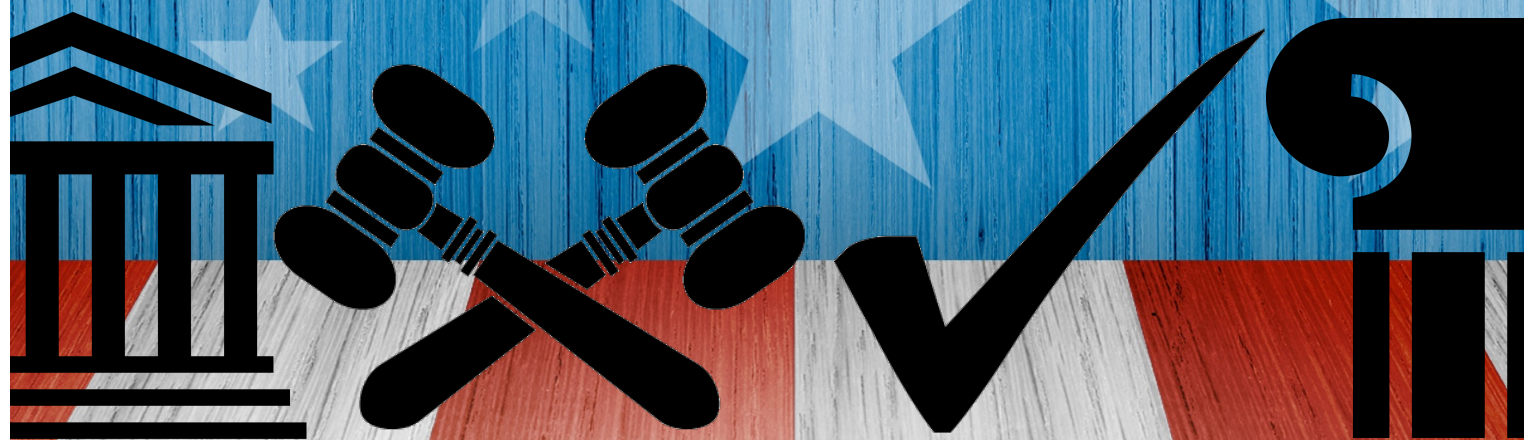


MI OPEN BOOK PROJECT

CIVIC LIFE

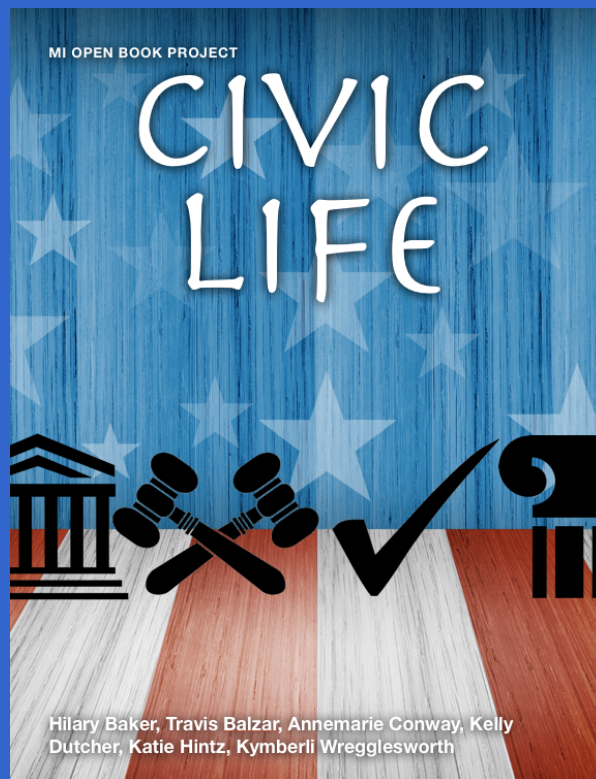


Hillary Baker, Travis Balzar, Annemarie Conway, Kelly
Dutcher, Katie Hintz, Kymberli Wregglesworth

About the Authors



MICHIGAN
OPEN BOOK PROJECT



This is version 1.5.2 of this text, released August 2018

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



MICHIGAN OPEN BOOK PROJECT

The text of this book is licensed under a Creative Commons NonCommercial-ShareAlike (CC-BY-NC-SA) license as part of Michigan's participation in the national #GoOpen movement.

You are free to:

Share — copy and redistribute the material in any medium or format

Adapt — remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:



Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.



NonCommercial — You may not use the material for commercial purposes.

No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.



Attribution-NonCommercial-ShareAlike CC BY-NC-SA

The Michigan Open Book Project

Project Manager: Dave Johnson, Wexford-Missaukee Intermediate School District

HS World Team Editors: Linda Start, the Michigan Center for Civic Education and Rebecca Bush, Ottawa Area Intermediate School District

Authors

Hillary Baker - East Kentwood High School

Travis Balzar - Shepherd Public Schools

Annemarie Conway - Charlevoix Public Schools

Kelly Dutcher - Harbor Springs Public Schools

Katie Hintz - Gladwin Area Schools

Kymerli Wregglesworth - Onaway Consolidated School District



MICHIGAN
OPEN BOOK PROJECT



Hillary Baker

East Kentwood High School

East Kentwood Public Schools

"Hillary Baker has spent twenty-two years teaching social studies in the high school setting. She has taught Civics, Criminal Law, Advanced Placement U.S. Government and Politics, U.S. History, Sociology, and Humanities. In addition, she has coached and advised various social studies co-curricular programs such as the We the People...The Citizen and the Constitution Congressional Hearing Simulation as well as Model United Nations. Baker has been recognized as the 2014 American Lawyer Alliance's Law-Related Education Teacher of the Year as well as the Michigan Civic Educator of the Year in 2014. She also has served in a leadership capacity for the College Board A.P. Reading since 2008. Baker began her teaching career in Traverse City Area Public Schools where for seven years she taught in an integrated, interdisciplinary Humanities Program as well as other social science courses such as A.P. U.S. Government and Politics and Sociology. She has spent the last fifteen years teaching at East Kentwood High School and currently also serves as an Instructional Coach in the building. She is a graduate from the University of Michigan where she earned a B.A. in Politi-

Travis L. Balzer

Shepherd Public Schools

Shepherd Public Schools

Travis L. Balzer is a Shepherd High School social studies teacher concentrating in Economics, Civics and History. Mr. Balzer (Mr. B) resides in Shepherd with his bride Haley, and daughters Makayla and Mia Jean. A Gladwin High School graduate. Parents Vicki and Teddy reside in Gladwin. Travis' sister, Kristal and two sons, Isaac and Adam reside in the Lansing area. Mr. Balzer earned an Economics and Management degree from Albion College and proceeded to obtain teaching certification from Saginaw Valley State University in Social Studies. In addition, obtaining a masters in Educational leadership from Grand Valley State University. Hunting, exercising including P90X, biking, running and outdoor activities are great ways that time



Annemarie Conway

Charlevoix Middle-High School

Charlevoix Public Schools

Annemarie Conway teaches AP US Government, psychology, sociology, American Government, and economics for Charlevoix Middle High School. She graduated from Kalamazoo College with her bachelors degree in political science. She earned her Masters of Education with an emphasis in History from Grand Valley State University. Throughout her teaching career she has worked with AP College Board as a reader, table leader and question leader for the US Government & Politics AP exam. She also sponsors Charlevoix's Model United Nations program.





Kelly Dutcher

Harbor Springs Public Schools

Harbor Springs High School

Kelly teaches Economics, Civics, U.S. History, and College Readiness at Harbor Springs High School. Aside from teaching, she is also a Michigan Youth in Government advisor, and class of 2017 sponsor. Mrs. Dutcher is a graduate of Lake Superior State University where she received her BS in Social Studies and Secondary Education. She is currently working towards receiving her MA in American History and Government at Ashland University, and was awarded the James Madison Memorial Fellowship in 2014. Kelly loves teaching at the high school level, and helping bring social studies to life for her students. She shares her life with her husband Jordan and three young daughters: Daphne, Au-

Katie Hintz

Gladwin Public Schools

Gladwin High School

Katie is completing her seventh year as a teacher at Gladwin High School, where she has taught every Social Studies course available, including: American Government, Sociology, Current Events, World History, Economics, Social Problems in the United States, and Law. A graduate of Saginaw Valley State University's Secondary Education Program, she majored in History, minored in Sociology and earned a Social Studies Endorsement. As Social Studies Department Chair, she was inspired to participate to the Open Book Project because of the disjointed resources that most economics teachers are forced to scrape together to create a captivating curriculum.

Currently, she is working on completing her Masters in Global History at with American Public University. Her final thesis on the Food Industry is due to be published September, 2015.

Katie spends her time outside of the education world raising her two boys, Connor and



Kymberli Wregglesworth

Onaway Area Consolidated Schools

Onaway High School

Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and will be completing her MA in American History and Government from Ashland University this spring upon completion of her thesis on suffragist and equal rights activist Alice Paul. She was named a James Madison Fellow in 2011 and was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015. Kymberli returned to her high school alma mater where she teaches Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving as National Honor Society adviser and executive director of the Miss Onaway Scholarship Program. When not doing history geek stuff, she enjoys spending time in the

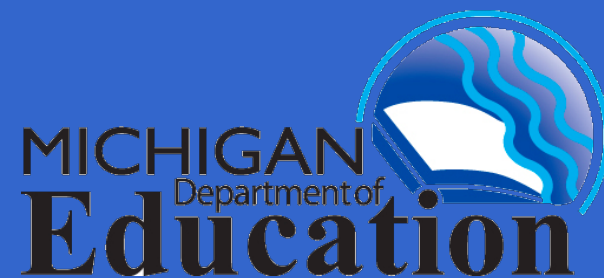


The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of



MICHIGAN
OPEN BOOK PROJECT



Linda Start

Michigan Center for Civic Education

Former Executive Director

Linda Start has served as the Executive Director of the Michigan Center for Civic Education for more than twenty-five years. Start has presented at hundreds of school districts across Michigan and is sought out as a speaker for many national civic education conferences. As the Executive Director of the Michigan Civic Education Center, Start served on the Committee to draft the Michigan Civics Standards and presented the Civics Standards and Benchmarks to the Michigan State Board of Education. Start served on a Review Committee for the National Standards in Civics and Government. Start represents Michigan in several national networks of civic educators. In addition, Start was asked to join a group of civic education experts in the United States to work with emerging democracies in Eastern Europe. Start has worked closely with civic educators in Poland, Ukraine, the Czech Republic, and Slovakia. A

Rebecca Bush

Instructional Consultant

Ottawa Area Intermediate School District

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social Studies Supervisors Association and is a member of the National Social Studies Supervisors Association Executive Board of Directors. She is also an adjunct professor at Hope College in Holland, MI



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.

Chapter 7

Has the Expansion of Executive Power Been Positive?

How does the Executive branch make decisions?

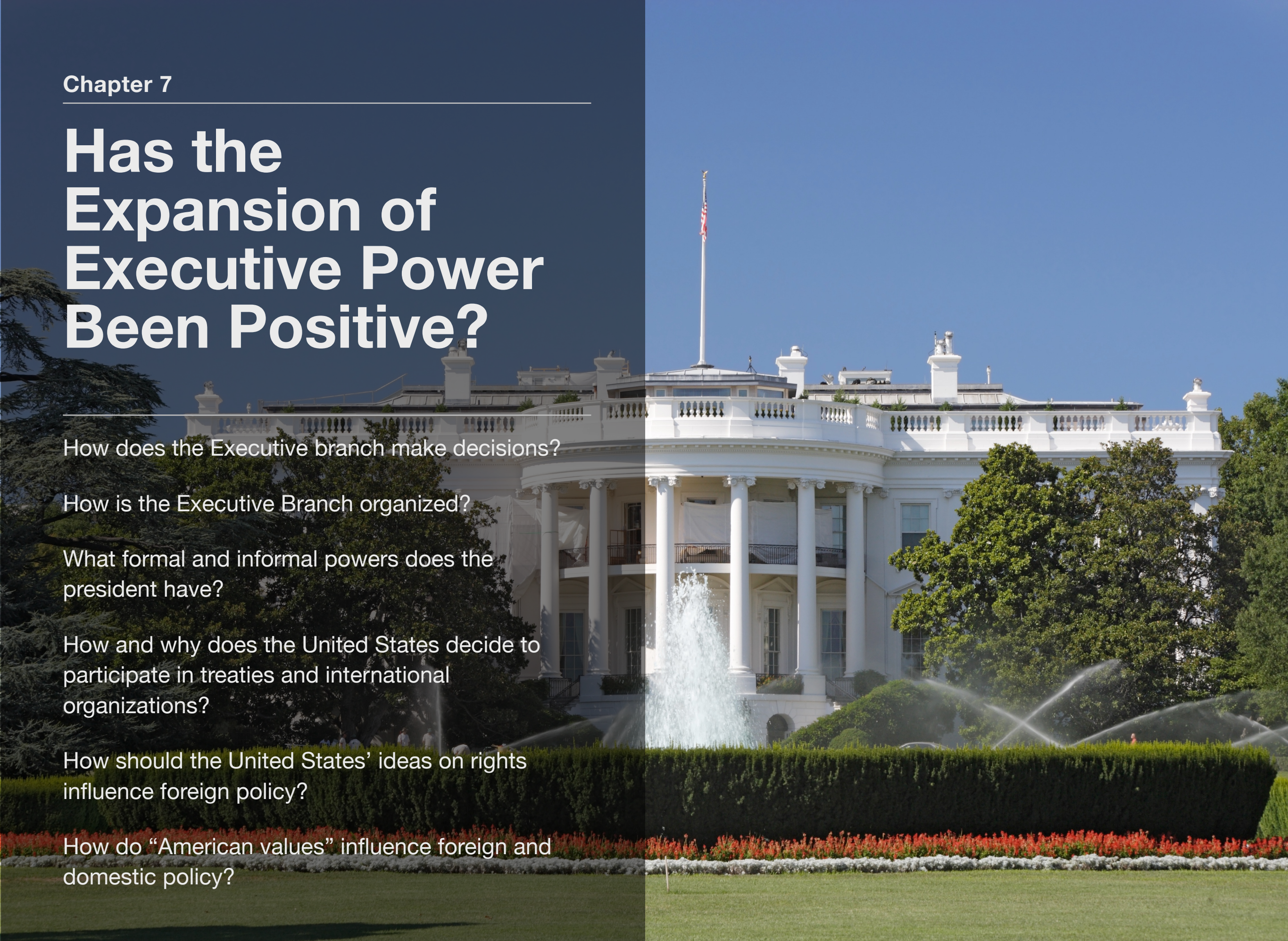
How is the Executive Branch organized?

What formal and informal powers does the president have?

How and why does the United States decide to participate in treaties and international organizations?

How should the United States' ideas on rights influence foreign policy?

How do “American values” influence foreign and domestic policy?



Executive Branch - Powers and Requirements

QUESTIONS TO GUIDE INQUIRY

1. How does the Executive branch make decisions?
2. How is the Executive Branch organized?
3. What formal and informal powers does the president have?
4. How and why does the United States decide to participate in treaties and international organizations?
5. How should the United States' ideas on rights influence foreign policy?
6. How do "American values" influence foreign and domestic policy?

TERMS, PLACES, PEOPLE

22nd Amendment

25th Amendment

Interactive 7.1 NYT - Obama's Embrace of Drone Strikes Will Be A Lasting Legacy



As you read the following article written by Micah Zenko of The New York Times, ask yourself whether or not the president's actions in this instance exceeded his executive powers as president.

The Executive Branch: Chief Clerk or Imperial President?

Article II of the United States Constitution states: "(t)he executive power shall be vested in a President of the United States of America." But what does executive power mean? Given the context of the New York Times article, it would seem that the President of the United States is a very powerful individual. But is this true? Look carefully again at the article. Notice how President Obama has the support of the American people and the legislative branch. If these two groups didn't support him, would he still be able to proceed with his semi-covert drone operation?

The power and purpose of the executive branch (the President and the executive offices) in both domestic and international realms is the focus of this section.



Qualifications

“No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.”

Article II, US Constitution

Terms of Office

The president serves a four (4) year term of office. He is elected by an elaborate system put in place by the founding fathers. On election day, when each state’s final vote is counted, the

candidate who wins the popular vote in that state then receives all of that state’s electoral votes in a winner-take-all fashion. (Note: Nebraska and Maine divide their Electoral College electors proportionally, based upon the outcome of the election.) Refer back to the really cool Electoral

Interactive 7.2 Presidential Citizenship



Here are a few articles that demonstrate differing interpretations of natural born:

College video link in the Other Actors unit to refresh your memory about how the Electoral College works.

Originally the Constitution did not place a limit on the number of terms that a president could serve. The two term tradition was set by George Washington who stepped down after eight years so that someone new could take office. Until Franklin D. Roosevelt (FDR) took office, no president served more than two terms. FDR served during the Great Depression and World War II, elected four (4) times to the presidency. He died in April of 1945, shortly after beginning his fourth term. In March 1947, **the 22nd Amendment** was added to limit presidential terms to two, four year terms.



Section 1

No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by Congress, and shall not prevent any

person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

Presidential Succession

What if something happens to the president while in office?

When John F. Kennedy was assassinated in Dallas, Texas on November 22, 1963, his vice president, Lyndon B. Johnson was sworn into office on Airforce I.

Interactive 7.3 Lines of Succession



Learn about the line of succession for the Presidency here.

However, what if something happened to President Johnson prior to selecting his vice president? The Presidential Succession Act of 1947 and **25th Amendment** (1967) establishes the line of succession for the presidency as well as dealing with presidential disability and filling the vice presidency

vacancy.

Powers of the President

Article II of the Constitution establishes the powers of the president. It might seem obvious that because the powers of the president are established in Article II of the Constitution, that they are fairly straightforward. However, issues of presidential power are anything but straightforward. Even as we look at James Madison’s notes from the Constitutional Convention, it is apparent that debates over the establishment of the legislative branch were lengthy and quite spirited; yet the presidency was created rather quickly after little discussion. Therefore, the Framers were purposely vague about both the limits and the extent of the president’s powers. For example, language that defines and describes the powers of Congress in Article I, Section 8 is approximately 430 words, whereas Section 2 of Article II which is the presidential equivalent is about half that length. See Article II below:

Section 2.

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several states, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive departments, upon any subject relating to the duties of their respective Offices, and he shall have Power to grant

Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.

In other words, the president can require Cabinet members to give him their opinions in writing; he can convene a special session of Congress “on extraordinary occasions,” and may set a date for adjournment if the two houses cannot agree on one; he receives ambassadors and is commander in chief of the armed forces; he has a veto on legislation (which Congress can override); and he has the power to pardon.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the Supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3.

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

The president is the head of the military (but Congress declares war), he can grant reprieves, pardons and amnesty (group pardon), he can nominate and appoint public ministers (with the consent of the Senate), make treaties (with the consent of the Senate), receive ambassadors, convene both chambers of Congress, give the State of the Union address (a recommendation) and faithfully execute the laws that Congress writes and he signs into law.

When looking at the powers of the president, putting them into a “Presidential Hats chart” is helpful. Six specific hats will be used.

Reagan



Nixon



Kennedy



Notice how some of these powers come directly from the Constitution, while others have evolved over time through necessity and purpose. Throughout history, some presidents have exercised their use of presidential power more often than others. A few presidents who were known for utilizing presidential powers to the extent of being considered abusive by some are highlighted below.

6 Presidential Hats

Constitutional Powers (Art. II, Secs 2 & 3)

Commander and Chief	head of the Armed Services
Chief Diplomat	make treaties, recognize countries and receive ambassadors. He represents the United States when visiting other countries and performs ceremonial duties. (He can also make executive agreements which the Supreme Court validated in U.S. v. Pink.)
Chief Executive (like a CEO)	appoint and dismiss, grant reprieves and pardons (a king-like holdover from our colonial days), and executive orders, executive privilege (the right of the president to confidentiality and to not testify before Congress or the courts.)
Chief Legislator	sign, veto or pocket veto bills, give State of the Union Address, and call special sessions of Congress
Party Leader	campaigns for his/her political party, pushes for initiatives from the party platform.
Chief Citizen	performs ceremonial duties (Easter Egg Roll, Lighting Christmas tree and connects with the American people (raising families, playing golf, going to church services)

One president most notably known for crossing the line with regard to presidential power was Andrew Jackson; specifically with regard to the topic of the removal of Indigenous Peoples that occurred during his presidency. As historian Alfred A. Cave writes in an article, Abuse of Power: Andrew Jackson and the Indian Removal Act of 1830, “The Indian Removal Act passed by Congress in 1830 neither authorized the unilateral abrogation of treaties guaranteeing Native American land rights within the states, nor the forced relocation of the eastern Indians. Yet both occurred, on a massive scale, during Andrew Jackson’s administration and were the result, not of an explicit congressional mandate, but of an abuse of presidential power.”

And while Abraham Lincoln is revered by many and seen as one of America’s best presidents, some have interpreted his

suspension of the writ of Habeas Corpus during the Civil War (a power held by Congress) as an abuse of presidential power.

Interactive 7.5 Writs of Habeas Corpus



Learn more with this History.Com Video.

During his time in office, Franklin D. Roosevelt, the longest serving president in the U.S., greatly expanded the use of executive orders to an unprecedented level--partly in response to an increased need for governmental involvement in the nation's

Interactive 7.4 FDR Biography



Learn more about FDR's presidency with this video from History.Com

economy during the Great Depression as well as the demand for greater influence of a president in foreign policy, placed on FDR as Commander in Chief during World War II. Unfortunately, many believed FDR also showed a tendency to abuse his executive order authority and claim powers that were not

granted to him in the Constitution or by any statute. Executive orders for national bank holidays, bank loans, public works projects, and public assistance programs were all a part of his New Deal program. And during WWII, FDR even issued Executive Order 9066 calling for the internment of Japanese Americans. Under FDR's presidency, both domestic and foreign policy powers of the president were impacted.

President Obama, in 2014, after Congress did not act on immigration reform, issued an executive order on immigration that gave temporary legal status to many illegal immigrants and allowed for an indefinite reprieve on deportation. This article explains exactly what the president ordered.

Interactive 7.6 Obama's Immigration Order



Obama's Immigration Order

Presidential Hat Activity:

Go to an online news sources or to the White House website to <https://www.flickr.com/photos/35591378@N03> find pictures or news stories about President Obama and explain what hat/role he is wearing and why.

What do you think?

The power of the presidency is one that will continue to be debated in political circles and is an important topic within any civics course. The following text sources are good foundational pieces as you begin to consider whether or not you think the power of the President of the United States has become too expanded.

<https://www.theatlantic.com/magazine/archive/2009/01/the-founders-great-mistake/307210/>

<https://object.cato.org/sites/cato.org/files/documents/cult-of-the-presidency-pb.pdf>

https://www.washingtonpost.com/news/in-theory/wp/2016/01/11/is-the-modern-president-too-powerful-a-primer/?utm_term=.71cc5d13de1e

<https://www.csmonitor.com/USA/Politics/Politics-Voices/2014/0728/No-the-presidency-has-NOT-become-more-difficult>

The Executive Branch: the Executive Office of the President and Cabinet

QUESTIONS TO GUIDE INQUIRY

1. How does the Executive branch make decisions?
2. How is the Executive Branch organized?
3. What formal and informal powers does the president have?
4. How and why does the United States decide to participate in treaties and international organizations?
5. How should the United States' ideas on rights influence foreign policy?
6. How do "American values" influence foreign and domestic policy?

TERMS, PLACES, PEOPLE

bureaucracy

cabinet

"...he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices..."

The Founders understood that the president would need help enforcing the laws of the land, but executive departments are only referenced on a general level. By the 1930's and 1940's, tremendous growth in federal bureaucracy had occurred.

Today, the executive branch consists of 15 Cabinet level departments, more than 60 government agencies and 2,000 other subunits or bureaus. There are over two million civilian employees of the federal government, but experts don't agree on the actual numbers. The United States Postal Service and the Department of Defense have the most employees. Only a small fraction of federal employees, roughly 11%, work in Washington, D.C. The other 89% are spread throughout the country and around the world.

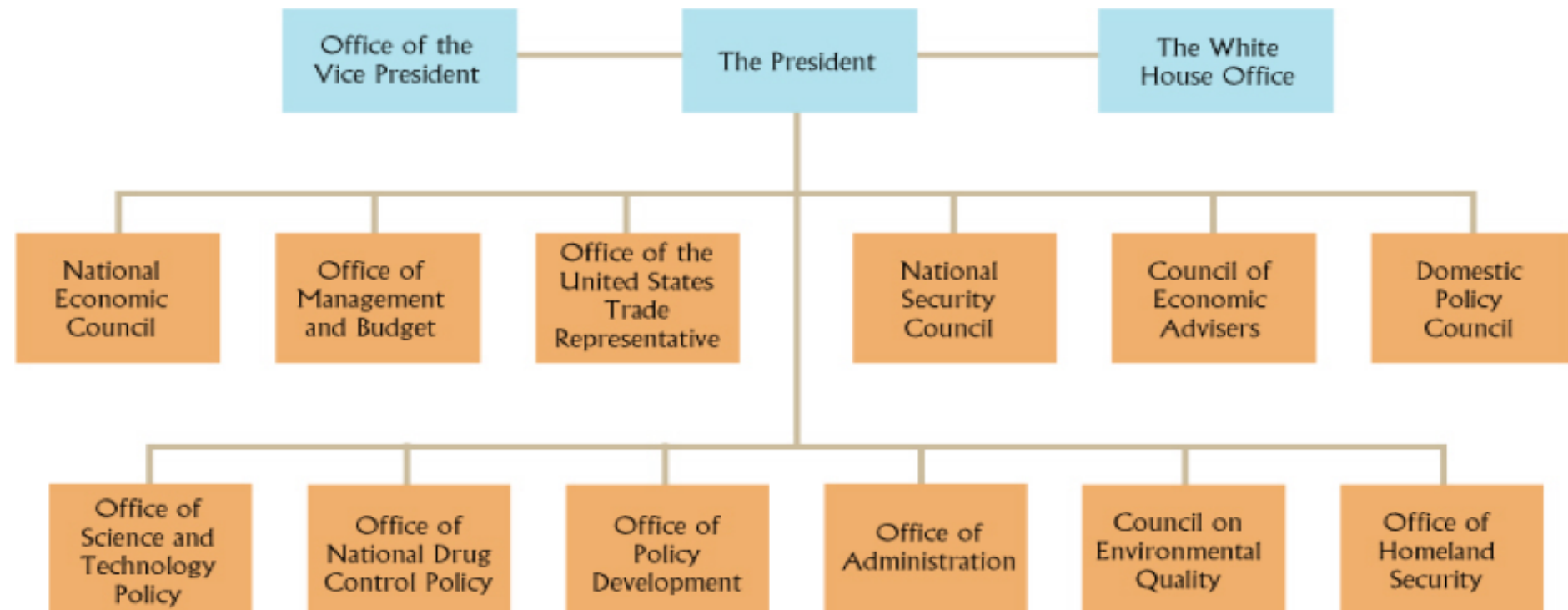
Bureaucracy

The term, **bureaucracy** is often used when referring to the actions of government. In its simplest form, bureaucracy is a method of organizing people and work, based on the principles of hierarchical authority, job specialization, and formalized rules. As a form of organization, bureaucracy is often seen as the most efficient means of getting people to work together on tasks of great magnitude and complexity. Unfortunately, it can also be prone to waste, complex and confusing rules, and rigidity.

Though citizens tend to think of bureaucrats and bureaucracy in a negative way, it is truly necessary for a government our size to get anything accomplished. In this section, government employees will be referred to as bureaucrats. It is not meant to be negative.

At the federal level, the average bureaucrat focuses on one issue or field. This allows the government employee to become an expert in her field. For example, bureaucrats who work in the Executive Office of the President (EOP) advise the president on specific issues.

Check out this site to see how the merit system works:



Interactive 7.7 Merit Exam



Check out this site to see how the merit system works: <http://www.federaljobs.net/exams.htm>

This wasn't always the case. In the 1880s, bureaucratic jobs were filled by patronage in what was called the "spoils system." When a citizen voted for a particular party and they won office, the party might repay the citizen with a government job. This is how parties bought loyalty, especially at the local level of government. After the assassination of President Garfield by a disgruntled individual who wanted a government job, the Pendleton Act of 1883 was signed into law ending the practice of patronage at the federal level.

Executive Office of President

“The Executive Office of the President (EOPOTUS or EOP) consists of the immediate staff of the current President of the United States and multiple levels of support staff reporting to the President. The EOP is headed by the White House Chief of Staff. Who is the White House Chief of Staff now?

The Executive Office of the President main function is to advise and assist the president in decision making and policy implementation. The individuals who work with the president are experts in their field or policy area and use their expertise to help the president make decisions.

By visiting the White House’s website, you can learn more about each of the councils and offices that assist the president. Here are a few excerpts from the site.

By visiting the White House’s website, you can learn more about each of the councils and offices that assist the president.

Cabinet

The **Cabinet** consists of all the secretaries or heads of federal departments such as the Department of State, Treasury, Defense, Education, and Labor. The secretaries are appointed by the president and confirmed or rejected by the Senate. Their job is to advise the president in their policy area and help the president implement his policy initiatives and execute the law.

- Department of State: “The Department's mission is to shape and sustain a peaceful, prosperous, just, and democratic world and foster conditions for stability and progress for the benefit of the American people and people everywhere.” FY 2015 Agency Financial Report, released November 2015. Visit www.state.gov to explore the current focus of the State Department.

Table 1	
Cabinet Departments	
Department	Year established
State	1789
Treasury	1789
Justice	1789
Defense*	1789
Interior	1849
Agriculture	1889
Commerce	1913
Labor	1913
Health and Human Services	1953
Housing and Urban Development	1965
Transportation	1966
Energy	1967
Education	1979
Veterans Affairs	1987
Environmental Protection Agency†	1990
Homeland Security	2002

NOTE: *The date refers to the Department of War; the Department of Defense was officially created in 1949. The Department of War (1789), the Department of the Navy (1798), the Department of the Army (1947) and the Department of the Air Force (1947) were all reorganized under the Department of Defense in 1949. See www.dod.gov.
†Cabinet-level rank under George W. Bush; see www.whitehouse.gov/government/cabinet.html.
SOURCE: Cabinet department websites.

- Department of Justice: “To enforce the law and defend the interests of the United States according to the law; to ensure public safety against threats foreign and domestic; to provide federal leadership in preventing and controlling crime; to seek just punishment for those guilty of unlawful behavior; and to ensure fair and impartial administration of justice for all Americans.”

<http://www.justice.gov/about>

Visit www.justice.gov to learn to explore the current focus of the Justice Department. To learn about other Cabinet Department goals, google the department name and go their official home page. Internship information can be found there too! You should check it out.

Because the bureaucracy of the Executive Office has grown to the size that it has, unelected officials from this bureaucracy sometimes are seen to be in competition with the president. Likewise, a president has to keep a close eye on the unelected Cabinet Secretaries who head each executive department – virtually an impossible task due to the size of the executive staff and the frequency with which these personnel have to be left to operate without someone always “looking over their shoulders.” Though those who head the executive are hand picked by the president, he still needs as much skill in working with these people as he does in working with Congress.

One of the problems that a president faces, is how to get his staff to do what he wants them to do – as they might have different priorities to the president once appointed to a position and no-one would necessarily know which interest groups influence individuals in the executive office. The departments of the executive office are meant to provide the president with speedy and simple responses to questions asked and inquiries that are made. This demand has increased over the years and many argue will continue to increase in the years to come.



Other Actors in Foreign Policy Formulation

QUESTIONS TO GUIDE INQUIRY

1. How does the Executive branch make decisions?
2. How is the Executive Branch organized?
3. What formal and informal powers does the president have?
4. How and why does the United States decide to participate in treaties and international organizations?
5. How should the United States' ideas on rights influence foreign policy?
6. How do "American values" influence foreign and domestic policy?

The Foreign Policy Players

As mentioned before, the executive and legislative branches have specific duties when it comes to foreign policy. The president, when wearing his chief diplomat hat, can recognize countries, receive ambassadors, make treaties (with the Senate's approval) and executive agreements. As commander in chief, the president oversees our military.

The Executive Branch includes the National Security Council, the Department of Defense, the Department of State, the Central Intelligence Agency, the US Representative to the United Nations and the Joint Chiefs of Staff. The Justice Department does file cases on behalf of the United States if they feel the United States has been wronged or a country has violated economic treaty commitments and they defend the US when other countries sue us. These groups, as stated

above, consist of experts in their field and advise the president as well as assist him in implementing policy.

The Constitution's Article I, Section 8 gives Congress the power to declare war; it also has





the power to fund or defund military action. With the War Powers Act, the president must report to Congress within 48 hours

of sending US troops anywhere in the world, and they have 60 days to vote to keep our troops there or remove them.

The Supreme Court does have some say in America's foreign policy. It hears cases involving foreign nations, citizens of foreign nations, treaties, and laws of the sea. It also makes decisions when ambassadors or public ministers from other countries are involved in a case.

When a foreign policy decision is made, for example, President Obama's decision to open up diplomatic and economic relations with Cuba, the president, his executive branch foreign policy agencies, and



Congress all have a part to play.

An excellent source that beautifully explains and outlines the history of the United States in foreign policy as well as how it's made can be found at Constitutional Rights Foundation website.

Interactive 7.8 American Imperialism



American Imperialism is discussed in the video from Crash Course: <https://www.youtube.com/watch?v=QfsfoFqsFk4>. Watch it to learn more about the evolution of American involvement in the world.

Interactive 7.9 Constitutional Rights Foundation



The United States Role in Foreign Policy

America's role in foreign policy has changed over time depending on where we were in our own growth as a nation. Where the United States really stepped up its game and emerged as the world's superpower was during and after World War II. Before then, our country was busy with domestic issues like westward expansion, protecting the western hemisphere from European influence, and Native American and African American relations.

During World War II, Franklin Roosevelt's international actions were limited by American citizens' isolationist tendencies. Balancing isolationism and his personal feelings of helping Great Britain and Winston Churchill, FDR with the help of his National Security team, initiated our Lend/Lease policies and helped as much as the United States was "legally" able. Once Japan bombed Pearl Harbor, the United States entered the war and aided the Allies in production and manpower. After the war, America sought to protect war-torn democracies throughout Europe and American businesses were hungry for capitalist markets around the world. Russia had its own designs for communist markets and hence the Cold War was started.

Since that time, America has remained a superpower in world affairs. Deciding whether we should be the world's police or get involved in every situation or crisis that comes about is an issue that divides many citizens. Should the United States get involved globally to pursue our own national interests or to protect human rights around the globe? To answer that question, you have to reflect on what you believe is right.

Interactive 7.10 Smithsonian - Power and the Presidency



[Learn more here!](#)



Cuba: A Case Study

QUESTIONS TO GUIDE INQUIRY

1. How does the Executive branch make decisions?
2. How is the Executive Branch organized?
3. What formal and informal powers does the president have?
4. How and why does the United States decide to participate in treaties and international organizations?
5. How should the United States' ideas on rights influence foreign policy?
6. How do “American values” influence foreign and domestic policy?

Our country's relationship with Cuba is a fascinating study of American foreign policy. Our relationship has gone from friendship to foe and now is slowly evolving into something no one can really predict. Read through each of the following resources, put together a timeline of US/Cuban relations starting at the Cuban war for independence from Spain to today, and then predict what our relationship to Cuba will look like 10 years from now. Is the United States going to take over Cuba's economy with our capitalist system? Will Cuba remain free of American involvement? Take a stand and support it with three pieces of evidence from your readings. Be sure to explain how your sources support your point of view.

Interactive 7.11

Washington Post - US and Cuba Relations Timeline



Learn more here!

This section will look at how US policy with Cuba has changed from the late 1800s to today. As a territory of Spain, the Cubans who wanted independence looked to the United States to intervene on their behalf. The more Spain repressed the Cuban people during their fight for independence, the more the United States wanted to intervene. US newspapers made the case publicly. When the USS Maine exploded in Havana harbor, the US officially became involved in the Cuban War of Independence.

After that, the US became very involved in Cuban affairs and had parts of the Platt Amendment written into the Cuban Constitution until a few years later when the US acquired Guantanamo Naval Base.

Two ad hoc constitutions were adopted in the course of Cuba's fight for independence from Spain (1895–1898). On 16 September 1895, delegates representing the rebel forces adopted a constitution in Jimaguayu, the Constitution of the Republic of Cuba in Arms, and set it to be reviewed in two years by a representative assembly. It described relations between civil and military authority. It named key officials and outlined the requirements of a peace treaty with Spain. In September 1897, the assembly met in La Yaya (es), adopted a new document on 30 October, and named a new president and vice-president.

The 1901 Constitution, was Cuba's first as an independent state. It incorporated eight principles set out in the Platt Amendment without which U.S. troops would not have been withdrawn from

Cuba, including the clause that the United States has the right to intervene in Cuba's affairs to protect its independence and guarantee the stability of its government. All but one of the Platt Amendment principles remained in force until a treaty between Cuba and the United States, negotiated as part of Franklin D. Roosevelt's Good Neighbor Policy toward Latin America, took effect on 9 June 1934, leaving U.S. only its right to a permanent lease to its Guantanamo Naval Station.

From 1934 and FDR's Good Neighbor Policy, Cuba proceeded through a number of presidents implementing progressive reforms in their country like minimum wage laws and public education. In 1952, when Fulgencio Batista seized office, he centralized his control of the country and in 1959 was overthrown by the revolutionary government of Fidel Castro. This is when US relations with Cuba soured as Castro centralized the economy of Cuba, regulated religions on the island and forbade private ownership of media. This obviously did not sit well with us, so even though we had recognized the Castro government when the revolution occurred, we now plotted to overthrow the Castro government.

Bay of Pigs: The “Perfect Failure”

You have already learned about the Bay of Pigs in your United States History courses. There is a quick recap in the interactive on this page. After the Cuban Missile Crisis, the United States promised to leave Cuba alone. In fact, Kennedy imposed economic sanctions that restricted trade with Cuba. The Soviet Union and Eastern Bloc countries supported Cuba with supplies and economic trade until the late 1980s when Eastern Bloc collapsed. With its collapse, the Cuban people suffered through what is referred to as the “Special Period.”

Interactive 7.12
History.Com - the Bay of Pigs



[Learn more here!](#)

Since April, 2015, President Obama and Cuba’s current president Raul Castro have cautiously moved toward a cautiously optimistic, but wary relationship. Given our tumultuous past, our Cuban-American citizens’ opinions, and our lingering distrust, it is no wonder both countries proceed slowly.

But as President Obama said during his address to the Cuban people in March 2016:

“Change is hard -- in our own lives, and in the lives of nations. And change is even harder when we carry the heavy weight of history on our shoulders. But today we are making these changes because it is the right thing to do. Today, America chooses to cut loose the shackles of the past so as to reach for a better future -- for the Cuban people, for the American people, for our entire hemisphere, and for the world.