treaty, an agreement to destroy thousands of nuclear missiles. After the signing, Soviet-American relations improved further.

Then, in late 1989, stunning political changes began to unfold in the Soviet Union and Eastern Europe. One by one the nations of Eastern Europe rid themselves of communist, one-party rule and began to switch to free market economies. The Warsaw Pact alliance dissolved. Then the Soviet Union itself began to unravel as its states called for independence and its economy stalled.

By the end of 1991 the Soviet Union had ceased to exist, and its Communist system had been rejected. The Cold War was over, and a major barrier to increased global cooperation had been overcome. Today the nations of Eastern Europe and the former states of the Soviet Union, which are now nations themselves, are struggling to build up their economies and to govern themselves.

## Cooperation Between Nations

Much of the cooperation between nations has been through military alliances. However, economic interests have also brought nations together. Now that the Cold War has ended, nations are exploring new ways to cooperate. Major areas of cooperation between nations include trade, giving aid, and peacemaking.

**Cooperation in Trade** Many nations have formed regional trade organizations.

One of the oldest is the European Union (EU), formed by the nations of Western Europe to break down barriers to trade and travel in their region. In 1999, 11 EU countries adopted a new currency—the euro—as a single currency which could be used in all 11 nations.

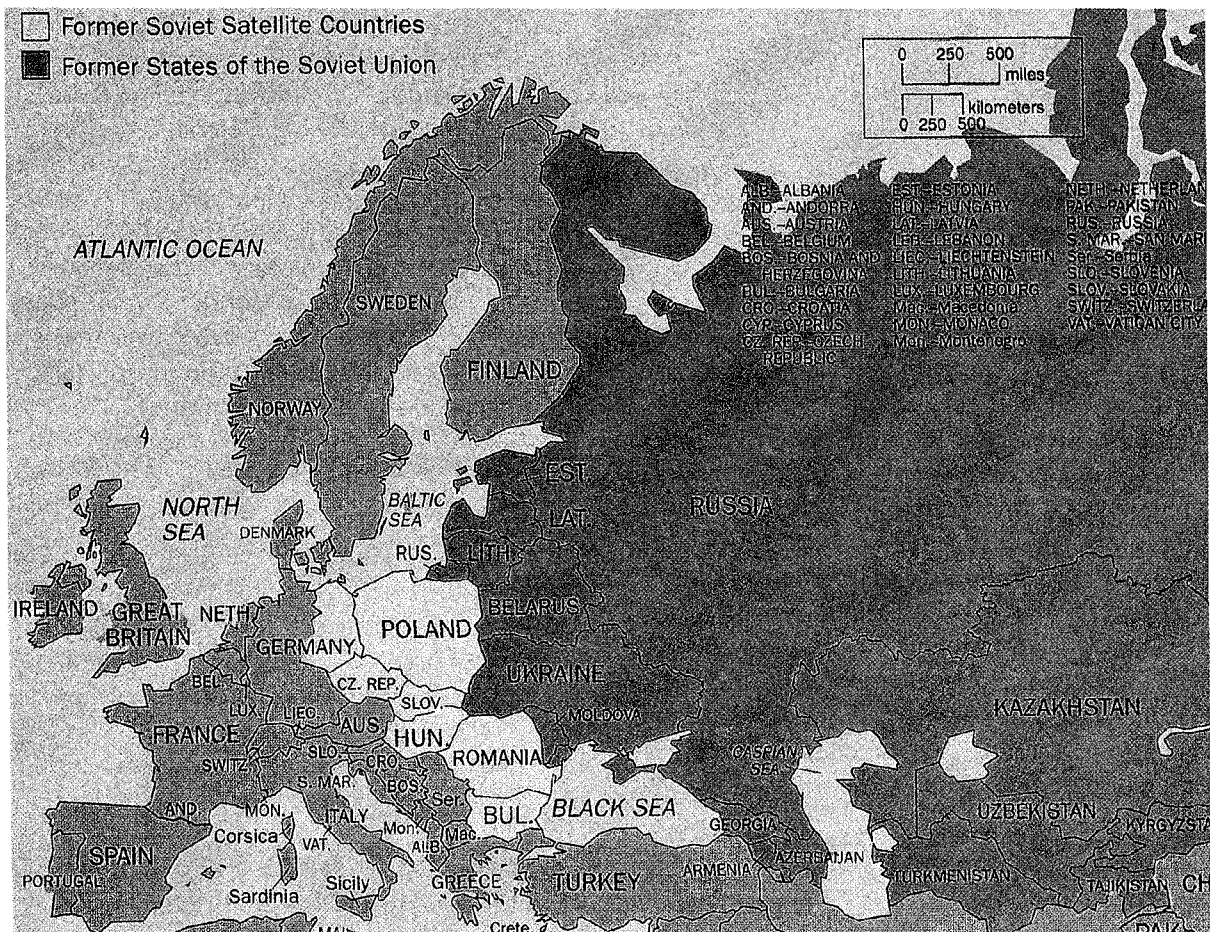
The Association of Southeast Asian Nations (ASEAN), the Organization of American States (OAS), and the Organization of African Unity (OAU) are other examples of regional organizations. Each works for

economic and political cooperation in its region. In 1993, Congress passed the North American Free Trade Agreement (NAFTA), which lowered trade barriers between Canada, Mexico, and the United States.

**Cooperation in Providing Aid** With the end of the Cold War, the seven leading industrialized nations (United States, Canada, Britain, France, Germany, Italy, and Japan) decided as a group to help Russia and the other countries of the former Soviet Union.



**EUROPE AND WESTERN ASIA AFTER THE COLD WAR** The collapse of the Soviet Union led to the formation of many new countries. **Region Name** five countries that were formerly states of the Soviet Union.



The aid was to pay for importing food, dismantling nuclear weapons, and promoting democratic and free market reforms. Clearly, the rules of international relations have changed with the end of superpower conflict.

Nations also worked together to help refugees from the 1994 civil war in Rwanda. Over 1 million people had fled the country. People had little food, drank contaminated water, and lived in filthy surroundings. Thousands died from disease. Many governments—including the United States—came to their aid.

**Cooperation for Peacemaking** During the Cold War, international conflict was managed through a balance of power: the threat that one superpower's military strength might be used against the other's. Some experts claim that this balance of power helped keep peace.

Today, we are witnessing new paths to peacemaking. Peace may be promoted through cooperation among nations, the influence of a respected person, the act of a nation not involved in a dispute, or the economic pressures of many nations acting together. The following examples illustrate these possibilities.

- **The Gulf War** In August 1990, Iraq invaded Kuwait in a dispute over control of oil prices and Kuwait's oil fields. In November of 1990, the United Nations Security Council authorized the use of force if Iraq did not withdraw from Kuwait by January 15, 1991. Talks failed to resolve the crisis. As a result, troops from over 30 nations joined forces to defeat Iraq's army in Operation Desert Storm.
- **Kosovo** In 1999 tensions erupted in Kosovo, a province of Serbia. For several years the Kosovo Liberation Army (KLA) had been fighting a guerilla campaign for independence from Serbia. Vowing to defeat the KLA, the Serbian army launched an offensive in



In Operation Desert Storm, many nations cooperated to force Iraq to withdraw its troops from Kuwait in 1991.

Kosovo, destroying villages and forcing thousands of families from their homes. Diplomats from around the world tried to help the combatants find a peaceful settlement. When negotiations failed, NATO airplanes began bombing Serb military forces. After 11 weeks of heavy bombing, the Serbian military agreed to leave Kosovo. Negotiators then began trying to work out a long-term solution to the struggle for power in this region.

- **North Korea** In late 1993 and early 1994, North Korea refused to allow international inspectors to observe withdrawal of fuel rods from a nuclear reactor. Officials were concerned that the North Koreans would use the fuel rods to make nuclear weapons. In August 1994, former President Jimmy Carter was successful in getting North Korea to announce a freeze of its nuclear arms program. In the years since, North

Korea has agreed to limit its arms production in exchange for economic aid from the United States and other nations.

- **The Middle East** Since 1948 Israel has fought an on-again, off-again war with nearby Arab states and the Palestine Liberation Organization (PLO). The world held little hope for peace in the Middle East. In 1993 the foreign minister of Norway, a nation not involved in the crisis, held secret discussions with Israel and the PLO. Since that time, Israel and the PLO have signed several peace agreements, but obstacles to a lasting peace remain.
- **South Africa** Apartheid, South Africa's policy of denying blacks political and economic equality, had caused much conflict since it began in 1948. During the 1980s, the United States and other nations cut off most trade with South Africa. These protests pressured the government to do away with apartheid and allow free elections. In 1994 all South Africans of voting age voted in a nationwide election for the first time. Nelson Mandela, a black leader imprisoned for 27 years under apartheid, was elected President.

### Section 2 Assessment

1. **Define communism, Cold War, alliance, détente**
2. What causes conflict within and between nations?
3. How can economic competition both benefit and harm nations?
4. How did the Cold War affect relations between nations?
5. What are some efforts at peacemaking since the end of the Cold War?
6. **Synthesize** What do you think nations should do to cooperate with each other more?

## SECTION 3

# The Challenge of Interdependence

### SECTION PREVIEW

#### Objectives

- Explain how the global economy makes nations dependent on each other.
- Describe how technology has linked people around the world.
- Explore what it means to think of the world as a system.



#### Focus

You are an independent person. You make your own decisions about what to eat and what to wear. You decide with whom you want to be friends. However, you are also dependent on other people. You depend on your friends for advice, favors, and a friendly ear. Your friends, of course, depend on you for the same things. You are *interdependent*. You depend on each other.

Nations are much the same. They are independent, but they also depend on each other for some of what they need and want. They rely on each other for help in dealing with earthquakes and floods. They use the same satellites for sending messages around the world. Nations also rely on each other to try to settle conflicts peacefully.

## The Global Economy

Perhaps the most important way in which nations are dependent on each other is through world trade. As you learned in Chapter 14, connections among the economies of the world's nations have created a global economy.



In the global economy, nations depend on each other for products they cannot make or grow themselves. They also depend on each other for natural resources not found within their own borders. Although nations have traded for hundreds of years, in the last few decades there has been a rapid increase in trade. Also, there are a growing number of multinational corporations, companies with factories and offices in many countries.

If you had been a European farmer 800 years ago, nearly all your food and clothing would have been produced within walking distance of your home. Today, in contrast, much of what you consume comes from other countries. For example, the beef in your hamburger may have come from Argentina. Your banana may have grown in Honduras or Costa Rica. Your television

might have been made in Japan. People in other nations, in turn, depend on us for goods and services they want.

Once economic links have been made between nations, there can be problems if they are broken. For example, when Arab nations cut off the supply of oil to many countries in 1973, it seriously hurt the ones whose economies depended on Arab oil.

Local decisions may have far-reaching effects on our global economy. Consider what could happen if a multinational corporation based in Austin, Texas, decided to open a new factory in Thailand. This decision could give a boost to Thailand's economy and provide more of the company's products to people in Japan. However, it could also result in the company closing one of its older American factories and laying off those workers.



In a global economy a company like McDonald's, which is based in one nation, may do business in many others.

## The Role of Technology

Interdependence is a result of improvements in the technologies of communication and transportation. Satellites, computers, planes, and the Internet have linked nations in ways that were wild dreams only 100 years ago.

Advances in technology have linked people, too. Americans with cable television can watch news broadcasts from India. People in Asian villages can hear news from around the world on radios.

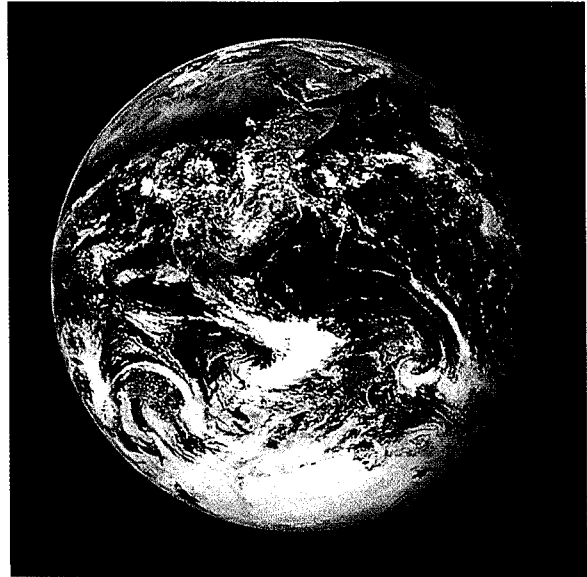
**A Smaller World** Technology has made the world seem like a smaller place by creating better connections between people and nations. When Chinese students demonstrated for democracy in Beijing's Tiananmen Square in 1989, the world watched each day's events on television. The Chinese government tried to cut China off from the world news media. However, news continued to flow into and out of China by long

## Facts & Quotes

### Food For Sale

As an industrial nation the United States plays an important role in the global economy. However, you might be surprised to learn that one of our biggest exports is food.

In fact, the United States is the world's leading producer and exporter of many important food products. In 1999, for example, 67 percent of the corn and 57 percent of the soybeans traded on the world market were grown in the United States. The United States is also the second largest exporter of wheat and the third largest exporter of rice.



A view of our planet from space helps us see that the many nations and peoples of the world are really interconnected parts of one whole.

distance telephone links, fax machines, and satellite broadcasts.

As technology has shrunk time and distance, nations and people have become less separated from each other. We now have a better chance of understanding what humans share in common and of focusing on common goals rather than on opposing interests.

### Our Shared Environment

The global economy and improvements in communication create connections between the world's nations. We are also connected simply because we all live on the same planet. We are interdependent because we share the same air and water. Pollution in one nation can affect every person and living thing on earth. As a result, the nations of the world are dependent on each other to protect an environment that knows no national boundaries.

## The World as a System

Interdependence and warnings about global pollution have caused many people to conclude that “we’re all in the same boat.” They have begun to see the world not as a collection of independent nations, but as a system.

A system is any whole made up of interconnected parts. The most important characteristic of a system is that a change in any one part will affect every other part because the parts are all connected. In the case of the world, the “whole” is the planet on which we live, and the “parts” are nations, organizations, and individuals.

Physically, the earth has always been a system. Our planet has one atmosphere and interconnected oceans.

People and nations, however, have not always been aware that they, too, are important parts of the global system. One reason is that the world used to seem so big. People and

nations could not easily see how their actions affected other people and nations far away.

Today it is easier to see how the parts of our system are connected. At the same time, we are continuing to create new links. The result is a closely interconnected, interdependent world—a world that is a system.

### Section 3 Assessment

1. How has the global economy made nations more interdependent?
2. What role has technology played in increasing international interdependence?
3. How is the world an example of a system?
4. **Apply** Give an example of how your own actions might affect people in other nations.

## Extending the Chapter

### Global Views

**D**uring the 1960s, the first space flights carrying humans and television cameras into orbit gave people a new way of looking at our planet. They also suggested a comparison to Buckminster Fuller, an inventor and college professor. He compared the earth to a spaceship.

Like a spaceship, the earth is a closed system. Its living passengers depend completely on the system for what they need to live. Furthermore, everything the passengers create that is dangerous to life—such as toxic chemicals and air pollution—stays in the system. Social problems, such as poverty, hunger, and war, are also a danger to the system.

Fuller described “Spaceship Earth” as a very complex system that needs care and maintenance. He said that since we humans are able to understand our spaceship, it is up to us to help protect it.

Buckminster Fuller had special faith in young people. He said that since they are not confined by old ways of thinking, they can come up with new ideas and ways of doing things to keep our planet in good condition. Over 25 years ago he wrote a message to everyone who wants to preserve our spaceship’s ability to support life: “Go to work, and above all cooperate and don’t...try to gain at the expense of another.”

# DECISION MAKING SKILLS

## How to USE AN ACTION PLAN

“Perform without fail what you resolve.” These words of advice from Benjamin Franklin apply to anyone who has made a decision. Another way of putting this advice is, “After you decide what to do, *do* it.”

You already know that decision making involves choosing and taking action. The lesson in Chapter 17 helped you set clear goals, and Chapter 18 provided tips on how to choose the best option. In Chapter 22 you looked at how to make an action plan. Here you will have an opportunity to put the whole process together.

### Explain the Skill

When making an important decision, how can you keep track of all the things you have to do? One way is to make a checklist.

In the lesson on page 302 you saw a short checklist. Now that you know more about decision making, you can make a more detailed list. Copy the partial checklist that appears on page 537 and add items to complete it. If necessary, review previous lessons on the decision-making process and on critical-thinking skills helpful in decision making.

### Analyze the Skill

After you have completed your checklist, you are ready to use it as a guide in making a decision. In this chapter you have read about competition between nations. One kind of competition between the United States and other nations is economic competition, which can lead to difficult decisions for American consumers. When comparing products, an American consumer might

wonder whether to buy an American product or one made by a foreign company.

Suppose your family is deciding which car to buy. After comparing the comfort of various cars, you narrow the options to one American model and one foreign model. Now you have to decide which car to buy.

**Choosing** Make a chart like the one on page 405 and fill it in as you move through the process of choosing. Use your critical-thinking skills to judge the following pieces of information that might relate to your decision:

- A. The foreign car sells for \$19,990, and the dealer offers a loan at 11% interest. The American car sells for \$19,720, and the dealer offers a loan at 11.5%. Local banks offer 10%.
- B. A consumer magazine says both cars have an “average” predicted reliability, which refers to how often repairs are needed.
- C. Both cars get 15 miles per gallon in city driving. On the expressway, the foreign car gets 34 miles per gallon, and the American car gets 30 miles per gallon.
- D. The American car is available now, but not in the color you want. The foreign car will be available in a month in the color you want.
- E. A Department of Commerce official declared that “American businesses must be protected from too much competition from foreign imports.” The official noted that “limits on foreign imports are fair because many nations severely limit American imports.”
- F. A trade official from a foreign country declared that many American cars are not selling well because they are not as well made as leading foreign cars. The official also said that stricter limits on imports

Decision-Making Checklist  
Critical Thinking

Choosing	Critical Thinking	Taking Action
<ul style="list-style-type: none"> <li>✓ Do I have a clear goal?</li> <li>✓ Do I know what my standards are?</li> <li>✓ Have I brainstormed all my options?</li> <li>✓ Have I identified which types of information I need about each option?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have I checked how reliable my sources of information are?</li> <li>✓ Do I know which kinds of information relate to my subject?</li> <li>✓ Do I know which pieces of information are statements of fact and which are opinions?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Is my action goal clearly stated?</li> <li>✓ Do I know what resources I can use?</li> <li>✓ Do I know what problems I might face?</li> <li>✓ Do I know what needs to be done to reach my action goal?</li> </ul>

make it easier for American companies to raise prices and therefore hurt American consumers.

- G.** An American labor union leader states that limits on imports are necessary to boost sales of American products and protect American jobs.
- H.** Neighbors and friends are worried about the possible closing of a nearby factory that makes American cars. They urge you to “buy American.”
- I.** Some foreign car companies have factories in the United States, which provide jobs for Americans.

**Taking Action** After you have made your choice, use a chart like the one on page 491 to make an action plan for buying the car. State your action goal, the resources and obstacles, what steps have to be taken to achieve the goal, and who will take those steps.

## Skill Assessment

After making your choice and completing your action plan, answer these questions.

1. What goal or goals did you set?
2. What were two of your standards?
3. What types of information did you collect about each car?
4. Pick one of the cars and tell what characteristics and consequences you listed.
5. Pick two critical-thinking skills and explain how they helped you evaluate the pieces of information that you listed.
6. Which car did you choose? Explain why.
7. What resources might help you achieve your action goal? What obstacles might you face, and how might you overcome those obstacles?
8. In what order did you put the steps of your plan for buying the car? Explain why.
9. Suppose that your family picks what seems to be a reasonable amount of money to offer for the car. However, after talking with the sales manager, the salesperson says that the offer is too low. Describe what you would do and explain why.
10. Explain how to judge options.
11. Explain why critical thinking is important in making good decisions.



## How to ANALYZE SYSTEM DIAGRAMS



Use the *Simulations and Data Graphing CD-ROM* to create and interpret graphs.

As you read in this chapter, today's world can be seen as a system—a whole made up of many interconnected parts, or nations. One important way that the nations of the world are connected is through global trade.

All around the world, global trade grew steadily in importance during the twentieth century. In the United States, for example, the total value of international trade rose from \$2.2 billion in 1900, to \$18 billion in 1950, to over \$1.5 trillion by the end of the century.

### Explain the Skill

System diagrams show how parts of a system are related. Such a diagram might be an electrical system for a building or an ecological system involving plants, animals, soil, and weather.

The diagram below shows how two countries—the United States and Japan—and two major international organizations—the European Union (EU) and OPEC—are connected to one another in the global economy. OPEC is the Organization of Petroleum Exporting Countries, a group of major oil exporting nations.

### Analyze the Skill

Look at the system diagram on this page, which shows the flow of trade between the United States, Japan, the EU, and OPEC. The numbers indicate the value of goods traded in billions of dollars in 1998.

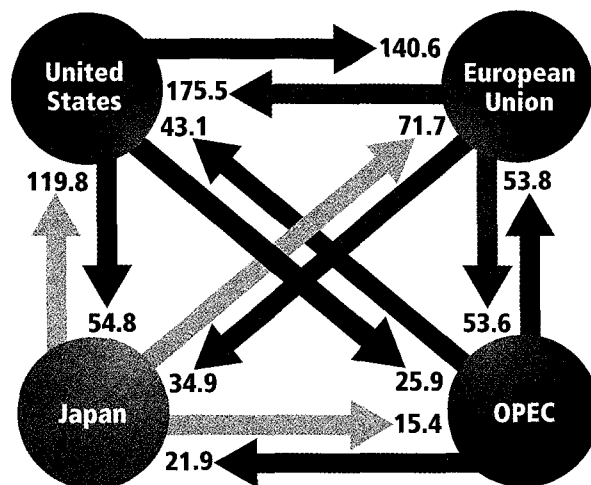
Look at the circle representing the United States. The arrow pointing from the United

States to Japan represents all the exports from the United States to Japan in 1998. The figure next to the arrow tells you the total value of those exports—\$54.8 billion. The arrow pointing from Japan to the United States tells you that U.S. imports from Japan totaled \$119.8 billion. Because the United States imported more from Japan than it exported to Japan, the United States had a *trade deficit* with Japan in 1998. In contrast, Japan had a *trade surplus* with the United States.

### Skill Assessment

1. Which nations are shown on this diagram? Which international organizations?
2. Based on the total value of imports and exports, which nation or organization was the major trading partner of the United States?
3. With which nation or organization did the United States have the largest trade deficit in 1998?

### Flow of Trade, 1998 (in billions of dollars)



Source: United Nations 1998 International Trade Statistics Yearbook

# CHAPTER 24 ASSESSMENT

## Building Civics Vocabulary

The vocabulary terms in each pair listed below are related to each other. For each pair, explain how the two terms are related.

1. *sovereignty* and *nationalism*
2. *Cold War* and *détente*

## Reviewing Main Ideas and Skills

3. In what ways can a nation build its power in order to protect its national interest?
4. How did colonial powers benefit from having colonies? How did the colonies suffer?
5. Explain some of the reasons why the United States and the Soviet Union came into conflict after World War II. Why did that conflict end?
6. Explain what it means for two nations to be interdependent. Give an example.
7. How does the environment make nations interdependent?
8. **How to Use an Action Plan** When working with an action plan, why should you check how well your plan is working while you are carrying it out?
9. **How to Analyze System Diagrams** Look back at the system diagram on page 538. Did Japan have a trade deficit or a trade surplus with the EU in 1998? How can you tell?

## Critical Thinking

10. **Analyzing Visual Evidence** Look at the photograph on page 533. What does this photograph show? How does it help illustrate the global economy?

11. **Linking Past and Present** In what ways is the world a “smaller” place than it was 100 years ago?

## Writing About Civics

12. **Writing a List** Labels on many common items tell you where the item was made. A VCR may have a label that says “Made in Japan.” Check the labels on clothing, shoes, appliances, and other items. Make a list of at least ten different items along with the country each was made in. What can you conclude about the importance of global trade?

## Citizenship Activities

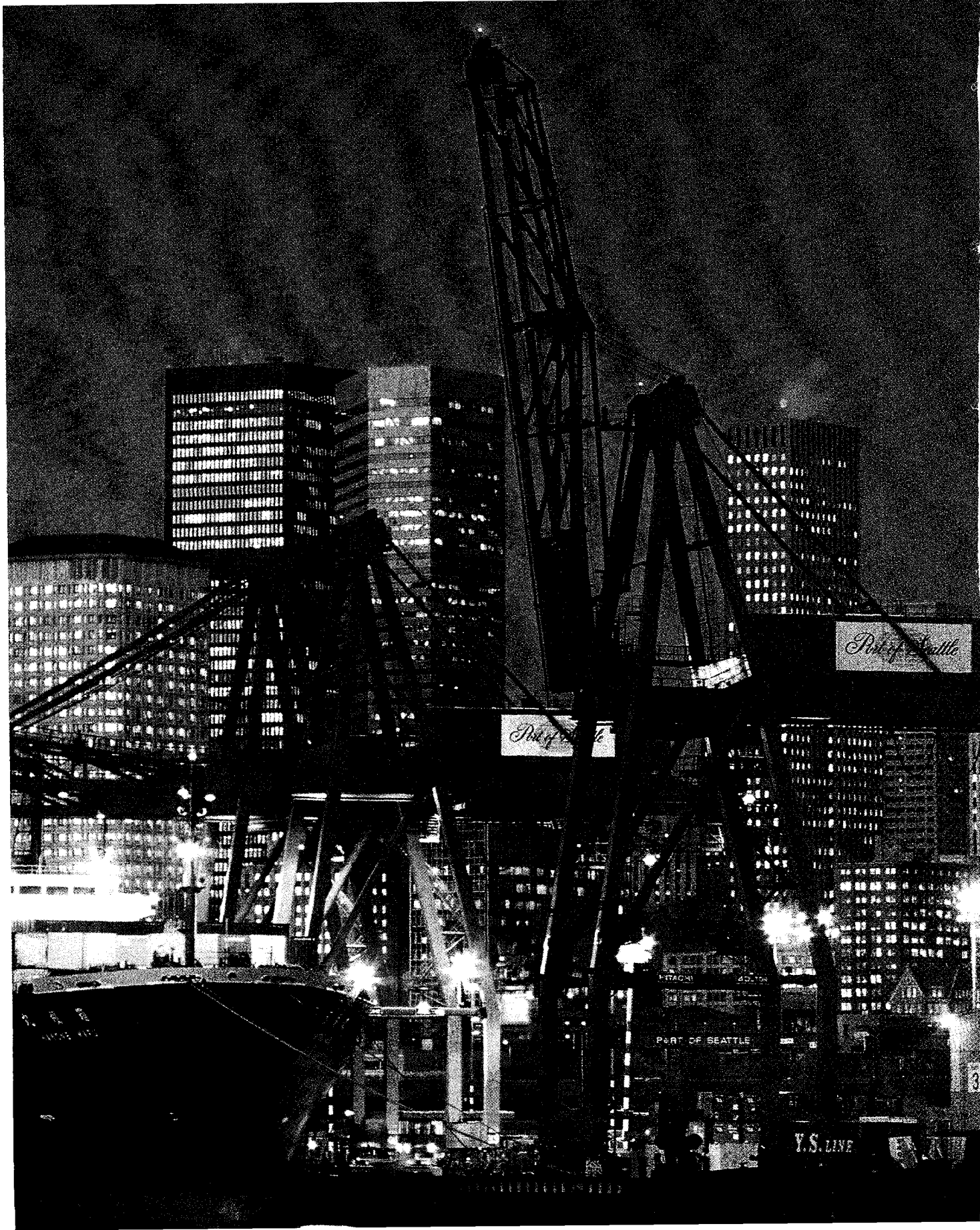
13. **Working Together** With a small group, present a report on the United States’ relationship over the past ten years with a foreign country. Tell why we have cooperated with, competed with, or come into conflict with that nation. Discuss what you believe should be done to ensure good relations in the future.



## Take It to the NET

Access the **Civics: Participating in Government** Internet site at **[www.phschool.com](http://www.phschool.com)** for the specific URLs to complete the activity.

The United Nations was created in an attempt to foster understanding between nations and solve world problems. Examine online information about what the United Nations is and how it operates. Create a time line of the history of the United Nations and some of the major issues that it has confronted.



## CHAPTER 25

# American Foreign Policy

### Citizenship and You

The date is September 12, 2001—the day after a horrible and deadly terrorist attack on the United States that has killed thousands of innocent Americans at the World Trade Center, the Pentagon, and on four hijacked planes. Throughout the country, Americans remain in a state of shock, horror, and mourning. Many look to the government to explain what has happened and to reassure them that they are safe.

Meanwhile, one by one, people enter a room and take seats around a huge table. Several of them are wearing military uniforms hung with medals. Finally the President arrives. He greets the people gathered in the room—the members of the National Security Council.

President Bush begins by asking each member of the council to update him on what actions have been taken to protect the country from further attacks. The remainder of the meeting is spent discussing both short- and long-term actions that must be taken. In the face of an incredible crisis, the President and the Security Council must act quickly and carefully to make important decisions about with military and diplomatic actions to take at home and abroad.

### What's Ahead in Chapter 25

The President is in the middle of an important process—the making of foreign policy. In this chapter you will learn what foreign policy is and how it is made. You will also read about how our foreign policy has changed over time to reflect the changing role of the United States in the world.

**Section 1** What Is Foreign Policy?

**Section 2** Making Foreign Policy

**Section 3** Foreign Policy in Action



### Keep It Current

Items marked with this logo are periodically updated on the Internet. To keep up-to-date, go to [www.phschool.com](http://www.phschool.com)

### *Citizen's Journal*

Suppose you were a member of the President's National Security Council. How would you suggest fighting the war on terrorism both at home and abroad? Defend your position.

## What Is Foreign Policy?

### SECTION PREVIEW

#### Objectives

- Summarize the main goals of American foreign policy.
- Describe the tools the United States uses to achieve its foreign policy goals.

#### Building Civics Vocabulary

- American armed forces defend against **aggression**, an attack or threat of attack by another country.
- Keeping a strong defense to discourage aggression by other nations is called **deterrence**.
- **Diplomacy** is the relations and communications carried out between nations.
- At a **summit meeting**, the President talks about important issues with heads of other governments.
- Military and economic help to other countries is called **foreign aid**.
- **Sanctions** stop or limit trade with another nation in order to change its behavior.
- Information about another country and what its government plans to do is called **intelligence**.



#### Focus

The United States is one nation among many in the world. One of the main duties of any government is making a plan for relating to other nations. A government's foreign policy is a plan that outlines the goals it hopes to meet in its relations with other countries. Foreign policy also sets forth the ways these goals are to be met.

## Goals of Foreign Policy

What do Americans hope for in relations with other countries? To think about that question, you might ask yourself what we, as individual Americans, want in our relations with the people around us.

First of all, we want to be respected. We want others to treat us as equals. We would like to live in a safe place, free from the fear of harm. As adults, we would like to be able to earn a living.

These goals are like the goals we have as a nation. In general, the foreign policy goals of the United States are to protect citizens' safety, to promote prosperity, and to work for peace and democracy in other countries.

**National Security** You learned in Chapter 24 that government leaders naturally try to protect the interests of their country. Acting in the national interest involves making sure the nation is safe. National security, or the ability to keep the nation safe from attack or harm, is the chief goal of American foreign policy. Because war is the greatest danger to any nation, national security mainly focuses on the threat of war.

**World Peace** A second goal of American foreign policy is to get countries to work together as a way to keep out of war. In today's world, wars anywhere can be a threat to people everywhere. People fear that other countries may be drawn into the fighting. They fear that nuclear weapons may be used and the world destroyed.

**Trade** Increasing trade is a third goal of United States foreign policy. Trade is good for the United States economy. Trade creates markets for American goods and services, earning profits for our businesses. It also brings us goods from other countries.

Trade also brings greater interdependence and therefore cooperation. Maintaining good trading relations helps the United





In 1978 President Jimmy Carter worked for world peace by helping the leaders of Egypt and Israel settle some of their differences.

States meet its goals of national security and world peace. The profit and products nations gain from trade give them a good reason to avoid war with their trading partners.

**Human Rights and Democracy** Another goal of American foreign policy is to encourage all countries to respect the human rights of freedom, justice, and equality. Americans believe that democracy, in which citizens have the final say in their government, is the best way to protect human rights. Thus, they want to help people in other countries who are trying to form or keep democratic governments.

History shows that countries in which human rights are denied can be a threat to world peace. When citizens do not have the right to take part in their own government, revolutions and civil wars are likely to break out, and other countries are likely to be drawn in. Therefore, encouraging human

rights and democracy is also a way to meet our foreign policy goals of peace and security.

## Tools of Foreign Policy

How does a country go about meeting its foreign policy goals? The United States uses several tools, such as defense, alliances, diplomacy, trade measures, and intelligence, in its relations with other nations.

**Defense** Defense is an important tool of American foreign policy. It helps the government maintain national security. American armed forces, with modern weapons, aircraft, and ships, are the means by which we defend ourselves against aggression, an attack or threat of attack by another country.

A key part of United States foreign policy has been deterrence, keeping a strong defense to discourage aggression by other nations. In

Chapter 24 you read about the arms race between the United States and the Soviet Union. Both sides claimed that they were building weapons as deterrence against aggression.

Sometimes it is not clear whether a nation is using its armed forces for defense or aggression. When the Soviets sent their army into Afghanistan in 1979, they said they were just helping the Afghan government defend against anti-communist forces. The United States accused the Soviets of aggression—of using its military power to take over an independent nation.

In 1989, when American forces overthrew Panama's dictator, Manuel Noriega, Latin American leaders accused the United States of aggression. President George H. W. Bush said the invasion's purpose was to protect American interests, especially the Panama Canal, and to help Panama get rid of a corrupt leader.

**Alliances** The United States also meets its foreign policy goals by forming military, political, or economic alliances with other countries. In Chapter 24 you read about NATO, a military alliance created to protect Western Europe from Soviet aggression. NATO members pooled military forces into one army in order to better defend themselves if attacked.

An example of a political alliance is the Organization of American States (OAS), made up of countries in North, Central, and South America. The OAS helps its members work together peacefully, trying to settle disputes before they become violent. The OAS also reports on human rights and helps to keep elections fair and honest.

The United States is a member of several economic alliances. One is the Organization for Economic Cooperation and Development (OECD). The 27 members of the OECD, mostly Western European countries, agree to help each other's economic well-being through trade. They also work together in giving aid to developing nations.

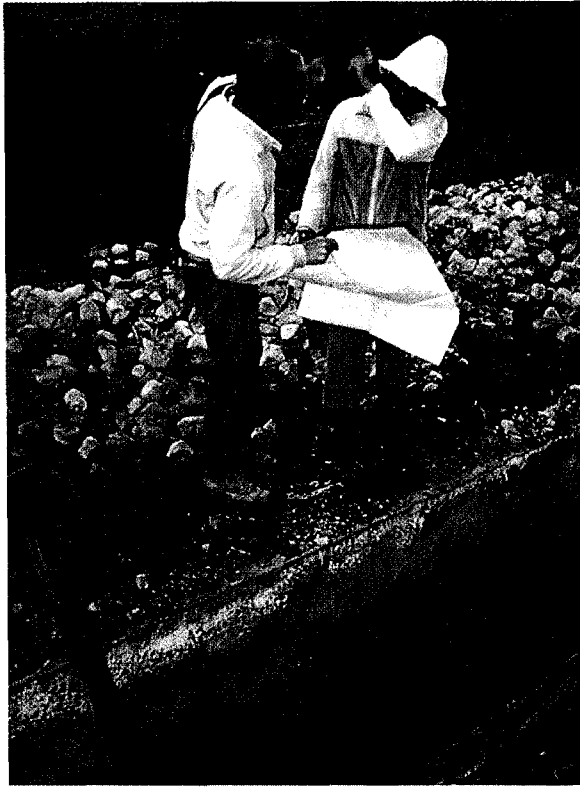
**Diplomacy** Can you remember settling a disagreement with someone by talking it out? In a similar way, the American government tries to settle disagreements with other countries peacefully. To do so, it depends mostly on a third tool of foreign policy, diplomacy. **Diplomacy** is the relations and communications carried out between countries. When countries disagree, they send representatives called diplomats to talk about the issues.

The United States uses diplomacy not only to settle disagreements but also to accomplish tasks such as building a canal or space station. Alliances and trade agreements are also made through diplomacy. Diplomacy often results in formal agreements known as treaties.

Usually, diplomacy is carried out by members of the Department of State. Sometimes, however, there is a **summit meeting**, a meeting at which the President talks about important issues with heads of other governments. In 1999, President Clinton traveled to China for a summit meeting with Chinese President Jiang Zemin at which the two leaders discussed military and economic issues.

**Foreign Aid** Another tool used to meet foreign policy goals is **foreign aid**, a program of giving military and economic help to other countries. After World War II the United States gave aid to European countries to help them rebuild factories, farms, cities, and homes destroyed in the war. Since the end of World War II, the United States has given or loaned almost \$500 billion in foreign aid to over 100 countries.

Foreign aid can support American policy goals by strengthening governments and political groups that are friendly to the United States. In some cases this military aid has helped countries that are trying to put down rebellions within their borders. Sometimes the United States has sent weapons to rebels who are struggling against governments considered unfriendly to American interests.



Money and equipment are not the only forms of foreign aid. Peace Corps volunteers like this one in Ecuador give help to developing nations.

Economic aid takes many forms. The United States might help pay for a hospital, or a dam to control floods or produce electricity. Aid might be loans or grants to help a country start a new industry.

Sending experts and teachers to work in developing countries is also a form of aid. The United States also sends aid in a crisis such as a flood or earthquake. Aid helps nations' economies to grow and is seen as a way to reduce the chance of revolution and war.

Foreign aid has caused bitter debates in Congress and the nation. Americans disagree over how much and what kind of aid to give. Some say that giving help to other countries is our duty as a rich and powerful country. They say that if we do not give aid, poorer

nations will turn to other governments—governments that are not necessarily friendly to the United States—for help. Another argument for economic aid is that it helps the United States. Countries that receive our aid can then buy American products.

Those who oppose aid do so for two main reasons. Some say that we should solve problems at home first and not send so much money out of the country.

Other critics say that the kind of aid we give does more harm than good. They charge that our military aid has sometimes helped governments that violate human rights. Just because a group is friendly to the United States, they say, is not a good reason to give it money and weapons. Critics also believe that some kinds of economic aid give the United States too much control over how other countries develop.

**Trade Measures** Another tool of foreign policy is trade measures, or the terms under which the United States trades with other countries. One trade measure is a quota, which states how much of a foreign product can be sold in the United States. Another measure is a tariff, a tax on foreign products sold in the United States. Trade measures also include limits on what products United States firms can sell abroad, such as weapons, or whether untested foreign products, such as drugs, can be brought into the United States.

In recent years a foreign policy tool has been **sanctions**—measures to stop or limit trade with another nation in order to change its behavior. In 1998, for example, India and Pakistan conducted underground nuclear weapons tests. To demonstrate its disapproval of the tests, the United States imposed economic sanctions on both nations.

The United States has two main goals in regulating trade with other countries. One is to get other countries to buy American goods. The other is to get our trading partners to support us in other foreign policy

goals, such as stopping human rights violations and reducing possible threats to peace.

**Intelligence** Information about another country and what its government plans to do is called **intelligence**. Most countries work hard to gather intelligence in order to help them meet the goal of national security.

The Central Intelligence Agency (CIA) and other agencies gather information for the United States government. The CIA focuses mostly on countries it thinks might be unfriendly, and tries to learn what the governments of these countries intend to do. It also tries to predict how these governments will react to what the United States does.

Much of intelligence is secret. Information is sometimes gathered by spying. Sometimes intelligence agencies have helped overturn the government of a country. In Chile in 1973, for example, the CIA took part in overthrowing the government of Salvador Allende. The United States government thought Allende was not favorable to our national interest. Like defense, diplomacy, foreign aid, and trade measures, intelligence is an important tool of foreign policy.

## Section 1 Assessment

1. **Define aggression, deterrence, diplomacy, summit meeting, foreign aid, sanctions, intelligence**
2. Why is world peace a goal of American foreign policy?
3. How does the United States use diplomacy as a tool of foreign policy?
4. **Synthesize** Explain how the foreign policy goal of promoting trade relates to the goals of national security and world peace.

## SECTION 2

# Making Foreign Policy

## SECTION PREVIEW

### Objectives

- Describe the role the President and executive branch departments play in making foreign policy.
- Examine the powers Congress has over foreign policy.
- Explain how private groups and citizens can help shape foreign policy.



### Focus

Sarah was upset. She had learned that whales might become extinct because they were being hunted. Every year there were fewer and fewer whales left. “There must be something we can do,” she thought.

Sarah found out that in 1946 countries that hunted whales, including the United States, had formed the International Whaling Commission (IWC). The goal of the IWC was to protect whales.

The IWC set limits on the number of whales that could be killed. Even so, by the 1980s there were so few whales left that the IWC decided to ban whaling for a while. However, Iceland, whose economy depended on whaling, refused to go along with the ban.

“How can we stop Iceland from hunting whales?” asked Sarah. She wondered if people in the government could help.

“Why don’t you start by writing our representative in Congress?” suggested Sarah’s father. So she did.

Sarah is one person hoping to affect American foreign policy. Like Sarah, many people and organizations have ideas about America’s relations with other countries.

They want the government to take action to help achieve their goals.

Who decides how the United States should behave toward other countries? Who decides what action to take? As you will see, many people both inside and outside of government play a role in foreign policy.

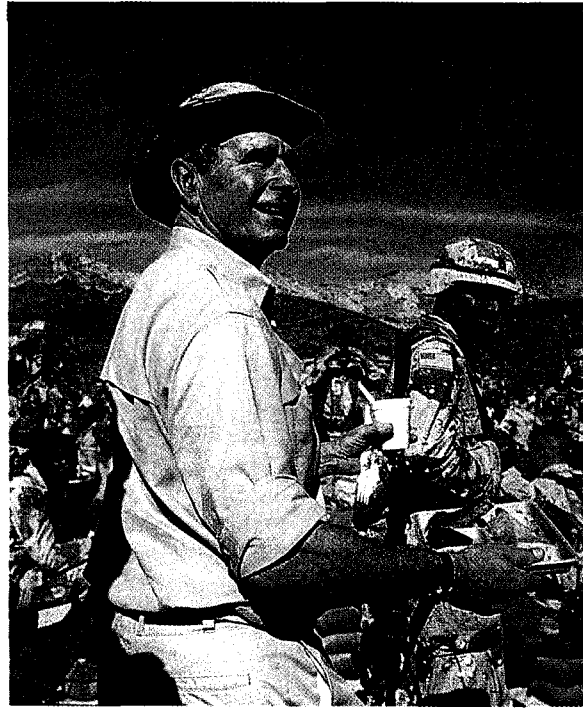
## The Executive Branch

Sarah was only one of many people who spoke out against whaling. The issue came to the attention of the President. The Constitution gives the President the major responsibility for making foreign policy. Since most foreign policy issues touch many parts of American life, from jobs to the environment, many departments and agencies of the executive branch get involved in foreign policy decisions.

**The President** The President shapes foreign policy both as commander in chief of the armed forces and as the nation's chief diplomat. The President sets defense policies, meets with leaders of other countries, and makes treaties and executive agreements. The President also appoints ambassadors to represent the United States in other countries and makes budget proposals to Congress for defense spending and foreign aid.

The President does not make foreign policy decisions alone, however. In the case of Iceland and whaling, the President might begin by asking the chief of staff to look into the matter. The chief of staff would then raise the question at a meeting with other members of the White House staff. Once the White House staff has talked over the problem, the chief of staff might send a letter to the Secretary of State, asking for information and perhaps some recommendations.

**The Department of State** The Department of State advises the President on foreign policy. It also carries out foreign



President George H. W. Bush visited American troops during the Persian Gulf War in 1991.

policy once that policy has been made. The Secretary of State works closely with the President and represents the United States in many diplomatic meetings. The Secretary is assisted by experts on different parts of the world, such as the Middle East or Europe, and by experts on foreign policy.

The Department of State also has nearly 16,000 officials working in other countries. These officials are known as foreign service officers. They include ambassadors, who represent our country in embassies, or diplomatic offices, around the world. They also include consuls, who help American business people and travelers abroad.

Members of the foreign service carry out our foreign policy. They also give the State Department information about the countries in which they serve.

When the President asked the Secretary of State to look into the whaling issue, here

are some of the State Department offices and officials who took part.

- The Bureau of European Affairs has an Icelandic “desk” that keeps track of our relations with Iceland. The desk officer gave reports from our ambassador in Iceland. The Prime Minister of Iceland claimed that his country would take only a limited number of whales each year for a scientific study.
- The Bureau of Oceans and International Environmental and Scientific Affairs gave evidence that Iceland’s “study” is really an excuse to keep whaling.
- The Bureau of Legislative Affairs of the State Department tells the Secretary of State what actions are allowed by Congress. Congress had given the President power to use trade measures in this case.

## Facts & Quotes

### Diplomatic Immunity

To help foreign relations run smoothly, nations have agreed on certain ways to treat diplomats. Some of these are:

- A diplomat is entitled to “diplomatic immunity,” meaning he or she cannot be arrested by the country in which he or she serves.
- An embassy is treated as part of the diplomat’s home country. Soldiers or police cannot enter unless invited.
- Packages sent home by diplomats cannot be seized or searched.
- At ceremonies, diplomats are seated according to strict rules of rank.

**The Department of Defense** The Department of Defense also plays a part in making foreign policy. It advises the President on matters such as what weapons to make and where to place bases and troops. The President and the Secretary of Defense work closely with the Joint Chiefs of Staff—the heads of the Army, Navy, Air Force, and Marines.

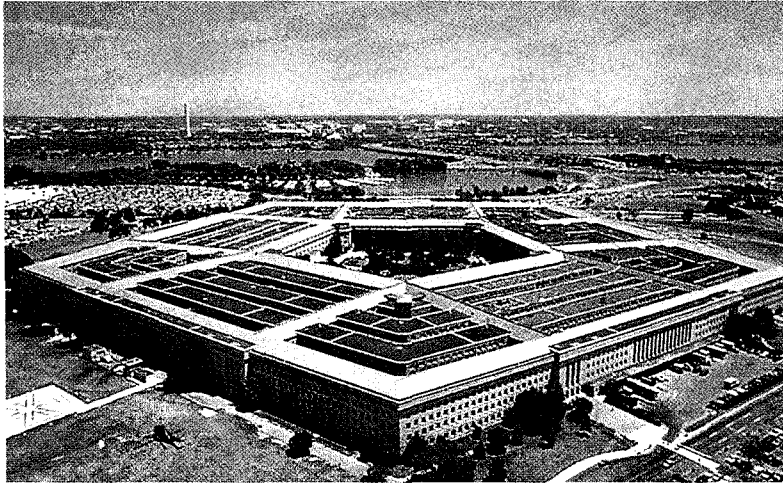
The United States Navy has bases in Iceland. These bases make a contribution to Iceland’s economy, and the Department of Defense believes they are needed. The Secretary of Defense could warn the President that if trade were cut off, Iceland might close these bases.

**The National Security Council** The National Security Council (NSC) advises the President on the country’s safety. The NSC includes the President and Vice President and the secretaries of state and defense. The director of the CIA and the head of the Joint Chiefs of Staff, as well as other experts, also attend NSC meetings. The President calls a meeting of the NSC when a crisis comes up somewhere and American security seems in danger.

The President’s National Security Advisor is the director of the NSC. Like the Secretary of Defense, he or she would consider how changing our trade policy with Iceland could affect NATO and our bases.

**Other Executive Departments and Agencies** Depending on the problem, the President may seek help from other executive departments and agencies. In the whaling case, for instance, the Department of Commerce played an important role.

One division of the Department of Commerce is responsible for protecting marine mammals and representing the United States on the International Whaling Commission.



The Department of Defense, with headquarters in the vast Pentagon building, has an important role in making and carrying out American foreign policy.

## Congress

Although the President plays the major role in making and carrying out foreign policy, Congress also has some power over foreign policy. The Senate has the power to approve or reject treaties. The President's choices for the diplomatic corps must also be approved by the Senate. Furthermore, only Congress can declare war.

Congress has power over foreign policy because it controls the federal budget, including spending on defense and foreign aid. The executive and legislative branches sometimes have conflicts over foreign policy. In 1999 President Clinton clashed with the Senate over the Comprehensive Test Ban Treaty—a treaty to prohibit nuclear weapons tests worldwide. Clinton urged senators to ratify the treaty, saying it would help prevent the spread of nuclear weapons. Republican senators, however, argued the agreement would weaken national security. The Senate voted to reject the treaty.

Several congressional committees are important in making foreign policy. Those most directly involved are the Senate Foreign Relations Committee, the House International Relations Committee, and the Armed Services committees in both houses.

These committees hold hearings and write and study bills that affect our relations

with other countries. The Secretary of State and other executive branch officials are often asked to come before these committees to answer questions.

## Private Groups

Private organizations and individuals can also shape foreign policy. Sarah had read about the whaling problem in a magazine published by an environmental protection group. Many groups have special interests that are affected by foreign policy. These groups want to have a voice in what that policy will be.

**Business Groups** You saw in Chapter 24 that countries around the world are linked by trade. Businesses that trade with other nations have a direct interest in foreign policy. Restaurant owners, for example, might want to buy Icelandic fish because of its low cost. During the whaling controversy, however, environmental organizations convinced several major American restaurant chains to boycott Icelandic fish. This action hurt Iceland's economy, causing Iceland's leaders to rethink their whaling policy.

**Labor Groups** Today, Americans are buying more foreign-made goods than we



### Youth Gain Understanding

In Alexandria, Virginia, Sarah Lin is an only child. In Bern, Switzerland, she has several brothers, sisters, and parents. She gained her new “families” while on a summer exchange with Youth For Understanding, an organization that arranges for high school students to go to school in foreign countries.

Sarah traveled with three different families around Switzerland. She learned about their lives and values and saw how their schools and government work. Sarah feels that living in Switzerland changed how she thinks about the world: “The experience changed who I am, how I do things, and how I think. It opened my eyes to the way Swiss people live. I learned why people do

what they do, and why they are the way they are.”

Because Sarah’s summer was such a good experience, the Lin family decided to host a foreign student. They wanted to continue to learn about the world through others.

Jasmin Koeber, from Nuremberg, Germany, came to live with the Lin family for a year. She went to school with Sarah, took classes with American students, and got to know Americans as friends.



Because Sarah was born in China, Jasmin also learned about that country as well.

“Living here in the U.S.A. has led to an expanded view of the world for me,” said Jasmin. “Becoming part of another family helped me learn more about myself.”

Sarah’s experience left her wanting to find out more about the world as well. “I want to visit more places and meet more people and learn as much about the world as possible,” said Sarah. “I want to take the best of everything I find in the world and incorporate it into my life.”

#### Active Citizenship

According to Sarah and Jasmin, what are the benefits of learning about other countries?

are selling to other countries. The result has been the loss of many jobs in the United States. Labor groups, therefore, try to get executive branch policymakers and members of Congress to protect jobs by limiting or taxing certain imports and by putting pressure on our trading partners to buy more American products.

**Political Groups** Many other organizations, such as the environmental group that got Sarah interested in the whaling issue, try to affect foreign policy. Anti-nuclear groups want the United States to stop sending nuclear weapons to support NATO forces in Europe. Church groups and human rights groups also get involved.

The United States is home to people of diverse backgrounds, some of whom try to shape policy toward areas of the world they care about. For example, many Cuban Americans who fled Cuba's government have influenced American policy towards that country. Although the United States recently eased its policy of restricting trade and travel to Cuba, the strong support of Cuban Americans has kept the basic policy in place.

**Individuals** Individuals can also play a role in foreign policy. Americans who keep up with international news, and who study, travel, or work abroad, learn about foreign countries and our government's policies toward them. Being better informed helps citizens make better decisions on foreign policy.

There are many ways that citizens who care about foreign policy can make a difference. Running for office or voting for a candidate who shares your views are two important ways. Letting your senator or representative know what you think about the issues is another way. Members of Congress want to know how citizens feel about matters of foreign policy, especially if an issue puts American troops in harm's way.

In the whaling matter, Iceland agreed to go along with the IWC ban. It decided not to risk losing the American market for its fish. In this case, citizens' groups and individuals played an important role in getting our government to put pressure on Iceland.

## Section 2 Assessment

1. Briefly tell what responsibilities the President has in foreign policy.
2. In what ways does Congress help shape foreign policy?
3. Why do business and labor groups take a special interest in foreign policy?
4. **Synthesize** Why do you think so many government groups and private groups try to affect foreign policy?

## SECTION 3

# Foreign Policy in Action

## SECTION PREVIEW

### Objectives

- Explain the major changes in American foreign policy between the American Revolution and World War II.
- Describe American foreign policy during the Cold War.
- Explore world events that brought the Cold War to an end.
- Explain how the rise of new economic powers affects American foreign policy.
- Summarize the foreign policy challenges that the United States will face in the future.

### Building Civics Vocabulary

- **Isolationism** is a foreign policy that seeks to limit our relations with other countries.
- **Neutrality** is a policy of not taking sides in wars between other countries.
- **Containment** was a policy of using military power and money to prevent the spread of communism.



### Focus

You have read about the goals of American foreign policy and the tools our leaders use to meet these goals. Although the goals have stayed largely the same over the years, the role that the United States plays in the world is continually changing. At times we have followed **isolationism**, a foreign policy that seeks to limit our relations with other countries as much as possible. During other periods, the United States has tried to meet its goals by taking an active part in affairs around the world.

## Early Isolationism

In its early years, the United States had a mostly isolationist foreign policy. A farming country with very little industry, we had just fought a costly war for independence. President George Washington believed that the young country could not afford to take part in European alliances and wars. He chose a position of **neutrality**, a policy of not taking sides in wars between other countries.

This neutrality served two foreign policy aims. It kept the United States out of war. It also allowed America to continue to trade with both sides in a war.

Staying isolated was not easy to do. European countries were expanding into Latin America, competing with our economic interests and threatening American security. In 1823 President James Monroe responded to the threat with the Monroe Doctrine. He warned European nations not to create more colonies in the Western Hemisphere. Monroe promised that in return, America would stay out of European affairs. Monroe saw this position as a way to protect American interests and still stay isolated from Europe.

## Foreign Policy and Expansion

The policy of isolationism was again tested as Americans began to move west, seeking more land. Expansion forced the United States into contact—and sometimes conflict—with Mexico, France, Spain, Great Britain, and Russia, which held claims to these lands.

The United States used several foreign policy tools to help it grow in size. Sometimes it gained land through purchase or treaty. At other times, it used its armed forces to win land in war or by threat of war.

Meanwhile, American businesses were expanding across the Pacific, beginning to trade with Japan, China, and other Asian

countries. The United States built military bases in Hawaii and the Far East to protect this trade and prevent European countries from setting up colonies.

American business also expanded into Central and South America. The policy of isolationism did not apply to that part of the world, which the United States, still following the Monroe Doctrine, viewed as being in its own backyard. Many times, the United States sent its armed forces into Latin America. Most often, the goal was to protect economic interests or national security.

## World War I and Return to Isolationism

World War I forced the United States to change its policy of isolationism toward Europe. Although at first President Woodrow Wilson took a position of neutrality, German aggression caused Congress to declare war in 1917. President Wilson said that the goal in entering the war was to make the world “safe for democracy.” He believed that this would be the “war to end war,” leading to lasting world peace.

After the war, Wilson helped found the League of Nations, a new organization intended to help keep peace. However, Congress was eager to withdraw from European affairs and return to isolationism. It refused to approve American membership in the League.

## World War II: The End of Isolationism

The efforts of the League of Nations failed to keep peace, and within 20 years the world was again at war. When World War II began in Europe, the United States tried to stay out of the conflict. However, when the Japanese bombed the American Navy at Pearl Harbor, Hawaii, in 1941, the United States declared war.

When the war ended in 1945, the United States was the richest and most powerful country in the world. It believed it could play a key part in keeping world peace. American leaders met with Soviet and European leaders to make a peace plan. The United States also helped to found the United Nations, an international organization you will learn more about in the next chapter.

## From Containment to Cooperation

The end of World War II marked the end of the belief that the United States should try to stay out of conflicts between other nations. American leaders saw that our own national security went hand-in-hand with global security. Trouble anywhere in the world could mean trouble for the United States. Therefore, the goal of world peace took center stage in foreign policy.

As you read in Chapter 24, many Americans thought that the Soviet Union and the spread of communism were the main dangers to the goal of peace. Already the Soviets had taken control of several Eastern European countries. When the Communists, backed by the Soviets, tried to take over Greece and Turkey, President Harry Truman sent American military aid to help those countries defend themselves.

Truman's action was the beginning of a new foreign policy of **containment**, a policy of using military power and money to prevent the spread of communism. At first, the government's main tool of containment was economic aid. By giving economic aid, the United States hoped to strengthen the economies of European countries so that they could hold out against Soviet aggression.

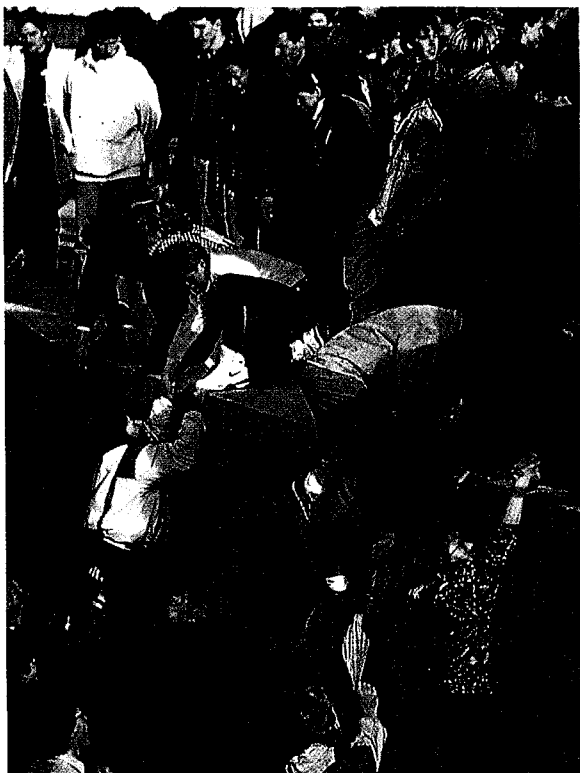
Later, the United States came to depend more and more on military strength and deterrence to support the policy of containment. As you saw, the Cold War was fought with words and warnings, and sometimes



Afghan residents pick up food packets of U.S. humanitarian aid dropped by U.S. planes in the fall of 2001. The food packets were intended to help the Afghan people while the United States and Britain waged a war against terrorists and the country's Taliban rulers. The Taliban, a religious fundamentalist group, had taken control of Afghanistan following a failed attempt by the Soviet Union to take over the country.

confrontation. The Cuban missile crisis and the wars in Korea and Vietnam are examples of confrontations that grew out of the effort to contain communism.

By the mid-1960s, it was clear the Soviet Union was gaining nuclear strength nearly equal to that of the United States. In Chapter 24 you read about *détente* in the 1970s, when the superpowers turned to treaties and diplomacy to ease the tensions caused by the military buildup. Through the 1980s, leaders continued to see that depending on military strength alone would not guarantee national security. Even though both the United States and the Soviet Union continued building up arms, the spirit of cooperation grew.



As the Communist government of East Germany crumbled in late 1989, the hated Berlin Wall could no longer keep East and West apart.

## The End of the Cold War

As the 1980s gave way to the 1990s, the improving relationship between the superpowers was overshadowed by some breathtaking events. First, Communist governments fell in Poland and other Eastern European countries. Then the Soviet Union itself began to fall apart. Suddenly, the ground on which forty-five years of American foreign policy had been built had shifted greatly. No longer could Americans picture the world as a cold-war battleground, with Communist nations united against democracies.

## The Breakup of the Soviet Union

Changes had begun to take place in the

Soviet Union in the mid-1980s. Mikhail Gorbachev, the new head of the Soviet Communist party, undertook reforms, known as perestroika, aimed at improving the economy. Perestroika loosened some government controls over the economy and encouraged some private business. Gorbachev also announced a policy of glasnost, or “openness” between government and citizens.

Gorbachev’s policies gave the people of the Soviet Union a taste of freedom—and they wanted more. Citizens grew impatient with the slow pace of change, and nationalist feelings erupted among the diverse peoples of the fifteen Soviet republics.

By the end of 1991, every Soviet republic had declared its independence and the Communist central government had been dissolved. The Soviet Union ceased to exist.

As an independent nation, Russia began making the transition from communism to democracy and a market economy. In June 1991, Boris Yeltsin was elected president in Russia’s first popular election. Relations between Russia and the United States continued to improve. In 1993, Presidents Bush and Yeltsin signed a major nuclear arms reduction treaty.

Throughout the 1990s, however, Russia’s economy remained stuck in a deep recession. Reflecting the new spirit of cooperation between Russia and the United States, the United States began helping its longtime rival. Along with other nations, the United States gave Russia billions of dollars of financial aid during the 1990s.

**Eastern Europe** As the Soviet Union began to collapse, dramatic changes took place in Eastern Europe as well. In 1989, Hungary declared itself an independent republic. Voters in Poland elected the first non-Communist government in the region since World War II. In Czechoslovakia, after masses of citizens marched in the streets,



In late 1991, amid rallies like this one in Ukraine, Soviet republics declared themselves independent states. A paint-splattered poster of Lenin represents rejection of Soviet communism. By the end of that year the Soviet Union ceased to exist—a startling development that raised new foreign policy issues for the United States.

Communist leaders gave up power. In November 1989, the Berlin Wall, symbol of the Cold War, was torn down by the people of Germany.

The United States began helping the nations of Eastern Europe establish democratic governments and market economies. As with Russia, the United States developed friendly relations with its former enemies. In 1999, three former Communist nations (the Czech Republic, Poland, and Hungary) were invited to join NATO.

As you have seen, the end of the Cold War caused dramatic changes in American foreign policy. The United States was left as the world's only superpower. How should the United States use this power to promote peace and economic growth around the world? This question will continue to challenge American policymakers for years to come.

**Relations with China** Some observers of the startling events in Eastern Europe and

the Soviet Union spoke of the “death of communism.” However, the world’s most populous country—China—was still ruled by a communist government.

Trade has increased between China and the United States, but China’s treatment of its own citizens has hurt relations between the two countries. Americans were outraged when Chinese troops crushed a student-led democratic movement in June 1989, killing hundreds of protestors in Beijing’s Tiananmen Square.

There has been debate over how to react to these human rights violations. Should we punish China by cutting off diplomatic relations and trade? Or should we maintain such contacts as ways of influencing Chinese leaders?

## Changes in Economic Power

The United States also faces changes in economic power around the world. As other

countries have gained strength, American leaders have had to rethink policies.

Japan has become a great economic power. While the United States buys many Japanese products, Japan buys far fewer American goods and services. An important goal of foreign policy is to balance this trade. Meanwhile, China's rapidly growing economy is making it a strong force in international trade.

The countries of Western Europe have also gained economic strength. You have read about the European Union (EU) and its efforts to break down trade barriers between its member nations. This alliance gives the countries of the EU power to compete with the United States.

Another source of economic power outside the United States is the oil-rich countries. Foreign policy toward the Middle East will continue to be greatly affected by our need to assure a continuing oil supply.

Clearly the United States will have to make new policies to deal with changes in economic power. Neither isolationism nor military strength can meet the challenges posed by the changing world economy.

## Regional Challenges

American leaders often have to make foreign policy fit the issues and needs of different regions in the world. Four regions that will continue to pose major challenges for United States foreign policy are Latin America, Eastern Europe, the Middle East, and Africa.

**Latin America** During the Cold War the United States used aid, diplomacy, and military intervention to stop the spread of communism in Latin America. By the early 1990s most Latin American countries were governed through fragile democracies. What is the best way for the United States to support these democratic governments? How can the United States help the nations of Latin America improve their economies?

As you read in Chapter 24, the United States, Canada, and Mexico signed the North American Free Trade Agreement in 1993, lowering trade barriers between the three nations. Should the United States now pursue free trade agreements with all the nations of Latin America, making North and South America into one huge market similar to the European Union?

**Eastern Europe** Since the end of the Cold War, the Czech Republic, Hungary, and Poland have made great strides toward democratic government and free market economies. The standard of living in Eastern Europe, however, is still well below that in Western Europe. Wars in Bosnia and Serbia have left serious ethnic divisions that will need to be healed. Three former Soviet states—Ukraine, Kazakhstan, and Belarus—still have nuclear weapons, and their economies are lagging. Should we try to help these countries and, if so, how?

**The Middle East** In 2000, violence broke out once again between Israelis and Palestinians. Then, in 2001, Ariel Sharon was elected Israel's prime minister. Sharon took a much tougher stance on negotiating peace with the Palestinians than the previous prime minister, Ehud Barak. It will take a great effort to overcome the long history of religious and political conflict in the region. American policymakers need to decide how best to promote a lasting peace.

**Africa** Many countries of Africa are among the poorest in the world. For example, the per capita GDP of Chad was only \$1,000 in 1999. Many also suffer from political instability. During the 1990s, civil wars raged in Sudan, Rwanda, the Congo Republic, and Algeria, leaving hundreds of thousands dead. The new democracy in South Africa appears to be a bright star on the horizon. It faces a



challenge, though, in expanding economic opportunity for black South Africans.

Foreign policy questions for Africa are similar to those for other parts of the developing world. Should the United States become involved? What actions will promote peace, economic growth, and democracy?

## Leading the War on Terrorism

The United States emerged from the Cold War as the world's strongest economic and military power. The threat from another superpower no longer exists, but in its place is the threat of terrorism. After the terrorist attacks on New York and the Pentagon on September 11, 2001, the United States vowed to work with allies throughout the world to halt future terrorist attacks as well as to stop the flow of money to terrorist organizations.

While Americans may debate how best to fight the threat of terrorism, most agree that returning to a policy of isolation is not a workable foreign policy in an interdependent and dangerous world. Neither is relying on

economic or military power. Foreign policy decisions are likely to be more difficult, now that the enemy is no longer easy to identify. Each problem will have to be handled case by case, but at least the end of the superpower conflict has removed a major barrier to cooperation. The United States can begin to establish a new role.

### Section 3 Assessment

1. **Define isolationism, neutrality, containment**
2. Why did the United States choose a policy of isolationism early in its history?
3. What foreign policy tools did the United States use to carry out the policy of containment?
4. What challenges face the United States in the post-Cold War world?
5. **Evaluation.** "The United States should return to an isolationist foreign policy." Do you agree or disagree? Why?

## Extending the Chapter

### Global Views

**W**hile the danger of world war may have declined since the end of the Cold War, another danger—that of international terrorism—is as serious a threat as ever. Dealing with this threat will be one of the major challenges facing the United States in the future.

On October 12, 2000, a small boat full of explosives was crashed into the American warship U.S.S. *Cole* while it was anchored in a harbor in Yemen in the Middle East. The explosion killed 17 American sailors and wounded 42.

Less than a year later on September 11, 2001, approximately 3,000 Americans were killed when

terrorists crashed hijacked commercial airplanes into the World Trade Center in New York City and the Pentagon in Washington, D.C. Investigators believe that Osama bin Laden was responsible for both of these attacks as well as the bombings of American embassies in Kenya and Tanzania.

President George W. Bush has declared that the United States is committed to combating international terrorism. As former President Clinton said, "This is not just America's fight. It's a universal one, between those who want to build a world of peace...and those who would tear everything down."

### Becoming a Political Refugee

In her hearing before the Immigration and Naturalization Service (INS) Margaret Njoroge, a young woman from Kenya, stated: "These are not joyful stories for me to write or to remember. They represent life and death experiences which no one should or would want to face."

At the time of Margaret's hearing in 1998, she was living in the United States on a temporary student visa. She was about to graduate, however, and under the terms of her student visa, she was required to return home right after graduation. Fearing that her life would be threatened if she went back to Kenya, Margaret asked the INS to allow her to stay in the United States. Before the INS could decide if she would be allowed to stay, Margaret had to tell INS officials why she believed she would be in danger if she returned to Kenya.

Six years earlier, Margaret reported, her family had been forced out of their house in the Rift Valley province in western Kenya because of violent clashes between the

Kalenjin, the dominant ethnic group in that area, and the Kikuyu and other less powerful tribes. Margaret and her family are Kikuyu.

In 1992, shortly after Kenya moved to create a multi-party political system, Margaret's family faced more serious threats. Just before Kenya was to hold its first multi-party elections, the Kalenjin began to terrorize the Kikuyu to force them out of the region. Young Kalenjin men told Margaret and her family that unless they voted for the candidates from President Daniel Arap Moi's party they might be harmed.

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***Margaret asked the INS to allow her to stay in the United States.***

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Accused of working against the Moi government and fearing for his life, Margaret's husband fled the country. Her father's stores were burned. Kalenjin men committed violent attacks



on Margaret's family and her Kikuyu neighbors.

After fleeing the Rift Valley province along with her family, Margaret was unable to find a job. In 1997, she received a scholarship to attend an American university where she completed a masters degree.

Although recalling the terrible times in her homeland was very hard for Margaret, she said that "In some ways I am glad to have the opportunity to tell these stories." To help her present her case, Margaret hired an immigration lawyer. She was able to find a non-profit legal firm that aided her in preparing the documents she needed to submit.

Margaret's lawyer explained that a federal law

gave her the legal basis for staying in the country. This law is the Immigration and Nationality Act. It says that the United States government shall not send an alien back to his or her native country if that person's "life or freedom would be threatened in such country on account of race, religion, nationality, membership in a particular social group, or political opinion."

Congress passed this law in response to what it saw as a need to protect those threatened by persecution in their homelands. The law's purpose is to support the traditional role of the United States as a safe place for "the oppressed of other nations."

The law says that for an alien to be allowed to stay in the United States, he or she must first be classified as a "refugee." A refugee is someone who lives outside of his or her native country and is unable to return to that country because of "a well-founded fear of persecution."

For a person to be called a refugee, the law says that the person must be able to offer "reasonably specific

information" that shows a real threat of personal harm. The person's fear of harm cannot be based on just a general concern for his or her safety.

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***The law's purpose is to support the traditional role of the United States as a safe place for "the oppressed of other nations."***

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The main question the INS had to decide was whether Margaret fit the strict definition of a "refugee." At her hearing with the INS, an INS officer questioned her about everything she had written in her sworn statement. She told how she feared for her life if she returned to Kenya, based on what had happened to her father and other members of her family there. She pointed out that activists and others who had

spoken out for political reform in Kenya had been jailed or persecuted by the government. She also presented reports from experts on Kenyan politics and history about the current situation in the country.

The INS concluded that the evidence Margaret presented made for a "very solid case." About a month after her hearing, Margaret received a letter from INS officials granting her refugee status and stating that she would be eligible for permanent residence status after one year.

## **Analyzing the Case**

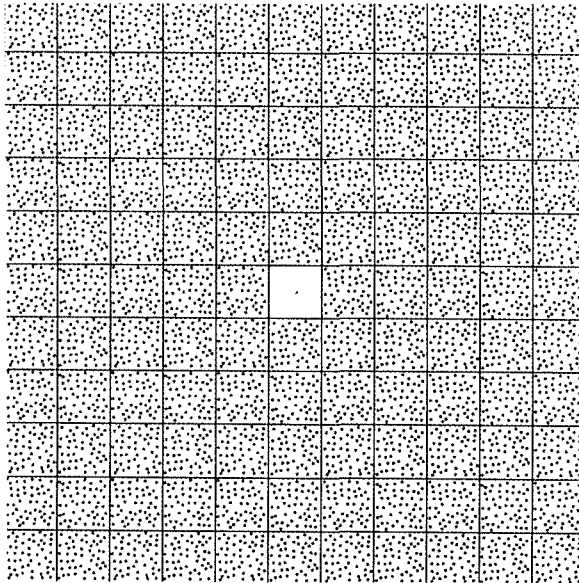
1. What law did Margaret depend on to allow her to remain in the United States?
2. Under what conditions can someone classify as a "refugee"?
3. Do you think the INS should make it easy or difficult for an alien to remain in the United States as a refugee? Explain your view.

# SOCIAL STUDIES SKILLS

## How to INTERPRET GRAPHICS

As you read in this chapter and Chapter 24, both the United States and the Soviet Union built huge arsenals of nuclear weapons during the Cold War. While several arms treaties have led to an overall reduction in the number of nuclear missiles, the United States and Russia still maintain large nuclear arsenals. As of 2000, the United States had an estimated 12,000 nuclear bombs—down from an all-time high of 32,000 in 1966.

Other countries, including Great Britain, France, China, India, and Pakistan have also developed nuclear weapons. These nations hope that their nuclear weapons will discourage other countries from attacking them. It is the tremendous destructive power of nuclear weapons that makes them an effective deterrent to attack. The graphic on this page helps illustrate the destructive power of nuclear weapons.



### Explain the Skill

A graphic is a visual way of showing an object, idea, or relationship. We see graphics all around us—maps, logos, posters, and illustrations. Graphics communicate in a vivid way without words.

For example, look at the map of the United States on page 488 of this book. This map shows how many electoral votes each state has. Using colors and numbers, the graphic shows the relative political power of different states. Now look at the graphic on this page.

### Analyze the Skill

The single dot in the center square of this graphic represents all of the weapon power used in World War II, including the two atomic bombs dropped on Japan. The other dots represent the weapon power of all nuclear weapons at the height of the Cold War. The weapon power in two squares could destroy all medium and large cities on earth. Think about what this graphic is intended to show, and then answer the following questions.

### Skill Assessment

1. What does the dot in the center square of this graphic represent?
2. What do the other 6,000 dots represent?
3. What does this graphic say to you?
4. How does this graphic relate to the policy goals of national security and world peace?

# CHAPTER 25 ASSESSMENT

## Building Civics Vocabulary

The terms in each pair listed below are related to each other. For each pair, explain what the terms have in common and how they are different.

1. *aggression* and *deterrence*
2. *diplomacy* and *summit meeting*
3. *isolationism* and *neutrality*
4. *containment* and *deterrence*

## Reviewing Main Ideas and Skills

5. How does trading with foreign countries benefit the United States economy?
6. How do alliances help the United States meet its foreign policy goals?
7. Why do countries work so hard to gather intelligence about one another?
8. How do the foreign policy powers of Congress check the foreign policy powers of the executive branch?
9. How did the end of the Cold War affect American foreign policy?
10. **How to Interpret a Graphic** Look back at the graphic on page 560. Write a title for this graphic. Explain why you chose this title.

## Critical Thinking

11. **Identifying Main Ideas** How does foreign aid support United States foreign policy goals? What are some criticisms of United States foreign aid programs?
12. **Linking Past and Present** Why did George Washington decide on a foreign policy posi-

tion of neutrality toward European conflicts? What world events caused the United States to change this policy?

## Writing About Civics

13. **Writing a Letter** Of all the United States' foreign policy goals, which do you think is the most important? Write a letter to your Representative or Senator telling him or her which foreign policy goal you believe Congress should focus on. Explain your reasons.

## Citizenship Activities

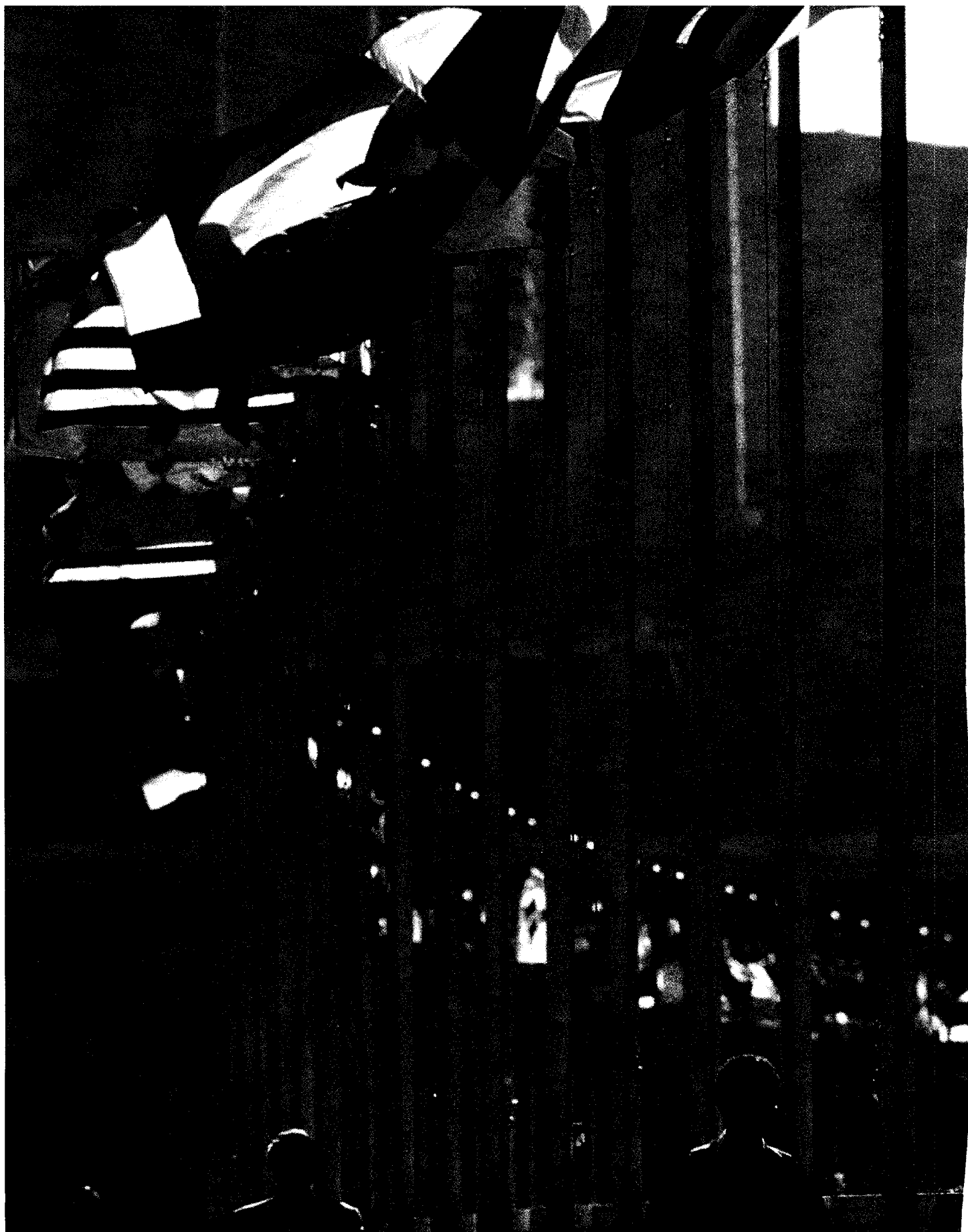
14. **Working Together** In groups of three or four, choose a foreign country with which the United States has ongoing foreign relations. Collect newspaper and magazine articles about our relations with this country. What do the articles tell you about United States foreign policies toward this country? Do you agree with the policies? What tools is the United States using to fulfill its foreign policy goals? Prepare a short report to give to the class.



## Take It to the NET

Access the **Civics: Participating in Government** Internet site at **[www.phschool.com](http://www.phschool.com)** for the specific URLs to complete the activity.

United States foreign policy is a complex field that is shaped by a number of issues. Examine online information about foreign policy issues to create a report of current events. What are the current "hot spots" and how, in your opinion, should the United States react to these situations?



## CHAPTER 26

# Making a Difference in the World

### Citizenship and You

At the Johnson house, the television was switched on to the six o'clock news. The screen filled with the image of a huge American cargo plane being unloaded at an airport in Bangladesh. "Shipments of food from the United States and other countries," said the reporter, "are desperately needed to help people survive the terrible flooding in this part of Asia."

The Johnsons hardly had time to take in the sight of flooded villages and hungry children before they were transported back to the network news center in New York. "In other news today," the anchorwoman was saying, "scientists at an international conference in Toronto, Canada, discussed the possibility that air pollution is heating up Earth's atmosphere. Changes in climate could threaten not only human health but also food and water supplies throughout the world. The scientists urged all nations to take action against pollution."

Mrs. Johnson turned toward her husband and their children. "You know," she said, "sometimes I feel like tuning out the news and escaping from the world's problems. The more I learn, though, the more I see that we can't escape. They are our problems, too, and we have to face them. We can't afford not to."

### What's Ahead in Chapter 26

In this chapter you will explore some of the problems facing our world. You will also be looking at how organizations and individuals are making a difference in dealing with those problems.

- Section 1     Global Problems for Spaceship Earth
- Section 2     Organizations Facing the Problems
- Section 3     How Individuals Can Make a Difference



### Keep It Current

Items marked with this logo are periodically updated on the Internet. To keep up-to-date, go to [www.phschool.com](http://www.phschool.com)

### *Citizen's Journal*

What is one world problem you have heard about recently in the news? When you heard about this world problem, did you feel that it was your problem, too? Why or why not?



## SECTION 1

# Global Problems for Spaceship Earth

### SECTION PREVIEW

#### Objectives

- Explain why the world faces a shortage of natural resources.
- Explore pollution problems that are threatening Earth.
- Describe the global threats of arms buildups, terrorism, and human rights violations.
- Analyze ways that nations can cooperate in solving global problems.

#### Building Civics Vocabulary

- A **renewable resource** is a resource that can be replaced after being used.
- A **nonrenewable resource** is a resource that cannot be replaced once it has been used.
- Cutting and burning forests to clear land for farms or cattle grazing is called **deforestation**.
- **Terrorism** is the use or threat of violence to spread fear, usually for the purpose of reaching political goals.



#### Focus

The world is getting used to warnings. Scientists and government officials point to a “population explosion” that is straining Earth’s supply of fresh water and food. “Acid rain” pollutes lakes and rivers. Many scientists think that air pollution will cause a dangerous rise in Earth’s temperature. Meanwhile, we must continue to slow down the arms race and try to keep a nuclear war from happening.

How are limited resources, pollution, and the arms race alike? They are all global

problems—problems that affect the whole world and that can be solved only by countries working together. It is becoming clear to people everywhere that decisions made in one country can have effects on other countries. Sometimes those effects are good, and sometimes they cause great harm.

As you read about some of the major problems facing all of us who live on Earth, you will see why no one person or country can solve them alone. You will see why we Americans cannot afford to say, “Those are your problems, not ours.” As you read, think about your duty to life on our planet. How might you help to make a difference?

### Limited Natural Resources

How much longer will the world’s oil last? What can be done about the lack of water in many places? Questions like these point to one of the major problems facing the world: Earth has limited natural resources.

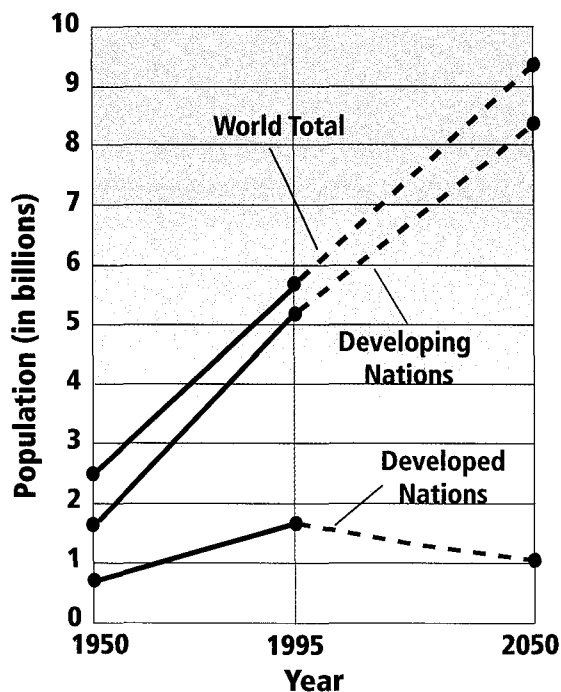
Our main natural resources are water, air, soil, trees and other plants, animals, sunlight, and minerals. To understand why we are running short, you first need to know the difference between renewable and nonrenewable resources.

A renewable resource is a resource that can be replaced after being used. Trees are a renewable resource because new ones can be planted to replace those cut down. However, just because some resources are renewable does not mean that there will always be enough of them. Often it takes a long time to replace a resource. You can cut down a tree in minutes, but it takes years to grow a new one. If people do not plant new trees, the world may run out of wood.

A nonrenewable resource is a resource that cannot be replaced once it has been used. Metals, coal, and oil are nonrenewable resources. At some point they may all be used up. The metals in some products may be used again. The same is not true of fossil fuels such as coal and oil. Once they are



**WORLD POPULATION, 1950-2050** The world population is expected to top 9 billion by the year 2050. **Regions** What is expected to happen to the population of developed nations over the next 45 years?



Dotted lines indicate projected population figures.

Source: United Nations Population Division

burned up, they are gone forever. You can plant a new tree, but you cannot “grow” more coal, oil, or metals.

Another problem is that resources are not spread evenly around the world. Some countries are “water-rich” because they get plenty of rainfall. Countries in dry parts of the world are “water-poor.” Some countries have enough oil or coal, but others must buy most of the oil and coal they need.

Population growth also puts pressure on resources. The number of people in the world is growing, but the supply of many resources is staying the same or shrinking. For instance,

there are three times as many people in the world today as in 1900, but the amount of fresh water has stayed about the same.

People’s life-styles also put a strain on resources. Developed nations use up oil and coal to make gasoline and electric power for factories and houses. The United States consumes over eight times as much energy as all the countries on the African continent combined.

Meanwhile, people in developing nations want to improve their standard of living. To meet their needs, as well as our own, we must try to find new resources and not waste the ones we have, or else learn to do without.

## Pollution

Human beings can live on Earth because it has land, water, and air. Too often, people are careless with these resources. We are polluting the environment. That is, we are making it unclean and unhealthy.

Pollution is a hard problem to tackle. One reason is that we do not know enough about its causes. When the first factories and cars were built, people did not know how they would affect the land, water, and air. Even today scientists do not know the effects of many new products, such as pesticides. Also, after a product is found to be harmful, months or years may be needed to undo the damage it has caused.

Perhaps an even greater roadblock to reducing pollution is the fact that many people think that the effort is too hard or costs too much. For instance, everyone knows that carpooling or taking a bus helps to cut down air pollution, but people still like to drive their own cars. Farmers are finding that using pesticides is the easiest way of killing insects and protecting their crops. Meanwhile, companies say it costs them too much to try to limit the amount of smoke coming from their factories.

However, scientists fear for Earth. They warn that problems such as toxic chemicals,

The burning of Amazon rain forests, like air pollution from cars and factories, releases large amounts of carbon dioxide, which may cause a dangerous warming of Earth's atmosphere.



acid rain, the greenhouse effect, and the weakening of the ozone layer are threatening the world.

**Toxic Chemicals** Millions of tons of chemicals are produced each year throughout the world. There are over 70,000 different ones in everyday use. They are found in many products—from household cleansers to weed killers. Many are helpful in households, farming, and industry, but some can also be toxic, or poisonous, to people and the environment. Chemicals can get into rivers, lakes, and wells.

Toxic chemicals are a global problem because rivers polluted by chemicals often flow from one country to another. Also, multinational corporations have factories in many countries around the world. In India, for example, gas leaking from an American factory killed over 2,000 people in 1984.

**Acid Rain** Perhaps you have heard news reports about acid rain. When coal and oil are burned, they give off chemicals that mix with water in the air to form acids. These acids fall to the ground as acid rain—polluted fog, rain, and snow. Scientists have found that acid rain kills fish and damages forests.

Acid rain is a global problem because the wind blows pollution from factory smokestacks across borders. Canada says that half of the acid rain falling on its lakes, farms, and forests comes from American factories. In short, the problem cannot be solved unless countries work together.

**The Greenhouse Effect** Many scientists believe that Earth is slowly getting warmer. They say one cause of this warming is that factories and cars burn fossil fuels. Another possible cause is deforestation, cutting and burning forests to clear land for farms and cattle grazing. Deforestation is taking place in many parts of the world, including the huge Amazon River Basin in South America.

Burning fossil fuels and forests is said to cause global warming by adding to the blanket of carbon dioxide in the air. Carbon dioxide traps the sun's heat, much as a garden greenhouse does. Many scientists believe that too much carbon dioxide will dangerously increase this "greenhouse effect." Rising temperatures could cause droughts. They might also melt glaciers and ice caps, raising the sea level and flooding coastal cities.

Some scientists do not think that Earth is getting warmer. However, most believe that we must take steps to cut down the amount of carbon dioxide in the air. If we do nothing now, we may find later that it is too late.

**The Weakened Ozone Layer** High in the air a layer of ozone gas protects Earth against most of the sun's ultraviolet rays, which can cause skin cancer and eye damage. Without this layer, most plants and animals probably could not live.

Scientists have discovered that the layer of ozone is getting thinner, and holes are opening in it. The main cause is chlorofluorocarbons (CFCs) used in refrigerators and air conditioners, spray cans, and many take-out food packages. In the air, CFCs cause a chemical reaction that cuts down the amount of ozone. For this reason, most countries have banned the use of certain CFCs.

## The Arms Buildup

Nations must also face the challenge of preventing war, especially nuclear war. The end of the Cold War has not removed the need for arms control. A number of countries now have the power to wage a nuclear war that could destroy life on Earth as we know it. Also, some countries have large amounts of nerve gas and other chemical weapons.

To defend against a missile attack from an enemy state, the United States is working to develop a national missile defense system—a system capable of shooting down missiles headed toward the United States. Some feel this system will be vital to our national security in the new century. Others oppose the system, fearing it will set off a new arms race. Once our system is in place, they argue, other nations will respond by developing more sophisticated missiles or missile shields of their own.

## Terrorism

**Terrorism** is the use or threat of violence to spread fear, usually for the purpose of reaching political goals. Even before the devastating terrorist attacks on New York and the Pentagon on September 11, 2001, Americans viewed terrorism as one of the gravest threats to the United States. (See the poll results below.)

Following those attacks, many countries around the world pledged to work with the United States to put an end to terrorism. As a result, intelligence agencies from the United

## Facts & Quotes

### World Problems

Which international problem poses the greatest threat to the United States? Here are the results of a 1999 poll that asked Americans that question. The numbers to the right of each issue list the percentage of people who felt that issue posed a “critical threat” to our country.

Issue	Critical Threat
International terrorism	84%
Chemical/biological weapons	76%
Unfriendly nations becoming nuclear powers	75%
AIDS and other potential epidemics	72%
Development of China as a world power	57%
Economic competition from Japan	45%
Global warming	43%
Military power of Russia	34%
Regional ethnic conflicts	43%
Economic competition from Europe	24%



One way governments violate human rights is by secretly jailing or executing people. This woman protests her son's disappearance.

States and many other countries have begun to share information in their efforts to track down, arrest, and punish international terrorists. New technologies make this sharing of information among governments easier and more efficient. However, these same technologies also make it easier for terrorist groups to plan and carry out their deadly missions. Even with intense effort and cooperation on the part of many government agencies, the prevention of future terrorist attacks will require all citizens to be on the alert for warning signs and potential terrorist plots.

## Violations of Human Rights

Human rights has also become a global issue. One reason is that violations of human rights

in one country affect other countries when refugees flee across borders. Perhaps more important is the fact that more and more people are beginning to believe that every person in the world has certain basic rights.

Many countries have accepted an agreement called the Universal Declaration of Human Rights, which lists political rights, such as the right to vote and the right of free speech. It also lists economic rights, such as freedom from hunger, and social rights, such as the right to marry and start a family.

In spite of the declaration, some governments continue to violate the human rights of their citizens. To stay in power, their leaders arrest citizens who speak out against the government. They keep them in prison or put them to death without a trial. Prisoners are often tortured, either by order of the government or because the police are not well supervised.

One nation whose violations of human rights have received worldwide attention is China. As you have read, the Chinese government brutally crushed student-led pro-democracy demonstrations in Beijing's Tiananmen Square in 1989. In the years since, the Chinese government has jailed many citizens for their religious or political views. China's human rights abuses have drawn criticism from governments and organizations around the world.

People who seek to protect human rights face two challenges. One is to find out where the violations are taking place. The other is to find ways to make governments stop the violations.

## Working Toward Solutions

What needs to be done to solve global problems? First, we need more information about the causes and effects of the problems, especially pollution problems such as acid rain and the greenhouse effect. As American inventor Buckminster Fuller noted, "Now there is one outstandingly

important fact regarding Spaceship Earth, and that is that no instruction book came with it.”

Secondly, we need to work together in looking for solutions. Getting cooperation, however, is a problem in itself. Nations must first respect each other’s sovereignty. No country wants others telling it what to do with its money or natural resources.

Countries must also share the blame for the problems that face the world, instead of pointing fingers at each other. They must look beyond their own short-term goals to see the “big picture.” Each country must see that in the long run, what is best for the world is also best for that country.

**Resources and Pollution** It is not easy to get people to think in terms of what is best for the world in the long run. One reason is that developing nations are in a hurry to “catch up.” They want to improve their economies by building factories and clearing land for farming and other uses.

People in developing nations are angry when other people try to tell them what they should and should not do. They point out that the developed nations wasted resources and polluted the environment when their own economies were growing. Besides, they say, many scientists think that factories and cars in the developed world are still the major cause of pollution.

World reactions to deforestation in the Amazon are a good example of conflicting views on the use of resources. For a long time, Brazil allowed people to clear rain forests for farming and cattle ranching. During the 1990s, the Brazilian rain forest was destroyed at the rate of 13,000 acres per day. On average, an area of rain forest comparable to eight football fields was cleared every minute. Environmentalists have blamed Brazil for letting this happen. However, some Brazilians see clearing the rain forest as a form of economic development.

If Brazil does not protect its forests, though, its economy may be hurt in the long run. The soil of the cleared land is poor. Furthermore, the economy could benefit from the many animals and plants that grow naturally in the rain forests and which can be used for foods, medicines, and other products.

Meanwhile, the burning sends carbon dioxide into the air, which may add to the greenhouse effect. Brazil’s government is now trying to limit deforestation because it sees that the rain forests are more valuable to the country and to the world if most of them are left standing.

Nations must share responsibility for solving problems related to pollution and limited resources. Instead of blaming each other, they must help each other grow and prosper in ways that protect the environment and use Earth’s resources wisely.

**Facing Threats to Security** People in every country fear nuclear war, but governments are not rushing into arms control agreements. As each country wants to protect its own security, it is careful about reducing its military power or trusting other countries. Since the end of the Cold War, the United States and Russia have each sent inspectors to check whether the other side was following the terms of arms control treaties.

Countries must try to weigh the need for security against the danger of an uncontrolled arms race. Also, governments must think about the risks of selling arms to other countries. Another thing they should do is weigh the need for more military spending against the need for spending in other areas, such as improving their economies and protecting the environment.

Terrorism, of course, is another threat to security. Facing this threat means more than adding guards and security devices at airports. Governments must also try to deal with some of the causes of terrorism, such as poverty, injustice, and racism.

**Protecting Human Rights** In dealing with human rights issues, we must accept the fact that not everyone agrees about what human rights are. Different countries have different views about which rights belong to every person and which ones are most important. For example, some countries stress economic rights, while in the United States we think that political rights are most important.

People must also try to understand the pressures that can lead to human rights violations. For example, a government that is struggling to stay in power may ban free speech and freedom of the press to silence opponents. All nations must work together to make sure that respect for human rights can go hand-in-hand with national security and economic growth.

## Section 1 Assessment

1. **Define** renewable resource, nonrenewable resource, deforestation, terrorism
2. What are some reasons why the world may run out of natural resources?
3. Describe three types of pollution and explain why they are global problems.
4. Why have the arms buildup, terrorism, and human rights become international issues?
5. Why is it sometimes hard for nations to cooperate with each other? What can be done to encourage cooperation?
6. **Evaluate** Do you think the developed nations have a greater responsibility to deal with global problems than the developing nations? Explain.

## SECTION 2

# Organizations Facing the Problems

## SECTION PREVIEW

### Objectives

- Examine how the United Nations is organized to deal with global problems.
- Explain how nongovernmental organizations are helping to solve global problems.
- Explore factors that can weaken or strengthen the impact of international organizations.



### Focus

How do people from different countries work together to solve problems facing the world? In many cases, representatives from two or more countries meet to talk about problems. International economic conferences and summit meetings of world leaders are examples of such meetings. However, as nations have grown more interdependent, permanent organizations have also been set up to deal with the world's problems.

In this section you will look at the role of the largest organization of governments, the United Nations. You will also see how private groups are helping to solve global problems.

## The United Nations

The United Nations, or UN, has 189 member nations—almost every nation in the world. Its constitution, the United Nations Charter, sets forth the rules and purposes of the UN. The UN was created in 1945, at the end of World War II. Its goals are to preserve world peace, to promote justice, and to encourage international cooperation. Since 1951, the headquarters of the UN has been New York City.



The UN has six main parts: the Security Council, the General Assembly, the Secretariat, the Economic and Social Council, the International Court of Justice, and the Trusteeship Council. As you will see, in some ways the UN is like a national government. However, it is not a “super-government.” It does not have sovereignty over its member nations.

**Security Council** The most powerful arm of the UN is the Security Council. It has power to take action to keep the peace and help settle conflicts that break out.

The Security Council was created with five permanent members: the United States, the Soviet Union, Great Britain, China, and France. They were the five most powerful

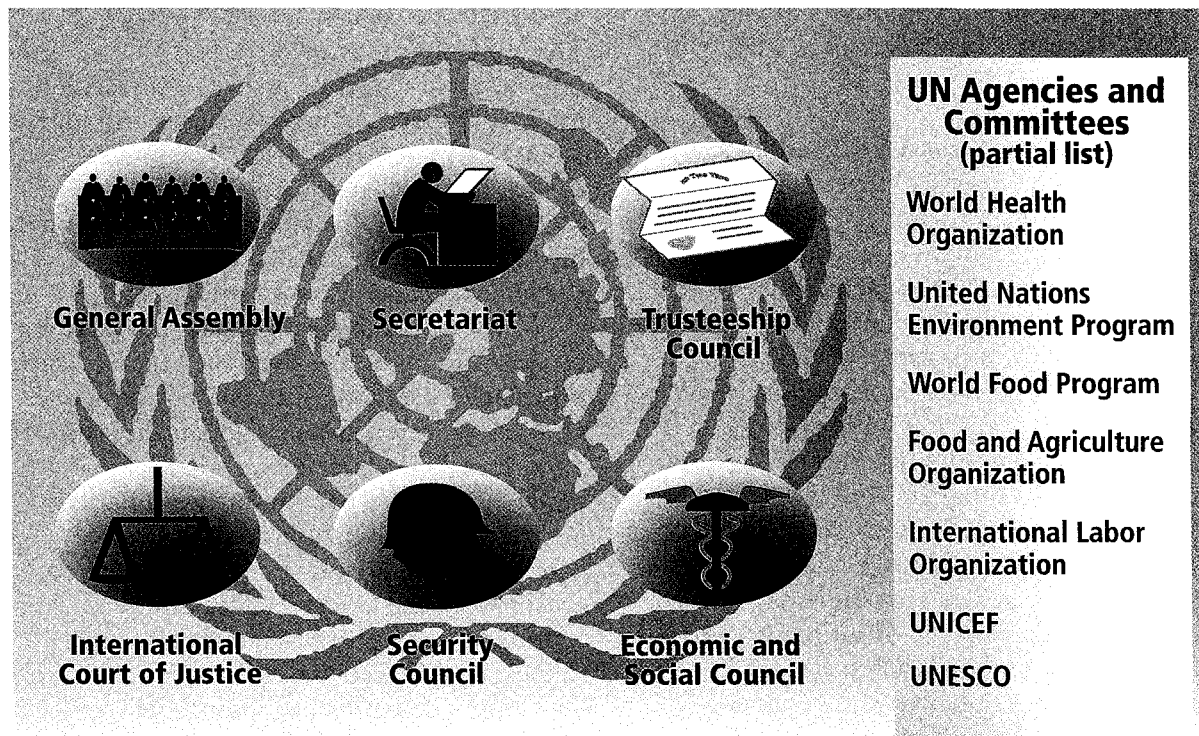
countries at the end of World War II. Russia now holds the Soviet seat. Ten other members are elected to two-year terms by the General Assembly. For an action to be approved, nine votes out of fifteen are needed.

When the UN was created, none of the “Big Five” countries wanted to give up any of its power. Therefore, each has veto power in the Security Council. If a proposal is vetoed by one of the “Big Five,” it is defeated, no matter how many members voted for it.

When a war breaks out, the Security Council may send a peace-keeping force to the trouble spot. The job of these UN soldiers is usually not to fight, but to help settle the conflict and make sure that both sides go along with the agreement. The Security Council may also ask member nations to stop



**THE UNITED NATIONS** UN agencies deal with a wide variety of global issues.  
**Science and Technology** Which UN agency focuses on health care issues?



trading with the warring countries or perhaps to break diplomatic relations with them.

**General Assembly** Every member nation has a vote in the General Assembly. Problems anywhere in the world can be discussed there. The General Assembly also decides how the UN will spend its money.

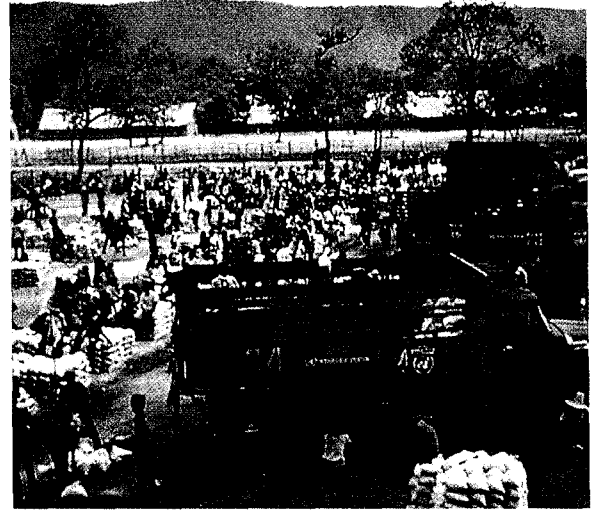
The General Assembly cannot make laws that must be obeyed. It can only make resolutions, or recommendations. However, General Assembly resolutions can lead to international agreements. For instance, over 160 nations have signed the Montreal Protocol—an agreement to end the production of CFCs and other ozone-depleting chemicals.

**Secretariat** Like any government, the UN needs a bureaucracy to carry out its daily tasks. People from over 150 countries work in the UN bureaucracy, called the Secretariat. They translate documents, prepare reports, and provide services to UN councils and agencies. The Secretariat has 25,000 workers in New York and in UN offices in Geneva, Vienna, Nairobi, Rome, and The Hague in the Netherlands.

**Economic and Social Council** The Economic and Social Council works to improve standards of living. The Council has representatives from 54 countries and works closely with a number of UN agencies, such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

UNESCO supports education, science, art and culture, and communications. It has helped developing nations set up radio stations and newspapers. It has scientific projects to study Earth's crust, atmosphere, and water supply. UNESCO also sets up exchanges of teachers and students between countries so that people of different nationalities can learn about each other's cultures.

In addition to agencies, the Council works with UN committees, like the United Nations Children's Fund (UNICEF). The



One purpose of the UN is to provide relief during emergencies. Here, UN trucks deliver bags of rice to a refugee camp in Thailand.

goal of UNICEF is to give food and health care to needy children throughout the world.

### **The International Court of Justice**

The judicial branch of the UN is the International Court of Justice. Often called the World Court, it is made up of 15 judges from 15 different countries. The judges, elected by the General Assembly and the Security Council, hear cases on international disputes. The "Big Five" countries have permanent seats on the Court.

World Court judges work with a growing body of international law. Like common law, it is made up of long-standing customs, such as allowing freedom of travel on the seas. Treaties, UN declarations, and World Court decisions are also part of international law.

The judges' decisions are by majority vote. However, a country does not have to accept what the Court decides. Only 62 countries have agreed to accept all Court rulings. The United States does not accept all the Court's decisions as binding. As countries become more interdependent, though,

## Ginetta Sagan

**I**t was February 1945. For five years, Ginetta Sagan had been helping political prisoners escape from German prisons in war-time Italy. Then everything changed. This brave 20-year-old from Milan—nicknamed “Topolino” (Little Mouse) by her co-workers in the Italian resistance movement—was herself caught and taken to prison. She was beaten, starved and tortured by military police. With the help of friends dressed as German soldiers, she escaped after two months. But she never forgot her time in prison.

Ginetta Sagan dedicated her life to working with Amnesty International (AI), a group that documents human rights abuses and struggles to free political prisoners. AI also seeks prompt and fair trials for prisoners and an end to torture and executions.

After the war, Sagan came to the United States.

She started the first AI chapter in the western United States, and over the next two decades her tireless work led to the establishment of 75 new groups.

Each chapter of AI “adopts” political prisoners in certain countries and begins working for their release. “When people have been jailed without trial or due process for their political beliefs, religious beliefs, or because of their racial or

ethnic background, they become AI adoptees,” explained Sagan. AI volunteers then write letters to government officials, hold rallies, and raise money to support the prisoners they have adopted. “They are members of the human race,” Sagan said, “and we should not abandon them.”

In her long career as a human rights activist, Sagan worked to document human rights violations and free victims of torture all over the world. According to Sagan, “It is important that people speak up against repression and persecution and not remain indifferent. After all, fear is very contagious, but so is courage.”



### Recognizing Viewpoints

Do you think Ginetta Sagan’s experience in prison influenced her choice to work with Amnesty International? Explain.

the Court may play a growing role in getting them to settle conflicts peacefully.

**The Trusteeship Council** When the UN was formed after World War II, there were

still some territories that did not have governments. The job of the Trusteeship Council was to help govern them until they were ready to become independent nations. Today all of the original 11 trust territories are

independent or have become parts of other nations. Therefore, the Trusteeship Council has suspended operation.

## Nongovernmental Organizations

The UN and other organizations of governments are not the only groups working on global problems. There are also private nongovernmental organizations, or NGOs. They meet many challenges—from protecting human rights to working for arms control.

Some NGOs protect political and economic rights. Amnesty International, for instance, calls attention to violations of the rights of political prisoners. CARE and the Red Cross help victims of war and natural disasters. A wide variety of religious organizations work on issues such as protecting human rights and combating hunger and disease.

Private groups deal with other global problems, as well. Greenpeace, an environmental group, takes on many challenges—from preventing pollution of the oceans to stopping the unnecessary killing of whales and other animals. A group called Doctors Without Borders was awarded the 1999 Nobel Peace Prize for its dedication to providing medical care to war and disaster victims worldwide.

Many Americans have become involved in groups that are trying to solve world problems. What these people share is an awareness that “global issues” and “local issues” are becoming one and the same.

## The Impact of Organizations

For organizations to be successful in facing global problems, countries have to be willing to work together. There has to be some “give and take.” However, there is a limit to what each country is willing to give up. Nations are not likely to give up any of their political

power. When a country’s security is at stake, it usually wants to make its own decisions.

It is not surprising, then, that the UN has had trouble stopping conflicts. When a war breaks out, UN peace-keeping forces are sent only if both sides agree. Also, a dispute can come before the World Court only if the parties involved agree.

Countries are most willing to work together when it does not mean giving up power. For this reason, the UN and other worldwide organizations have had some of their greatest success dealing with economic, rather than political, problems. Teams of experts teach farmers better ways of preparing fields and raising crops. International agencies help countries build dams and railroads, start businesses, and enter into world trade.

Countries tend to cooperate best in smaller, regional organizations, such as NATO and the Organization of African Unity. Members of such groups usually have more in common than do members of worldwide organizations like the UN. As countries gain more experience in working together, though, and as people’s awareness of the world’s problems increases, the countries of the world may become more willing to turn to worldwide organizations to help them solve global problems.

### Section 2 Assessment

1. Explain what roles the United Nations plays in dealing with global problems.
2. Give two examples of how nongovernmental organizations play an important role in solving global problems.
3. What encourages governments to work together? What can get in the way of cooperation between governments?
4. **Evaluate** Do you think that all UN members should have to follow resolutions passed by the General Assembly? Explain.

## SECTION 3

# How Individuals Can Make a Difference

### SECTION PREVIEW

#### Objectives

- Describe how people can use their skills to deal with global problems.
- Explore examples of people who have made a difference in the world.
- List several small actions that can help solve global problems.



#### Focus

“The world has so many problems. I don’t see how I can make a difference.” Many people have this feeling. Yet every day, in every country, individuals are taking steps to help solve the world’s problems.

The organizations you have just read about are simply groups of people putting their skills together. The world’s future really

depends on individuals—working within groups and on their own. In the following pages you will see some ways in which individuals have made a difference in the world.

### Using Skills

Imagine yourself in the crowd shown in the photo below. Some of the world’s best rock musicians were putting on a huge concert called Live Aid. Their goal was to make people aware that a long drought was causing millions of Africans to starve to death.

Over a billion people around the world saw the concert and heard its message on television and radio. They gave more than \$100 million to send food to East Africa. Like the concert performers, writers, actors, and news reporters can use their skills to bring problems to the attention of millions of people.

Skills can be used not only to inform people about problems but also to find solutions. Scientists, for instance, play a key role in finding ways to control pollution and save resources. At international meetings, they share what they have learned about ozone, acid rain, and other important subjects. Scientists are also helping farmers in developing nations. They are studying ways to raise crops without hurting the environment.



Musicians performing a benefit concert to help starving people in Africa are one example of how individuals can use their skills to deal with world problems.

Medical workers can also use their skills to meet international needs. For example, after an earthquake in Turkey in 1999, medical teams from the United States and many other countries rushed to the region in order to treat injured people.

Of course, you do not have to be a musician, writer, scientist, or medical worker. Almost any skill you have or learn you can use to make a difference in the world.

## Making Connections

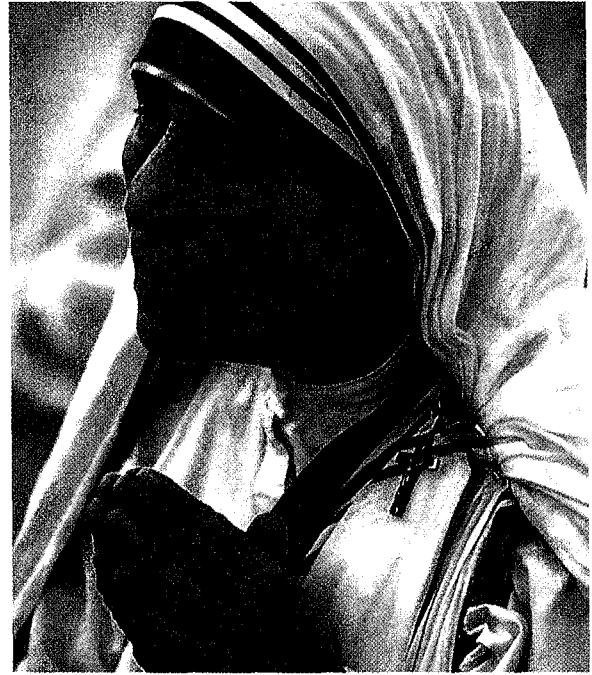
In 1944 a Swedish businessman named Raoul Wallenberg risked his life by entering Hungary to save Jews there from being sent to Nazi death camps. He talked the Swedish government into giving Jews official-looking “passports” and helped pay for shelters where escaping Jews could stay. In this way, he helped save the lives of more than 100,000 Jews.

Wallenberg’s story shows that people with connections to businesses and governments can use those resources to do good. Another example is the American businessman Armand Hammer, whose business contacts helped the United States improve relations with the Soviet Union and China.

Hammer was also able to use his money and connections to give aid in times of crisis. He sent medical teams to help victims of an earthquake in Armenia and radiation accidents in the Soviet Union and Brazil. He also helped pay for art and education projects around the world.

## Volunteering Time

Obviously, you do not need to be a business leader with worldwide connections in order to make a difference. Any time and effort you give can be important. Your commitment might be a few hours of volunteer work, or it might be a lifetime, as in the case of Mother Teresa.



By serving the poor, Mother Teresa showed how one person can help solve problems facing people throughout the world.

A tireless Roman Catholic nun, Mother Teresa began her work in the slums of Calcutta, India. With other nuns who came to work with her, she provided shelter and schooling for children and gave food and medicine to sick and needy people. She also picked up dying people off the streets to give them a place to die in dignity.

Mother Teresa’s struggle to help poor people received worldwide attention. In 1979 she won the Nobel Peace Prize. However, Mother Teresa was humble, always seeing herself as just one person working together with many others. She inspired millions of people who used to think they were not “important enough” to make a difference.

## Taking Everyday Steps

Using skills, donating money, and volunteering time are not the only ways to make a difference. Every day you can take small but important steps to help solve the large problems facing the world. One obvious step, for example, is to make use of daily opportunities to save resources and reduce pollution.

One way you can save resources is by recycling or reusing glass, cans, newspapers, cardboard, and grocery bags. You can save energy by turning off the house lights and heaters when they are not being used. Installing a low-flow shower head saves water. Carpooling and using public transportation not only save oil but also reduce pollution. Small steps like these can make a big difference when many people take them together.

## You Can Make a Difference

In this book you have studied citizenship and what citizens have done to help their communities, their country, and the world. You have

learned something about making decisions and taking action to carry them out. You can use these skills to work on problems facing the whole world, from pollution to hunger to war. As an American, you have the right and the opportunity to join with others in making our country, and the world, a better place.

### Section 3 Assessment

1. How have people used their skills to deal with global problems?
2. How did both Raoul Wallenberg and Armand Hammer help other people?
3. Why is Mother Teresa a good example of how one person can make a difference?
4. What are some ways that individuals can help save resources and reduce pollution?
5. **Analyze** Which global problem or problems did Mother Teresa face? Which did Armand Hammer face? Explain.

## Extending the Chapter

### Global Views

**Y**ou will be taking on many responsibilities as a citizen in the twenty-first century. Perhaps you are wondering, "What will life be like in the future?" Researchers known as "futurists" are exploring that question by looking at where trends might lead us.

Some futurists are hopeful. They think that space colonies and new supplies of energy will solve the problems of hunger, poverty, and pollution. Others, however, warn that pollution will get worse and that many more people will starve as populations grow and resources run out.

Many futurists think that lifestyles will change over the next hundred years. They say

that people will be less interested in making and buying goods and services and will try harder to protect the environment. Perhaps computers will allow most people to work at home. As the cost of housing rises, people may have to live in large groups of up to a dozen people.

Futurists also make political predictions. Some think that a nuclear war will break out, while others believe that countries will form a worldwide democratic government.

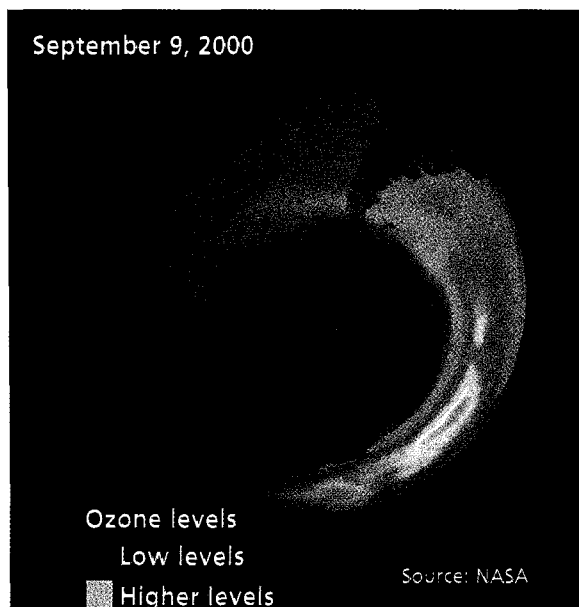
What do you think about these views? Think about which ones are likely to happen. Then ask yourself what you hope the future will be and what steps we might take to reach that future.

# SOCIAL STUDIES SKILLS

## How to INTERPRET MAPS

In this chapter you read about the ozone layer—a thin layer of gas high in the atmosphere which protects Earth from the sun's dangerous ultraviolet rays. In the mid-1980s, scientists began to detect a thinning of the ozone layer over the South Pole. Scientists discovered that the main cause of this loss of ozone was the use of chlorofluorocarbons (CFCs), a chemical used in air conditioners and other common products.

Faced with this clear threat to Earth's health, many nations took action together. In 1987, 57 nations signed the Montreal Protocol, an international agreement to ban the use of CFC's. By 2001, 172 nations had signed the agreement. Scientists have since reported a decline in the amount of chemical compounds that lead to the destruction of the ozone layer. They expect the rate of ozone loss to peak early in this century and then to decline slowly throughout the following decades. A full recovery of the ozone layer may occur within a century.



### Explain the Skill

The map on this page illustrates the serious environmental problem that caused world leaders to ban the use of CFCs. The map shows the loss of ozone as of September 9, 2000.

It would be difficult to study global problems without maps. Maps can show not only geographic and political features, but also information on such topics as population growth, economic development, and global pollution. A map, for example, could be used to show the levels of deforestation in rainforests around the world.

### Analyze the Skill

Most maps of the world have the North Pole at the top and the South Pole at the bottom. The map on this page is drawn from a different point of view. It shows what the world would look like if seen from above the South Pole. The large continent near the center the map is Antarctica. The continent near the top edge is South America.

This map focuses on the South Pole because that is where the loss of ozone has been most severe. The map key tells us that there were low levels of ozone over the area shown in purple. Ozone levels were higher over the area shown in yellow.

### Skill Assessment

1. What is the subject of this map?
2. In one sentence tell what this map shows about its subject.
3. How do you think this map might change over the next fifty years? Why will it change?



# CHAPTER 26 ASSESSMENT

## Building Civics Vocabulary

The vocabulary terms in each pair listed below are related to each other. For each pair, explain what the terms have in common. Also explain how they are different.

1. *renewable resource* and *nonrenewable resource*
2. *terrorism* and *deforestation*

## Reviewing Main Ideas and Skills

3. Why do people in developed nations use so much more energy resources than those living in developing nations?
4. Describe two of the roadblocks to solving the pollution problem.
5. Give two examples of how human rights are being violated.
6. Why is the UN not always successful in settling international disputes and stopping armed conflicts between nations?
7. How does the UN differ from organizations such as the Red Cross and CARE?
8. Describe some ways in which individuals can help solve global problems.
9. **How to Interpret Maps** Look back at the map on page 578. In 2000, which continents were affected by ozone loss?

## Critical Thinking

10. **Identifying Main Ideas** What are the causes of deforestation in the Amazon River Basin? What long-term effects will continuing destruction of the rainforest have on Earth?

11. **Defending a Position** “Only large, organized groups can hope to make any difference at all with issues such as hunger, poverty, war, and pollution.” Do you agree or disagree? Give reasons for your answer.

## Writing About Civics

12. **Writing a Declaration** What kinds of human rights should all people throughout the world be entitled to? Develop a list of basic human rights that you think everyone in the world should have. Write an introduction to your declaration of human rights.

## Citizenship Activities

13. **Working Together** Organize a mock UN session to discuss a global problem, with students representing major developed and developing nations. Think about possible conflicts between the nations and how they might compromise to solve this global problem.



### Take It to the NET

Access the **Civics: Participating in Government** Internet site at **[www.phschool.com](http://www.phschool.com)** for the specific URLs to complete the activity.

Explore online information about environmental issues around the world. Choose one of these issues to analyze. What caused the problem? In what ways is the problem global as well as local? Who should be involved in providing a solution? Write an editorial on the topic, as if for a newspaper editorial page. Be sure to include your own strong opinions on the above questions.

## A Rainbow Nation

*In April 1994, South Africa held the first multiracial election in its 342-year history. Prior to the election, the white minority had ruled the black majority through a system of racial segregation known as apartheid. Nelson Mandela, an anti-apartheid activist who served 27 years in prison, was elected the first black president of South Africa. At his inauguration on May 10, 1994, Mandela shared his vision of South Africa as "a rainbow nation at peace with itself and the world."*

*Before you read the selection, find the meanings of these words in a dictionary: confer, emancipation, deprivation, covenant.*

Today, all of us do, by our presence here, and by our celebrations in other parts of our country and the world, confer glory and hope to newborn liberty.

Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.

Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's



belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all....

We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom, that we, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil.

We thank all our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity....

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination....

We have triumphed in the effort to implant hope in the breasts of the millions of our people. We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity—a rainbow nation at peace with itself and the world.

*Source: Inauguration Speech from A LONG WALK TO FREEDOM by Nelson Mandela. Copyright ©1994 by Nelson Rolihlahla Mandela. By permission of Little, Brown and Company (Inc.).*

### Analyzing Primary Sources

1. Why do you think Mandela refers to South Africans of the apartheid years as "outlaws"?
2. What kinds of goals does Mandela set for himself and South Africans in the years to come?