

***Greetings
from the Invasion!***



Tuesday, May 22, 2012

2012



WASHINGTON BOOK PUBLISHERS
***Book Design
and Effectiveness
Awards***

2012

Commercial Publishers
Illustrated Text

BESS TRUMAN'S BING CHERRY MOULD

- 1 large can bing cherries
- 2 packages cream cheese
- 1 package cherry Jell-O (or any red gelatin)
- 1 package lime Jell-O

Measure the juice from the cherries and add water to make two cups. Heat and dissolve cherry Jell-O in this. When partly set, add cherries.

Make lime Jell-O with water. When partly set, beat in cheese. Put cheese Jell-O in bottom of mould; let set; then put cherry mixture on top. Serve with mayonnaise.

Harry S. Truman Presidential Library and Museum

SUNBONNET SUE

- 5 halves of cooked or canned pears or peaches
- 10 whole cloves
- 10 almonds
- 5 thin slices of pimiento
- 5 tablespoons salad dressing
- 5 leaves curly lettuce

Arrange the halves of the fruit round side up on the lettuce leaves. The leaf curls up around the fruit and forms the sunbonnet. Place the cloves in the fruit for the eyes, the blanched almonds for the ears, and slip thin slices of canned pimiento into cuts made for nose and mouth. The expressions may be varied. Put salad dressing around the outside of the fruit, to represent golden locks, and arrange a bow of red pimiento under the chin of Sunbonnet Sue.

Aunt Sammy's Radio Recipes, Records of the U.S. Department of Agriculture

**NANCY REAGAN'S
SWEET AND SOUR
DRESSING FOR FRUIT
SALAD**

- ½ cup sugar
- 2 level tablespoons flour
- 1 teaspoon paprika
- ½ cup vinegar
- ½ teaspoon grated onion
- 1 teaspoon salt
- ¾ cup oil
- 1 teaspoon celery seed (soak in tablespoon water)

Mix sugar, flour, and paprika; stir in vinegar; heat until thick in double boiler. Add onion and salt; cool. Add oil a little at a time, while beating with a rotary beater. Add drained celery seed.

Ronald Reagan Presidential Library and Museum

Harvest War Crops poster, 1945. Records of the Office of Government Reports.



2012

Large Nonprofit Publishers
Illustrated Text

4

Ant Ranchers

*masters of dairy farming second
only to mankind*

No one knows exactly when humans first started raising livestock—cows, pigs, and other now-domesticated animals. Human beings breed animals in order either to directly consume the bodily tissues, as in the case of beef, pork, and chicken, or to snatch the eggs, milk, and other materials that animals produce for their own reproduction. In order to satisfy our enormous appetites, human beings have vast pastures, cattle ranches, and poultry and fish farms that we use to raise and breed all kinds of creatures. In order to overcome the scarcity of food in Latin America, people have even resorted to farming iguanas and large rodents such as agoutis and capybaras.

Ants and Aphids

After human beings, ants may well raise more livestock than any other creature in the animal kingdom. Ants and aphids are frequently cited as a good example of a symbiotic relationship—different species living together and providing benefits to each other. Ants protect aphids from their natural enemies such as ladybugs and green lacewings and the aphids in return provide their ant protectors with some of the nutrients that they suck out of plants in the form of the honeydew.

If we observe the behavior of ants and aphids carefully, we see that the relationship between ants and aphids is not always so mutually beneficial. British researchers have observed that aphids spend 14% of their day under the protection of the ants, but they produce 84% of their honeydew

during this time. In other words, the honeydew that aphids produce is almost entirely for ant consumption.

One aphid does not provide enough honeydew to feed one ant. Looking at the colony as a whole, however, we see that the honeydew from the aphids that the worker ants raise individually as well as those they herd together provides as much as 75% of the nutritional needs of the colonies that raise aphids. These ants are indeed masters of dairy farming.

When we analyze the contents of aphid honeydew, we can see how much they appreciate the ants' protection. Aphids do not just suck the juice out of plants and give it directly to ants. The honeydew that aphids provide to ants contains water, carbohydrates, many different amino acids, and other nutrients in just the right amounts, making it a balanced diet for ants.

Ants do more than simply protect aphids. Just as shepherds herd their flocks to places with plenty of grass, ants have been known to herd their aphids from leaf to leaf. They find the best spots on the plant for the aphids to suck the juices and transport the aphids there.



Ant milking an aphid for honeydew.

2012

Small- To Medium-Size Nonprofit Publishers

Illustrated Text



Profiled stair brackets,
Harewood, 1770



Profiled stair brackets,
Wynkoop Tavern, ca. 1790



Profiled stair bracket,
George Tate House, 1800



Decorative stair brackets, Joseph
McMurrin House, added ca. 1825



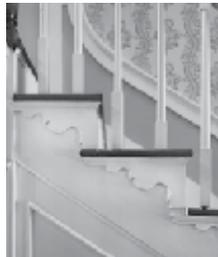
Decorative stair brackets,
Dr. John R. Hayden House, 1826



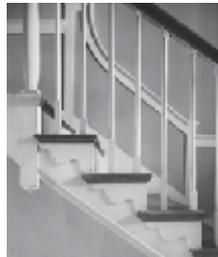
Decorative stair brackets,
Jacob Moler House, 1834



Profiled stair brackets,
Casper Walper House, 1805



Profiled stair brackets,
Lansdale, ca. 1810



Profiled stair brackets,
John Motter House, ca. 1810



Decorative stair brackets,
Western View, 1851



Decorative stair bracket,
Jacob Moler House, 1834



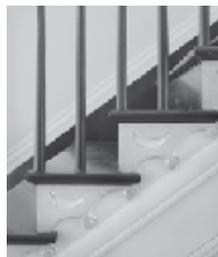
Wave stair brackets,
Woodbury, 1835



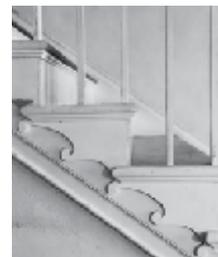
Profiled stair bracket,
Claremont, ca. 1818



Profiled stair brackets,
George Weis House, 1819



Incised and profiled stair bracket,
Beallair, 1850



Wave stair brackets,
Clay Hill, 1855



Wave stair brackets,
Staley Heirs House, 1835



Wave stair brackets,
Rockland, added ca. 1840

Borden Institute

Legacy of Excellence: The Armed Forces Institute of Pathology 1862–2011

2nd Place TIE



[Top Left] Camp Mills in Long Island, New York, one of many camps that had a high rate of influenza cases. (OHA 308 Smith Scrapbook Fla #2)



[Bottom Left] Eleanor Allen making wax models in France during the war. Allen had studied at the Chicago Art Institute and joined the museum staff in March 1918. (A02256 [formerly Reeve 17656], courtesy of National Library of Medicine)

Cross-section of trench foot. (Reeve 30610)



[Top Right] Dr. James Ewing, who was highly influential in collecting pathology specimens at camps during the war, including specimens from victims of the 1918 influenza epidemic. (NCP 128)

World War I-era influenza-infected tissue on microscope slides (left) and in wax blocks (inset), which are still stored in AFIP's massive Tissue Repository. Some of these specimens were used in 2005 by AFIP scientist Jeffrey Taubenberger to investigate the disease. (NCP 4198; NCP 17029)



2012

Large Nonprofit Publishers
Technical Text

FIGURE 5.4 Trade-restrictive measures have fallen since 2008



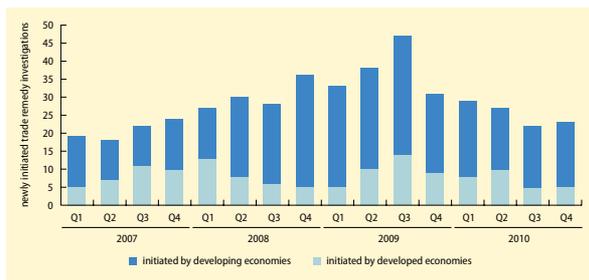
Source: WTO Trade Policy Review CV 13.

first year, newly reported restrictive measures came down to two-thirds in the second year. Retrenchment in protectionism since the start of the crisis has nonetheless been slow, as only 15 percent of the restrictive measures introduced in 2008 have been terminated so far. Moreover, newly imposed export measures increased by 25 percent over the same period—primarily export bans and quotas on agricultural products partly resulting from higher food prices. According to WTO estimates, total import-restrictive measures

introduced since the end of 2008 now account for about 1.9 percent of world imports.

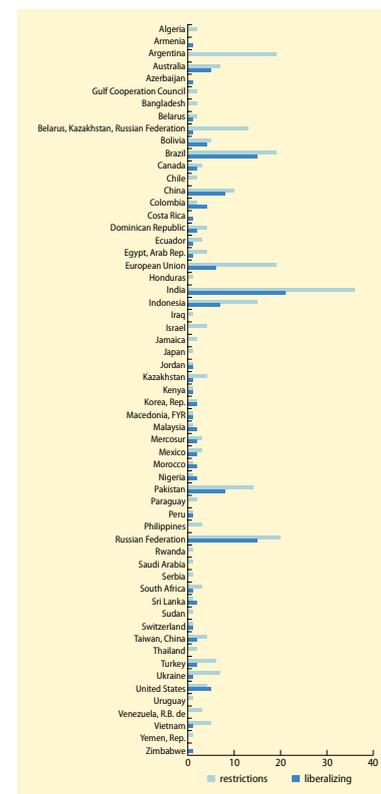
G-20 countries remained the most active instigators of restrictive—and liberalizing—measures. About 60 percent of the trade-restrictive measures implemented between November 2009 and October 2010 were imposed by G-20 nations, led by BRICs (85 measures) with India at the head, followed by high-income OECD countries (35 measures). The United States had imposed the second-highest number of trade-restrictive measures in the year after the crisis but reported only four new restrictive measures in the last year. Whereas restrictions imposed in high-income OECD countries were mainly the result of trade remedy investigations—almost all antidumping initiations by the European Union—BRICs brought out both nontariff measures and trade remedy investigations. More detailed information on the number of WTO member-initiated temporary trade barrier investigations (antidumping, safeguards, and countervailing duty policies) from the World Bank’s Temporary Trade Barriers database indicates that their number has gone down since the third quarter of 2009 and is back to precrisis levels (figure 5.5). But overall estimates of the impact of these border and behind-the-border measures (including

FIGURE 5.5 Newly initiated trade remedy investigations have peaked



Source: World Bank Temporary Trade Barriers database.

FIGURE 5.6 Trade-restrictive and trade-liberalizing measures, November 2009–October 2010



Source: World Bank International Trade Department calculations based on WTO Trade Policy Review Overview Annex 1, November 2010.
Note: Of the 486 trade-related measures listed in the annex, 19 were unclassifiable because of insufficient information regarding their trade effect.

bailouts and subsidies) implemented since the crisis indicate that they contributed to an annual aggregate distortion to global trade of at least \$35 billion.³¹

The number of trade-liberalizing measures introduced in 2010 increased by 71 percent over those introduced in 2009. More than a third of the new measures were tariff reductions, introduced primarily by BRICs and lower-middle-income countries, such as Pakistan and Bolivia. Reductions in nontariff measures made up a quarter of all liberalizing measures, mainly from the BRICs. Despite global economic uncertainty, new measures to liberalize trade increased in 2010 (figure 5.6).

The LDCs are particularly harmed by G-20 protectionism. New analysis by the Global Trade Alert³² indicates that, since November 2008, 141 trade measures imposed by countries worldwide harmed the commercial interests of LDCs. Of these, about 100 measures (70 percent of those imposed) were introduced by G-20 members. Among the G-20, developing countries initiated 70 percent of the measures, led, in order, by India, Argentina, Indonesia, and Russia. Among LDCs, Bangladesh has been affected by the largest number of measures, followed by Tanzania, the Republic of Yemen, Senegal, and Sudan. These measures may significantly restrict LDC exports, particularly for some products they specialize in, thus contravening the undertaking at the G-20 summit.

High and volatile food prices are also creating vulnerabilities, particularly for low-income countries with high shares of food imports and limited fiscal space. Whereas individual governments can insulate themselves to some degree from increases in world prices by imposing export bans or making tactical reductions in import tariffs, these measures increase the volatility of world prices. Trade policy is generally not the appropriate instrument to achieve food security and rural development. High protection hurts households that are net consumers. Long-term solutions include, among other things, higher agricultural productivity to raise farmer incomes and lower consumer prices, liberalization around the world and commitment to multilateral trade rules, public access to information on

Nonstructural code provisions have adopted sweeping changes over the last 10 to 20 years. A primary motivation for radical code evolution is to support more advanced treatment of nonstructural systems beyond mere anchorage calculations. Stated simply, the code's compliance expectations have expanded to include active operation performance at design-level earthquake demands. This requires the suppliers and manufacturers of products designated as nonstructural to treat compliance validation as a product development activity that involves implementation of advanced analytical and testing techniques (as discussed in the second part of this book).

Stakeholders new to nonstructural earthquake protection may perceive modern-day code provisions as complex. The underlying theme of this writing is to transform perceived complexities into tangible implementation practices compatible with new code expectations. The code's philosophy has evolved to support both advanced and basic design techniques. The success of this book will hinge on how well perceived complexities can be resolved into standard operating procedures. The balance of this chapter presents systems design principles and philosophy relevant to nonstructural earthquake protection.

1.1 Nonstructural Building Systems

The nonstructural category includes everything contained within the building skeleton that makes a building function. The building skeleton includes the beams, columns, walls, lateral bracing, and floor slabs. Nonstructural elements are the architectural components, equipment, and distribution systems that are not part of the building structure (i.e., nonstructural), whether inside or outside, above or below grade. Nonstructural systems transform an empty skeleton into a functioning building suitable for human occupancy. The nonstructural category covers a plethora of possible building applications. Figures 1-1 through 1-11 present various perspective views of nonstructural systems, from the building macroscopic level down to the equipment subassembly level. The diverse types of nonstructural systems can be grouped into four general categories:

- *Architectural Components*, such as parapets, partitions, façades, soffits, cladding, glazing, ceiling systems, etc.
- *Mechanical and Electrical Equipment* (also called *Components*), including building service equipment (such as pumps, generators, air handlers, compressors, transformers, switchgear, and power supplies), and building tenant equipment (such as medical-related technology and equipment, emergency communication equipment, and other specialized process equipment) that is permanently anchored during installation.
- *Mechanical and Electrical Distribution Systems*, such as process piping, fire sprinkler systems, HVAC ductwork, lighting systems, electrical busway, conduit, cable trays, etc.
- *Building Occupancy Contents*, including bookcases, shelving, office equipment, and everything else a building contains that is not permanently anchored to the building structure. It is worth noting that current codes do not address this category, and thus, there will continue to be problems associated with occupant contents following earthquakes.



Figure 1-1. Exterior of the case study surgery center.

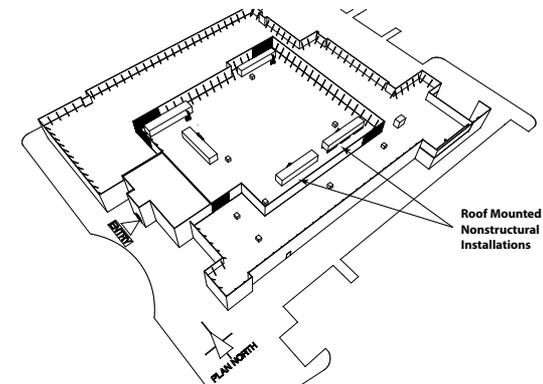


Figure 1-2. Macroscopic building view showing several nonstructural items installed on the roof; the nonstructural category includes architectural systems, mechanical and electrical equipment, distribution systems, and building occupancy contents.

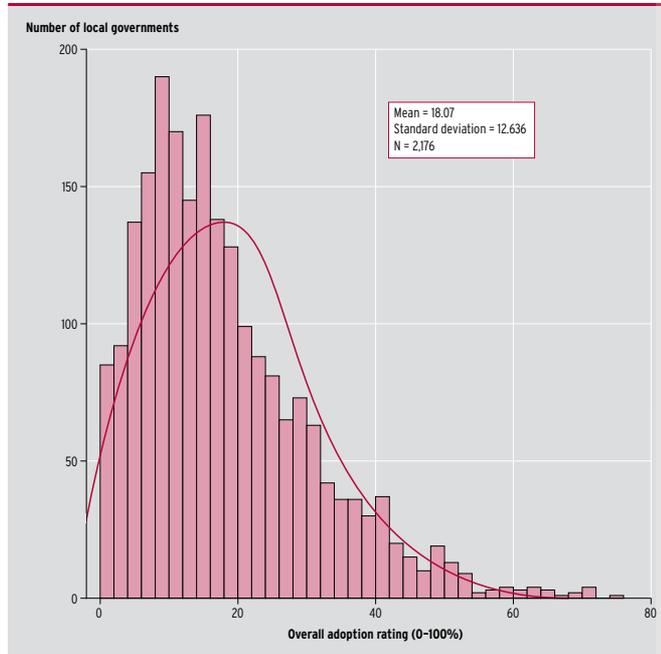
Source: Illustration by Beau Williams.

2012

Small- To Medium-Size Nonprofit Publishers

Technical Text

Figure 5-1 Local Governments Arranged by Level of Sustainability Action



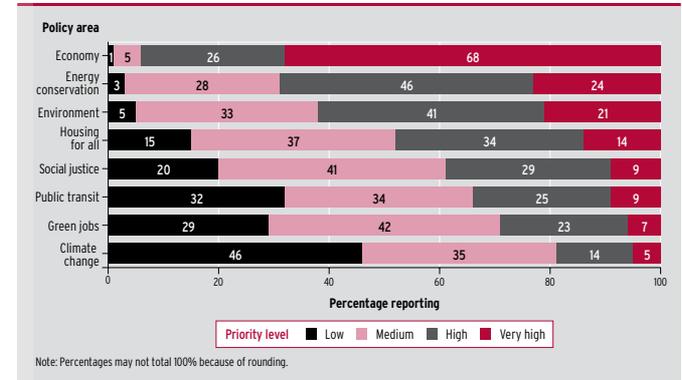
Counties provide more social services and have a higher social inclusion rating than cities. In addition, counties are more likely to be involved in land conservation and the use of development rights to promote sustainability goals, presumably because of their larger geographic size and amount of land devoted to forests and farming.

The overall responses in this survey demonstrate two opposing tendencies: most local governments are becoming active in sustainability; however, most governments are also involved at a relatively low level, and most of the possible sustainability actions are not being widely used.⁹ These themes will be developed throughout this article.

Sustainability and Policy Priorities

Communities differ in the level of priority they give to a number of policy issues. (The survey asked “To what extent are the following [issues] a priority in your jurisdiction?” Presumably, the responses indicate the views of officials who are interpreting the preferences of citizens.) As indicated in Figure 5-2, most local governments—almost 7 in 10—assign a very high priority to their economy, and most of the rest make it a high priority. Well over three-fifths also consider energy conservation and the environment to be high or very high priorities (70% and 62%, respectively). However, less than half consider housing for

Figure 5-2 Local Government Priority Levels for Policy Actions



all, social justice, public transit, or green jobs to be a high priority, and climate change is a high or very high priority for only one local government in five. Clearly, the early sustainability foci on stabilizing the economy and the environment, along with the newer emphasis on saving energy, are important concerns in most local governments. Social equity, the new interest in green jobs, and the contested issue of combating climate change are assigned less importance.

By and large, both the nature and the level of policy priorities are related to the extent of actions taken to advance sustainability. Placing a higher priority on the economy has only modest effect on sustainability action, as indicated in Figure 5-3 (see page 48). For all the other policy areas, an increasing priority leads to substantially higher overall adoption ratings. In particular, prioritizing green jobs and climate change are linked to substantially higher levels of activity. Although these are the least common high-priority areas, they have the strongest association with action.

When officials and citizens share a broad-ranging commitment to all aspects of sustainability, the conditions are favorable for extensive action. When the level of commitment in the community is lower, the government may back off trying to promote sustainability action, as Figure 5-3 indicates. An alternative approach, however, is suggested by City Manager Michael Willis, who moved from a high-commitment city in Australia to a low-commitment city in England:

I figured that before we could take the sustainability message out into the community, we needed to be able to assert our moral authority as an organization to offer such leadership in the first place, which could best be achieved by making ourselves more sustainable. That way, we could offer a positive example and not just empty proselytizing. We decided to work from the inside out, rather than the outside in....¹⁰

Limited community support may cause an initial focus on internal government operations (e.g., energy use in government buildings and purchasing practices) rather than on policy issues or community action, but it does not need to derail the government’s commitment to sustainability. In time, citizens may start following the example of the government.

Organizing Sustainability Action

For a local government to take effective action to promote sustainability, it is advantageous to pursue a broad strategy aimed at meeting stated goals rather than simply taking a number of disconnected specific actions with little attention to results.

Goals, Targets, and Citizens’ Committees

Beyond improved coordination, a commitment in the form of a resolution by the governing board stating policy goals and the adoption of a plan with specific

Globalization

Today, one of the most important underlying forces shaping trends across the board is globalization. For HR professionals, globalization also forms the backdrop to some of the most significant challenges and opportunities they face as they try to find and manage the best workers or deal with the impact of global competition on wages, work processes and the war for talent.

Globalization does not only represent the increased mobility of capital or goods; one of its most central characteristics is the movement of workers into different markets. The closer integration of world markets has a direct impact on this movement of skills and talent, and when one economy faces difficulties, other national economies increasingly feel the effects in both good and bad ways. For example,

countries benefit from the growth of middle-class consumers in emerging markets if they are able to sell them goods and services, but may weaken if a down economy causes such consumer markets to dry up. As some economies falter or political unrest intensifies, other countries may benefit from the influx of educated and high-skilled workers from these lands seeking opportunities abroad, but the negative repercussions of these failing economies on other nations' economic health also are likely to be considerable.

Throughout the years, HR professionals have been devoting more attention to global issues, and many HR professionals are truly global professionals in the scope of their work—work that may cross borders, cultures and markets. This calls upon HR practitioners to develop new competencies, primarily through developing cross-cultural understanding and a solid

foundation of knowledge in international employment legislation, labor law and economic trends.

Increased global competition for jobs, markets and talent

If the outcome of the opening of markets around the world could be summed up in one word, it might well be “competition.” As more players in the global marketplace are entering the field, the level of competition for resources, markets and the best possible pool of talent from which to build a workforce inevitably increases. The rise in emerging markets represents literally billions of new players on this field of global economic competition. These new economic powerhouses are showing that not only can they compete on the basis of lower labor costs, they also can lead the way in creating innovative new business models and dynamic and successful new multinational companies.

An example of this change is revealed in the most recent Bloomberg BusinessWeek ranking of the 50 most innovative companies in the world. In 2006 just five of the companies that made the list were located in Asia, but in 2010 that number had grown to 15, and for the first time since the rankings began in 2005, the majority of companies on the list were based outside of the United States. In fact, 11 of the companies ranked could be viewed as originating from an emerging economy; more than half of these companies were not even on the list in 2009 (see Table 13).³⁸

Economic growth of emerging markets such as India, China and Brazil

With emerging economies, especially India and China, growing and establishing themselves as dynamic and attractive countries to invest in, the number of multinational organizations with operations in emerging economies

Table 12 Top globalization trends

	Major strategic impact	Minor operational impact	No impact
Increased global competition for jobs, markets and talent	72%	22%	6%
Economic growth of emerging markets such as India, China and Brazil	63%	24%	13%
Greater need for cross-cultural understanding/savvy in business settings	61%	32%	7%
Increased expansion of U.S. companies into the global marketplace	59%	34%	7%
Growing importance of managing talent globally	58%	29%	13%
Increased global labor mobility	48%	44%	8%
Increased multiculturalism within organizations	45%	48%	7%
Increased use of virtual global teams	45%	40%	15%
Growth of the world's middle class consumers	43%	49%	8%
Need for increased security abroad for expatriates	42%	39%	19%
Stricter cross-border policies for global business practices	39%	45%	16%
Rapid turnover and skills shortages in key offshoring destinations such as India and China	31%	47%	22%
Increased economic, social and political power of women around the world	30%	59%	11%
Public backlash against globalization and power of multinational corporations	24%	52%	24%
Increased corporate leadership role in dealing with global problems such as poverty and disease	23%	53%	24%
Decline in the number of foreign students who stay and work in the United States	13%	57%	30%

Source: SHRM Workplace Forecast (SHRM, 2011)

Table 13 Highest-ranking innovative companies from emerging economies in 2010

2010 Ranking	2009 Ranking	Company	Headquarters Country	Headquarters Continent
7	27	LG Electronics	South Korea	Asia
8	NR	BYD	China	Asia
11	16	Samsung Electronics	South Korea	Asia
17	13	Tata Group	India	Asia
22	NR	Hyundai Motor	South Korea	Asia
28	NR	Haier Electronics	China	Asia
30	46	Lenovo	China	Asia
33	15	Reliance Industries	India	Asia
41	NR	Petrobras	Brazil	South America
44	NR	China Mobile	China	Asia
47	NR	HTC	Taiwan	Asia

Data: Analysis and data provided in collaboration with the Boston Consulting Group's innovation practice and BCG-ValueScience. Reuters and Standard & Poor's Compustat supplied financial data; Bloomberg provided total shareholder returns.

NR: Not ranked in 2009 survey.

Source: Bloomberg/BusinessWeek (2010, April), World's most innovative companies, 2010.

5 A 32-year-old Woman with Hypokalemia

Matthew L. Haldeman, MD and Thomas G. Oliver, MD

A 32-year-old Caucasian woman with a past history of hypertension and a benign breast neoplasm presented with 35-lb weight gain, increased abdominal girth, upper back fullness, hirsutism, easy bruisability, acne, and brown spotty skin. Vital signs: 160/100, HR-80s. On physical examination she was noted to have moon facies, a cervicodorsal fat pad, thick purplish abdominal striae, and macular hyperpigmentation of the neck and back. Laboratory studies demonstrated hypokalemia, low-normal ACTH and elevated urine free cortisol.

1. THE MOST LIKELY DIAGNOSIS IS:

- ACTH independent-macronodular adrenal hyperplasia
- Cushing's disease
- Carcinoid syndrome with ectopic ACTH
- Primary pigmented nodular adrenocortical disease
- Polycystic ovarian syndrome

2. YOUR NEXT STEP IN YOUR MANAGEMENT WOULD BE:

- Adrenal gland biopsy
- Chest computed tomography (CT)
- Bilateral inferior petrosal sinus sampling (BIPSS)
- Genetic testing for glucocorticoid-remediable aldosteronism
- CT/MRI adrenal glands

Further evaluation with CT revealed bilateral, asymmetric (L>R) adrenal enlargement. Positron emission tomography (PET)-CT showed F¹⁸-fluorodeoxyglucose uptake in bilateral adrenal glands (L>R) (Figures 5-1 and 5-2). Given the asymmetry of the adrenals on imaging, a laparoscopic

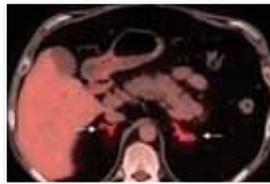


FIG. 5-1. F¹⁸-fluorodeoxyglucose avid adrenal glands, transverse section, adrenal glands at white arrows. Standardized Uptake Values (SUV): Liver:3.0 (range 2.75–3.4), left adrenal:4.45, right adrenal:3.54.

left adrenalectomy was performed. The pathologic description noted nodules present within both the cortex and medulla containing polygonal cells with abundant eosinophilic granular cytoplasm and brown pigment (Figure 5-3). The patient was able to provide the pathology report from her previous resection of a benign breast neoplasm which showed fibrous adenomas in a myxomatous stroma. Liddle's test, the measurement of corticosteroids after administration of low and high dose dexamethasone, failed to show suppression of 24-hour urinary free cortisol levels; instead, a paradoxical increase of urinary free cortisol (UFC) was observed after the high doses. Genetic testing revealed a mutation of the *PRKARIA* gene.

3. YOUR INTERPRETATION OF THE FINDINGS WOULD BE:

- Multiple endocrine neoplasia type I
- Carney complex
- ACTH-independent macronodular adrenal hyperplasia
- Adrenocortical carcinoma
- None of the above



FIG. 5-2. F¹⁸-fluorodeoxyglucose avid adrenal glands, coronal section, adrenal glands at white arrows. SUV: Liver:3.0 (range 2.75–3.4), left adrenal:4.45, right adrenal:3.54.

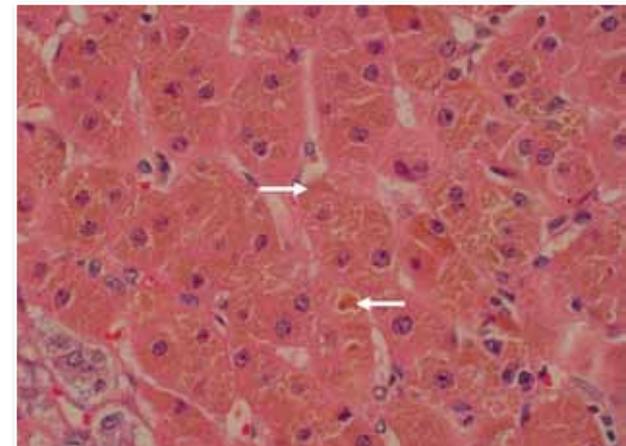


FIG. 5-3. Left adrenal gland; the white arrows point to pigmented areas of the nodular cells (lipofuscin granules). Magnification 40X.

Diagnosis

Primary Pigmented Nodular Adrenocortical Disease (PPNAD) in association with the Carney Complex (CNC).

Discussion

PPNAD, a rare cause of ACTH-independent Cushing's syndrome (CS), represents 1% of all causes of Cushing's syndrome (1). PPNAD usually presents by the third decade of life and roughly 84% of patients with PPNAD have the typical features of CS (2). Sarlis *et al.* described osteoporosis, stunted growth, precocious puberty, and hypokalemia as the more common features of CS secondary to PPNAD (3). Laboratory analysis will reveal a loss of the circadian rhythm of cortisol and an increase in 24-hour UFC. Furthermore, a paradoxical response to high dose dexamethasone is a hallmark of PPNAD (4). PPNAD is a well described clinical manifestation of the Carney Complex.

2012

Large Nonprofit Publishers
Small- To Medium-Size Nonprofit Publishers
Typographic Text



Donald Fairbairn

UNDERSTANDING LANGUAGE

A Guide for Beginning Students of
Greek & Latin

THE CATHOLIC UNIVERSITY OF AMERICA PRESS
Washington, D. C.

example) thought and speech as something different from action. Nevertheless, for most purposes it is sufficient simply to use these two categories. Either something is happening, or something is remaining in the state in which it already found itself. Either there is an action, or there is a state of being. Verbs that describe a state are sometimes called **stative verbs**. Verbs that describe an action are not automatically called active verbs, for reasons that I will make clear below.¹

In the case of a verb that describes an action, another fundamental question is whether the action involves an object or is complete in itself. If a verb takes an object, it is said to be a **transitive verb**, because the action “carries over” to that object. (The word “transitive” comes from the Latin for “carry over.”) If the action does not involve an object, the verb is said to be an **intransitive verb**. Some verbs, such as “to find,” must always be transitive, because one has to have something to find, or the sentence does not make any sense. Other verbs, such as “to fare,” must always be intransitive, since one cannot ask “to fare what?”; one can only ask whether a person is faring well or badly. Many verbs can be one or the other. For example, “to run” or “to swim” can be either transitive (“I am running a race” or “you are swimming laps”) or intransitive (“I am going swimming today” or “she runs every day”).

Who Is Doing the Action?

Another fundamental question is how the action or state is related to the subject of the sentence. If the verb is stative, then the subject of the sentence must be the one who is in that state. For example, if the “event” is being a teacher, then one can say, “I am a teacher,” thus indicating that the subject (“I”) is the one who is in that state. In contrast, if the verb describes an action, then in many cases the subject of the sentence can be either the one doing the action or the one receiving the action. For instance, instead of the stative event of being a teacher, consider the action of teaching. One can say, “I am teaching” or “the students are being taught.” In the first case, the subject (“I”) is performing the action. In the second case, the subject (“the students”) is receiving the action. In the first case, the subject (“I”) is performing the action. In the second case, the action is being performed on the subject (“the students”). They are receiving the action.

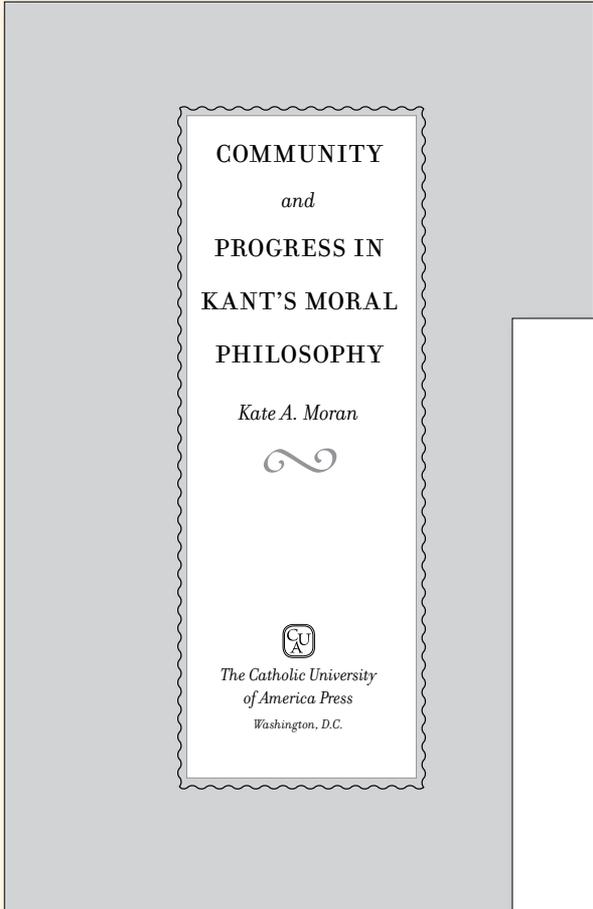
Grammatically, the question of whether the subject performs or receives the verb’s action is called **voice**. You can remember this term by thinking of “voicing” an action as a synonym for “expressing” that action. How can we “voice” an action? How can we talk about it? We can voice the same action by saying either “I am teaching the students” or “the students are being taught by me.” When the subject of the sentence performs the action indicated by the verb (or, for that matter, in the case of any stative verb where the subject is in that state), the verb is said to be in the **active voice**, and when the subject receives the action, the verb is said to be in the **passive voice**. Thus, a verb is not active just because it describes an action. If it describes an action, it can “voice” that action either actively or passively.

There is another possibility that I have not yet mentioned. If a verb describes an action, it is possible that the subject is performing the action on itself. For example, I could say, “I am teaching myself Greek.” From our discussion of pronouns in the previous chapter, you can recognize “myself” as a reflexive pronoun, and you may want to say that this is “reflexive voice.” In fact, there is no such grammatical category, although there certainly could be, since there is nothing sacrosanct about grammatical terminology. Even though there is no such term as “reflexive voice,” the idea of the sentence above is clearly a reflexive one, and a language needs to be able to express such a reflexive idea. Latin and English express this reflexive idea the same way, by using a verb in the active voice (“am teaching”) with a reflexive pronoun (“myself”). Greek can do this as well, since it has a reflexive pronoun, and obviously it has an active voice. Normally, however, Greek does not express the reflexive idea this way. Instead, it has another set of verb forms to use for reflexive action,²

2. Hebrew also possesses distinct verb forms for expressing reflexive action, and these are called Hithpael forms. One does not normally speak of active and passive voice in connection with Hebrew verbs, but if one were to do so, the Qal, Piel, and Hiphil forms would be considered active, the Niphal, Paal, and Hophal forms would be considered passive, and the Hithpael would be considered middle or reflexive.

Catholic University of America Press
Community and Progress in Kant's Moral Philosophy

2nd Place



MORAL ACTION AND MORAL DEVELOPMENT

dividual moral choices—these habits of thought and character traits take on added importance. Indeed, from the perspective of enabling the progress of a moral community, we can even begin to see how aiding in the development of these habits and character traits becomes a duty in its own right.

To this end, this chapter will first review some of Kant's basic claims about individual moral decision making and motivation. We will see in the course of that discussion that a relatively strong conclusion about moral responsibility becomes readily apparent on this account. Specifically, any Kantian agent with some basic capacities for reason should be able to reason morally and be motivated to act from duty. In other words, the fact that a particular agent did not have access to the institutions described in the remainder of this book will serve as no excuse for moral wrongdoing—though of course, we might have a certain degree of sympathy for that agent and the difficulties that her circumstances present. This presents a version of the problem presented at the outset of this chapter—how can we say that certain social institutions are important or even necessary when moral action is ultimately “up to the agent”?

The next section of this chapter begins to answer this worry by changing the focus of Kantian agency from a focus on individual choices to a focus on the kinds of character traits and habits of thought that an agent acquires over the course of a lifetime. Seen from this perspective, the institutions and relationships described in the remaining chapters of this book take on an added importance. Moral education, friendship, and participation in a republican government are all activities that develop these character traits and modes of thought, making it more likely that agents will act from duty. Of course, the critic would still be right to wonder if this fact makes these institutions any more important or necessary; the simple fact that an activity will make a person more likely to act from duty does

MORAL ACTION AND MORAL DEVELOPMENT

not seem to change the ultimate picture of responsibility presented above. The response to that criticism is presented at the end of the chapter. Specifically, we ought to keep in mind that, with his theory of the highest good, Kant has added to his system a nontrivial duty to pursue a kind of ethical community. Given the fact that we have this obligation, I argue, we also have an obligation to pursue and promote the kinds of institutions and relationships that make progress toward this goal more likely. We have, in Kantian terms, an indirect duty to pursue the institutions and relationships described in the remainder of this book.

*Isolated Decision Making and Motivation:
The Classic Account*

Perhaps one of the most well known facts about Kant's moral theory is that Kant thinks of moral decision making and judgment as a personal practice based in the agent's capacity for pure practical reason. Kant insists that the moral law is derived from pure reason, and not from sentiment, reference to God's arbitrary will, or reference to the norms of one's society. So, for example, in the *Groundwork*, Kant sketches a four-fold distinction among “possible principles of morality.”¹ The first two “possible principles” that Kant rejects are those derived from empirical principles. These can be based on either physical feeling or moral feeling. With the former, Kant has something like psychological hedonism in mind: an agent whose principle of morality is based in his own physical feeling will be motivated to act for the sake of his own satisfaction and pleasure. With the latter, Kant has in mind moral sense theories that have as their basis of moral judgment a feeling of disinterested approval for virtuous actions. Kant explicitly

* 100 *

* 101 *

1. Immanuel Kant, *Groundwork for the Metaphysics of Morals*, Ak 4:441.



45 minutes

Part 1

Procedures

Extension Activity 1

Work with the art teacher to turn their stepping stone creations into real stepping-stones that can be placed around the school.

Extension Activity 2

Have students develop a peacebuilder's pledge. In small groups, they develop a pledge of what actions and attitudes they pledge to uphold to actively promote peacebuilding in the world (these could be partially taken from the stepping-stones). Put the pledges up on the wall and have students work as a whole class to consolidate their pledges into one pledge statement. Have students raise their hand if they agree to all aspects of the pledge. Negotiate changes as necessary until everyone agrees. Write the pledge on large poster board and have all the students sign it. Place the pledge in a visible place in the classroom to see throughout the year. Emphasize that the class is now a community of peacebuilders, and that from here on, they all pledge to support each other in building peace.



30 minutes

Part 2

Procedures

I. Independent Practice Continued (20 minutes)

Students continue to work on their stepping-stones.

II. Closure (10 minutes)

1. Lay out stepping-stones on the floor in a pathway.
2. Have students walk alongside them to see all of the stepping-stone.
3. Close by having each student share one word to describe how they now that they have completed several lessons on conflict management peacebuilding.

APPENDIX

A. Participation Rubric

Standards	Does Not Meet Objective	Partially Meets Objective	Meets Objective	Exceeds Expectations
	<ul style="list-style-type: none"> • Student seldom takes an active role in his/her own learning. • He/she rarely participates and asks questions infrequently. • Student hesitates to share ideas or to take risks, and may not always listen to or respect the opinions of others. • Student usually participates only when called upon. • As a result of assignments being incomplete or missing, student may not be prepared to answer thoughtfully with detail or substance. • Student needs regular reminders to stay on task, and a meeting with the teacher and parent(s) may be required to reestablish the expectations for participation. 	<ul style="list-style-type: none"> • Student sometimes takes an active role in his/her learning, sharing relevant ideas, and asking appropriate questions. • Although reluctant to take risks, student contributes regularly to class discussions. • Student listens to his/her classmates and respects their opinions. • As a result of having completed assignments, the student is prepared to answer questions when called upon. • The student may need occasional reminders to stay on task, to make the most of class time, and to increase his/her level of commitment to the course. 	<ul style="list-style-type: none"> • Student consistently takes an active role in own learning. • Student participates regularly in class discussions and frequently volunteers his/her ideas, asks thoughtful questions, and defends opinions. • Student listens respectfully to classmates and is willing to share ideas as a result of having completed assignments. • Though never causing disruption to the class, this student does not always demonstrate a consistent commitment to make the most out of our class time each and every day. 	<ul style="list-style-type: none"> • Student always takes a voluntary, thoughtful, and active role in his/her learning, challenging himself/herself on a daily basis. • Through participation and inquiry, student consistently demonstrates a genuine desire to learn and share ideas with classmates and teacher. He/she initiates discussions, asks significant questions, paraphrases others' comments when making his/her own, and acts as a leader within the group. • Student is willing to take risks, assert an opinion and support it, and listen actively to others. • Student is always well prepared to contribute to the class as a result of having thoughtfully completed assignments, and the thoroughness of his/her work demonstrates the high regard he/she holds for learning.
Points	1	2	3	4
Grade Equivalent	D	C	B	A

2012

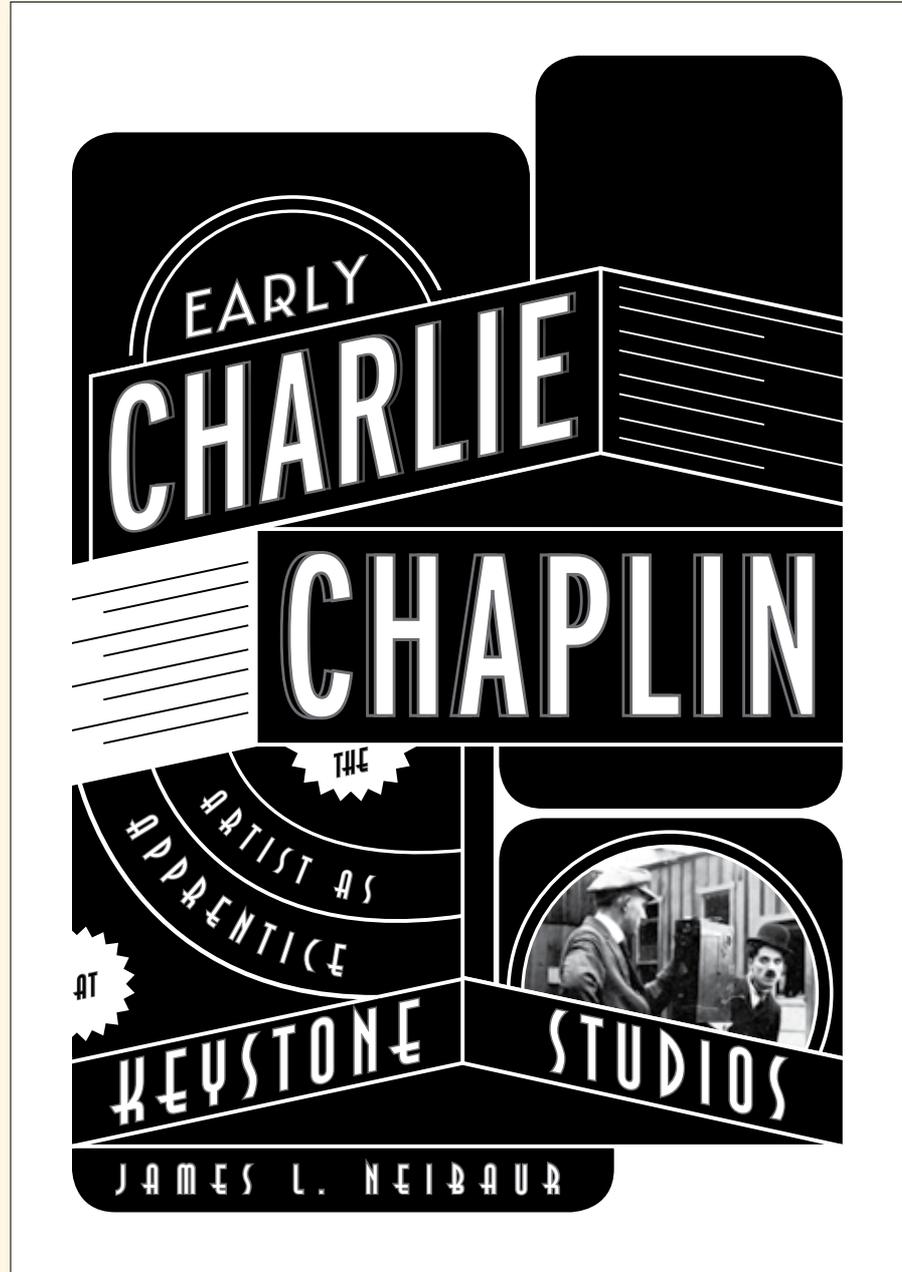
Commercial Publishers

Typographic Cover

Scarecrow Press

Early Charlie Chaplin: The Artist as Apprentice

Honorable Mention



2012

Large Nonprofit Publishers

Typographic Cover

Catholic University of America Press

The Ethics of Organ Transplantation

1st Place

*Primum Non Nocere — A Contrarian Ethic? Controversies surrounding
Brain Death Ontological Status of Whole-Brain-Dead Individuals Con-
sciousness and Aesthetics in Decisions concerning Organ Donation Using
Anencephalic Neonates Organ Donation following Cardiac Death: Conflicts
of Interest, Ante Mortem Interventions, and Determinations of Death
Ethical Concerns with Rapid Organ Recovery Ambulances Allow the
Dying to Donate: Replace the Dead Donor Rule A Catholic View on the Dead
Donor Rule Killing and Letting Die Organ Donation and the Beatific
Vision: Thomist Moral Theology Confronts the Tide of Relativism The Mean-
ing of Gift in Organ Transplantation Ethics of Contact with China on Trans-
plants Gestational Surrogacy and Live Organ Donation: A Contrast
Organ Transplants: A Study on Bioethics and the Ordinary Magisterium*

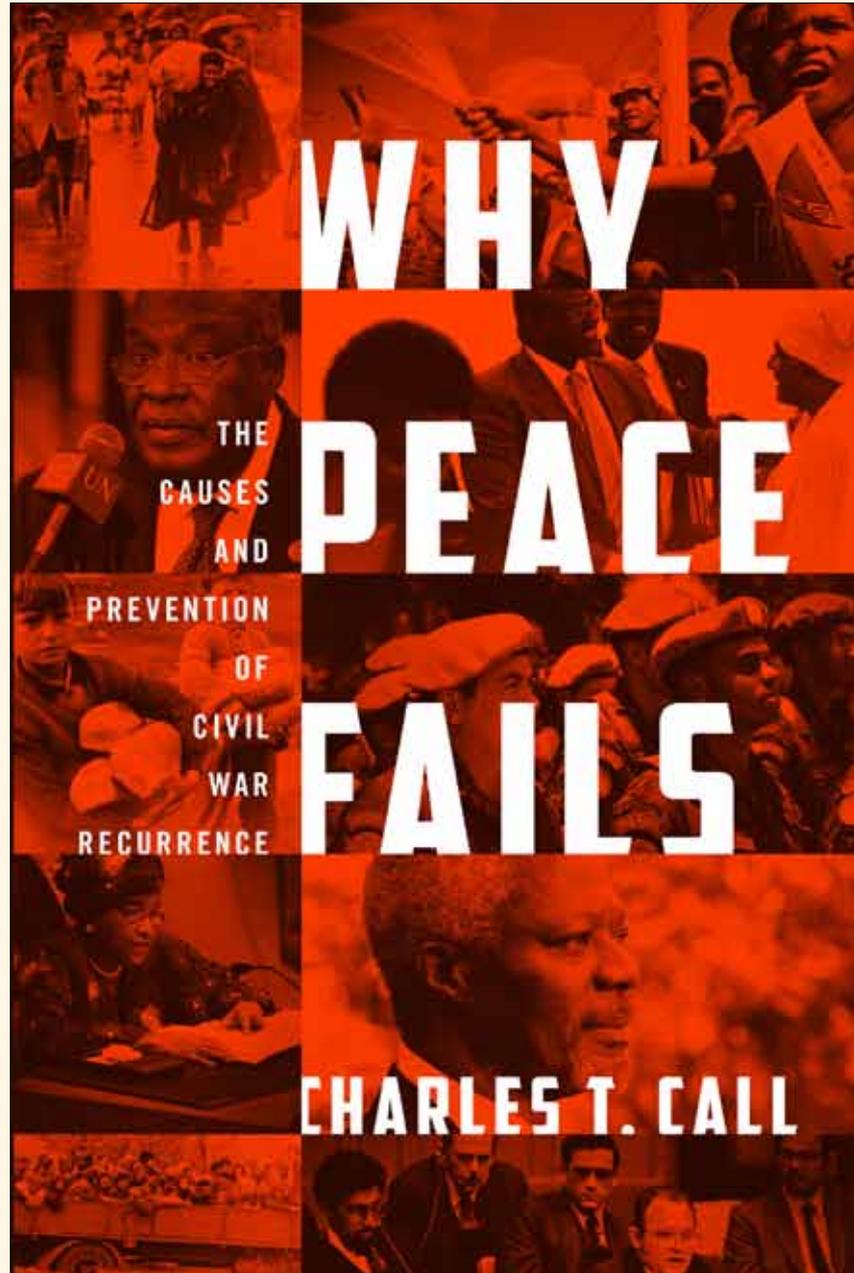
The Ethics of Organ Transplantation

Edited by Steven J. Jensen

Georgetown University Press

Why Peace Fails: The Causes and Prevention of Civil War Recurrence

2nd Place





2012

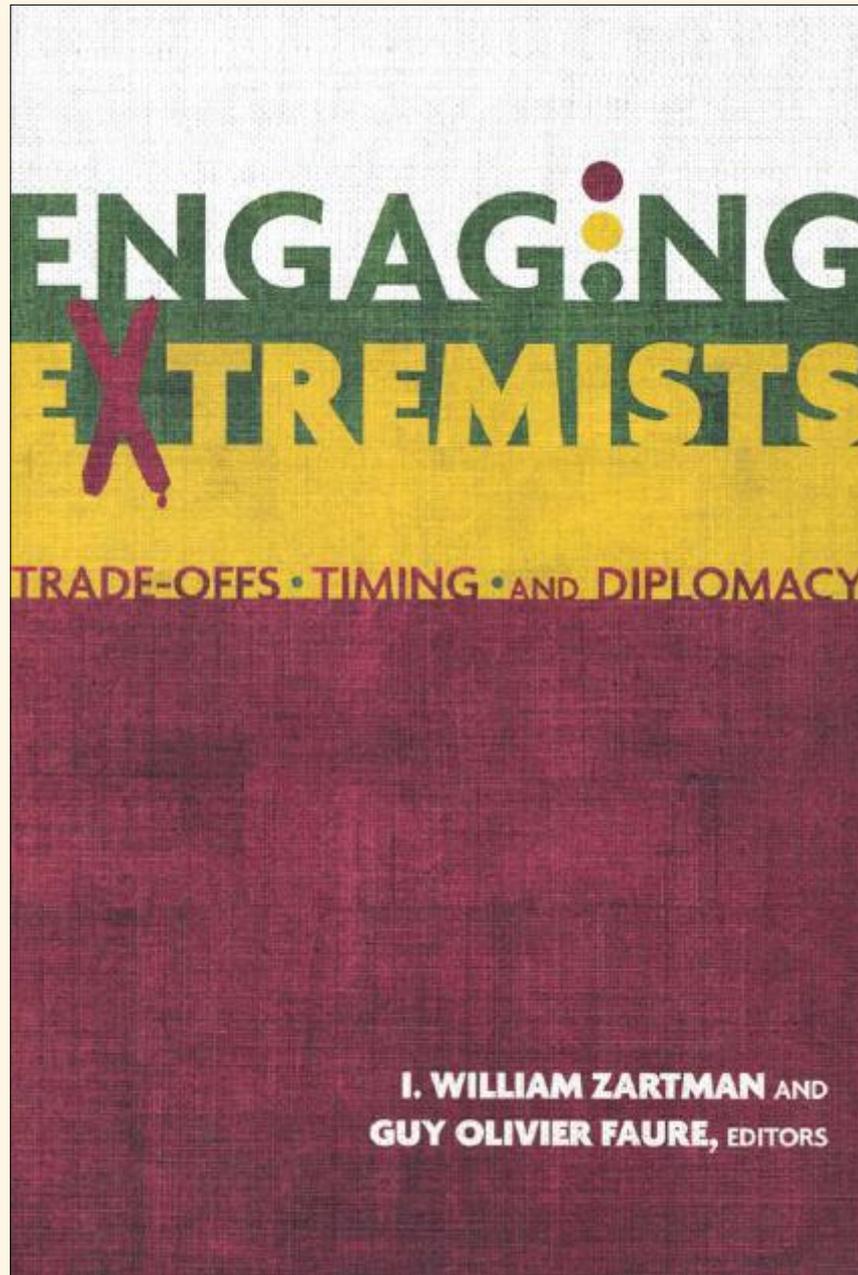
Small- To Medium-Size Nonprofit Publishers

Typographic Cover

United States Institute of Peace

Engaging Extremists: Tradeoffs, Timing and Diplomacy

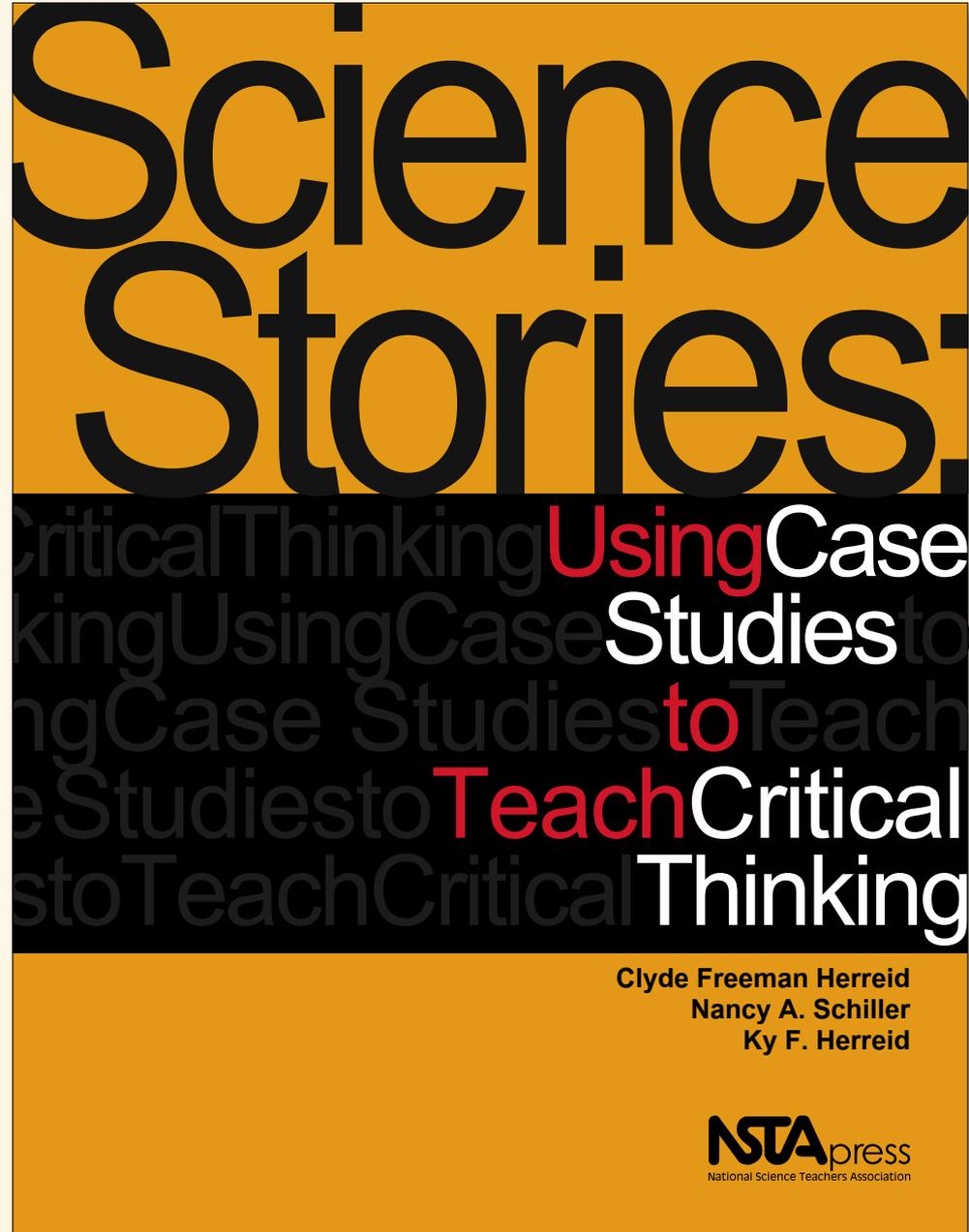
1st Place



National Science Teachers Association

Science Stories: Using Case Studies to Teach Critical Thinking

2nd Place



2012

Commercial Publishers

Illustrated Cover

Rowman & Littlefield

Wine Wars

1st Place

The **Curse** of the Blue Nun,
the **Miracle** of Two Buck Chuck,
and the **Revenge** of the Terroirists

wine wars

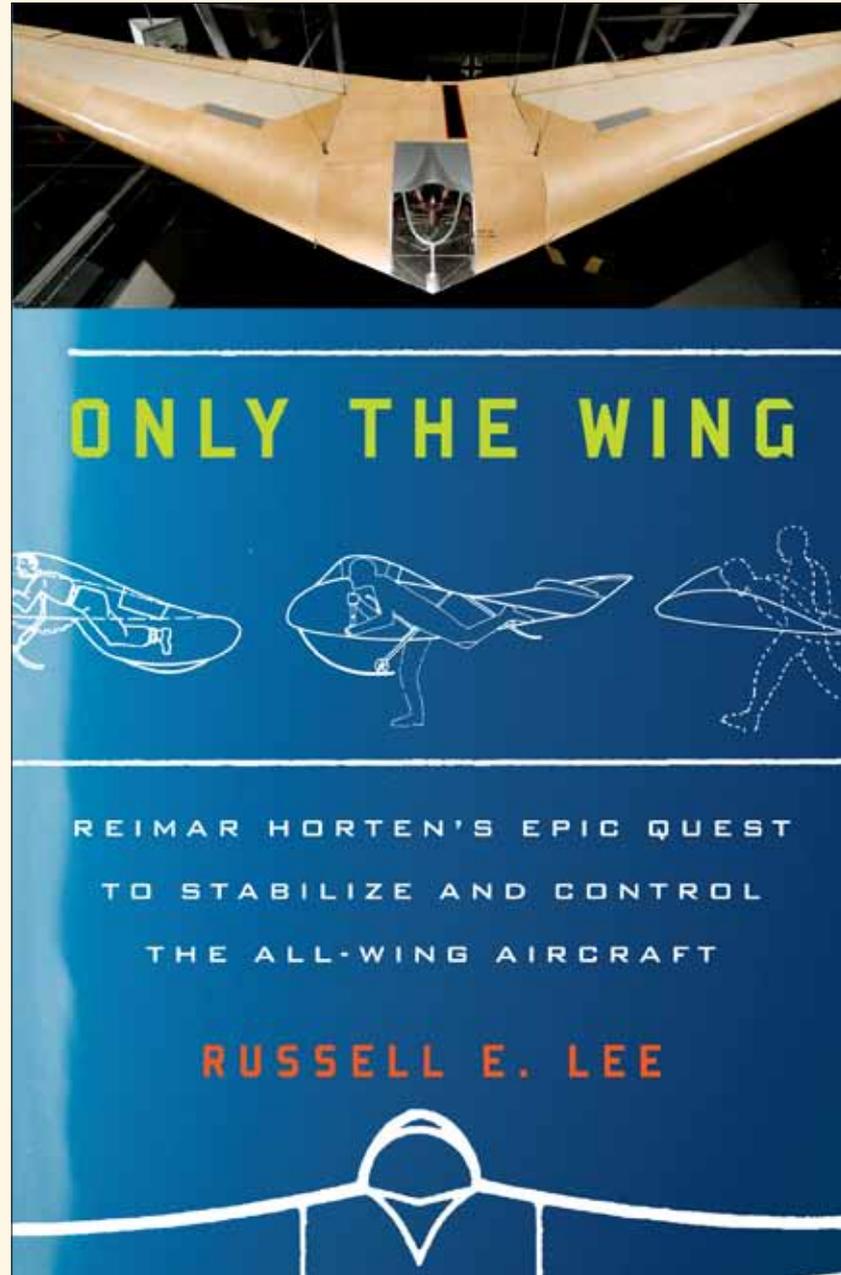
Mike Veseth



Smithsonian Institute Scholarly Press/ Rowman & Littlefield

Only the Wing

2nd Place



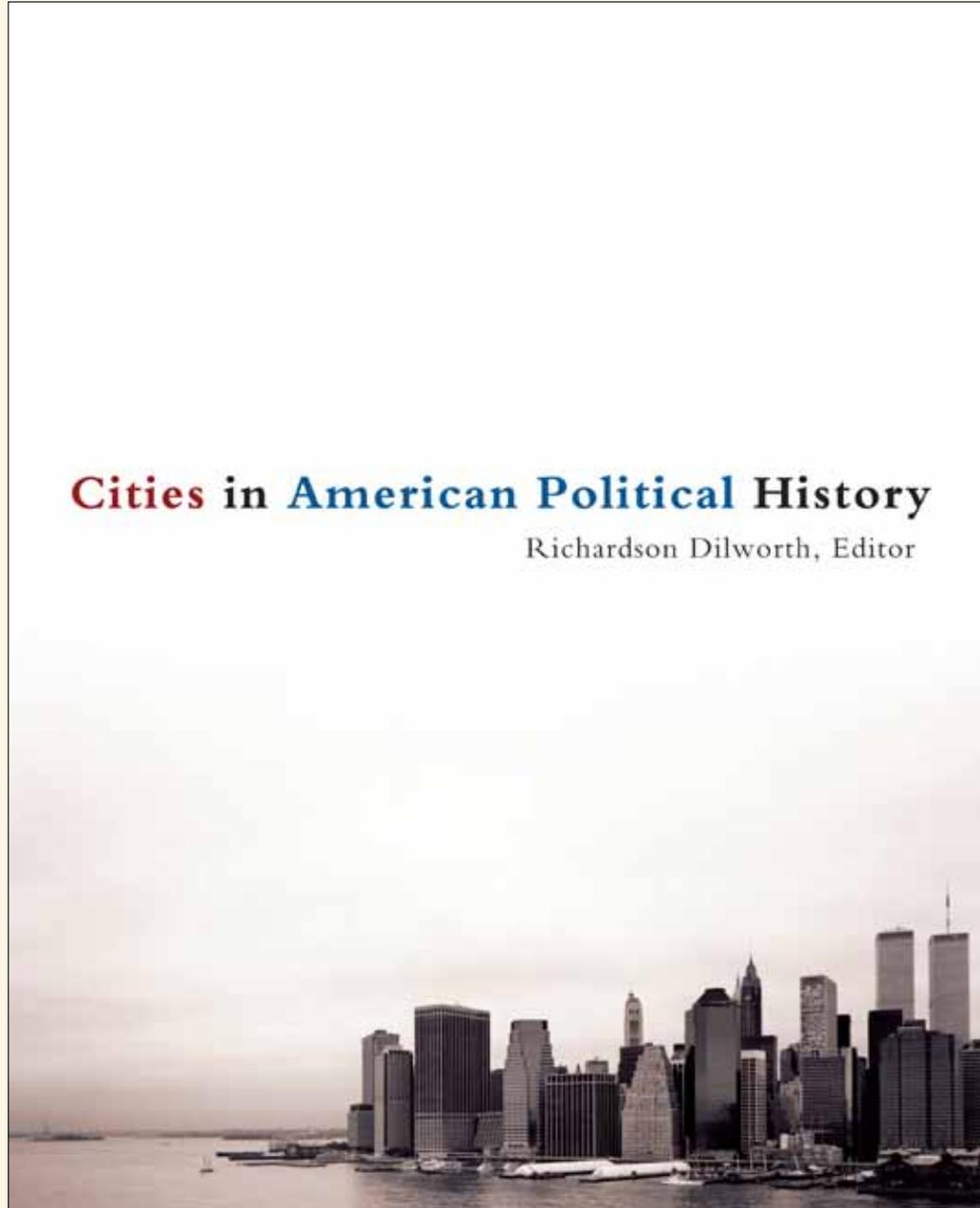
CQ Press—SAGE

Cities in American Political History

Honorable Mention

Cities in American Political History

Richardson Dilworth, Editor



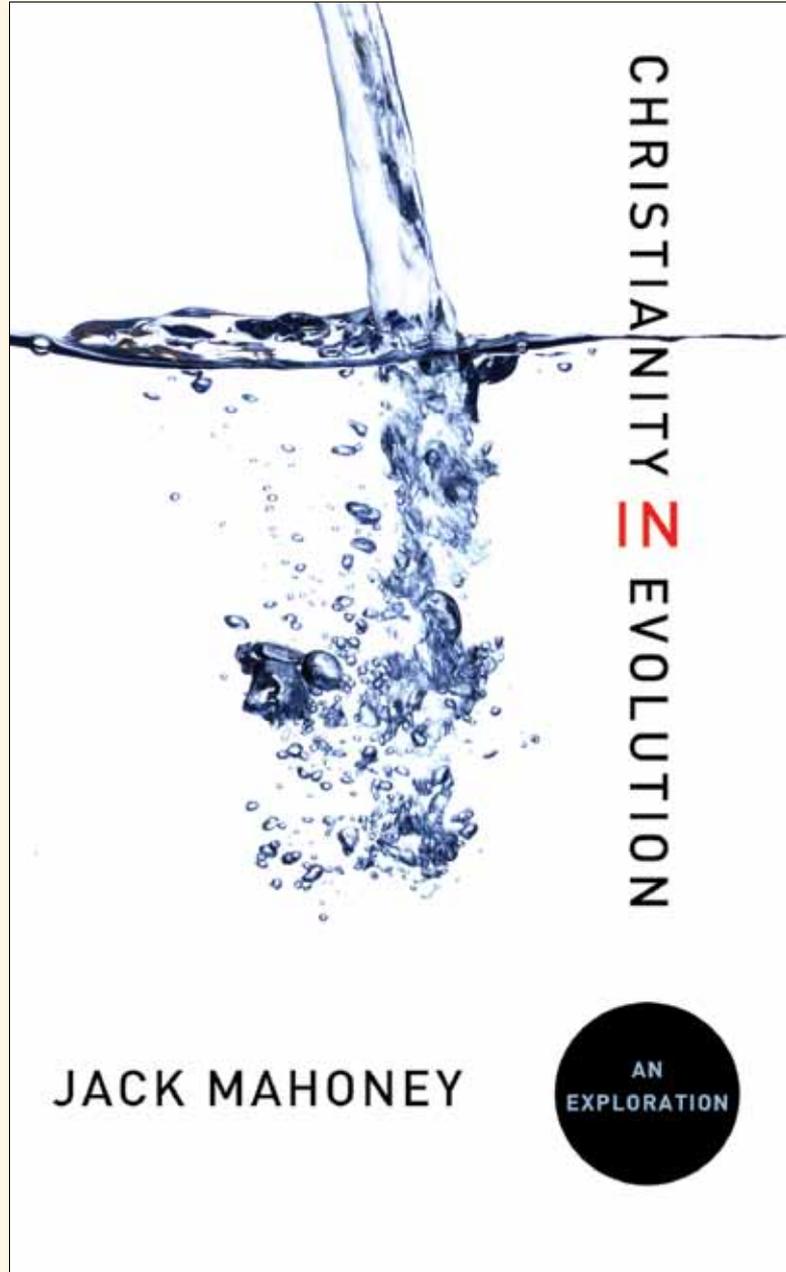
2012

Large Nonprofit Publishers
Illustrated Cover

Georgetown University Press

Christianity in Evolution

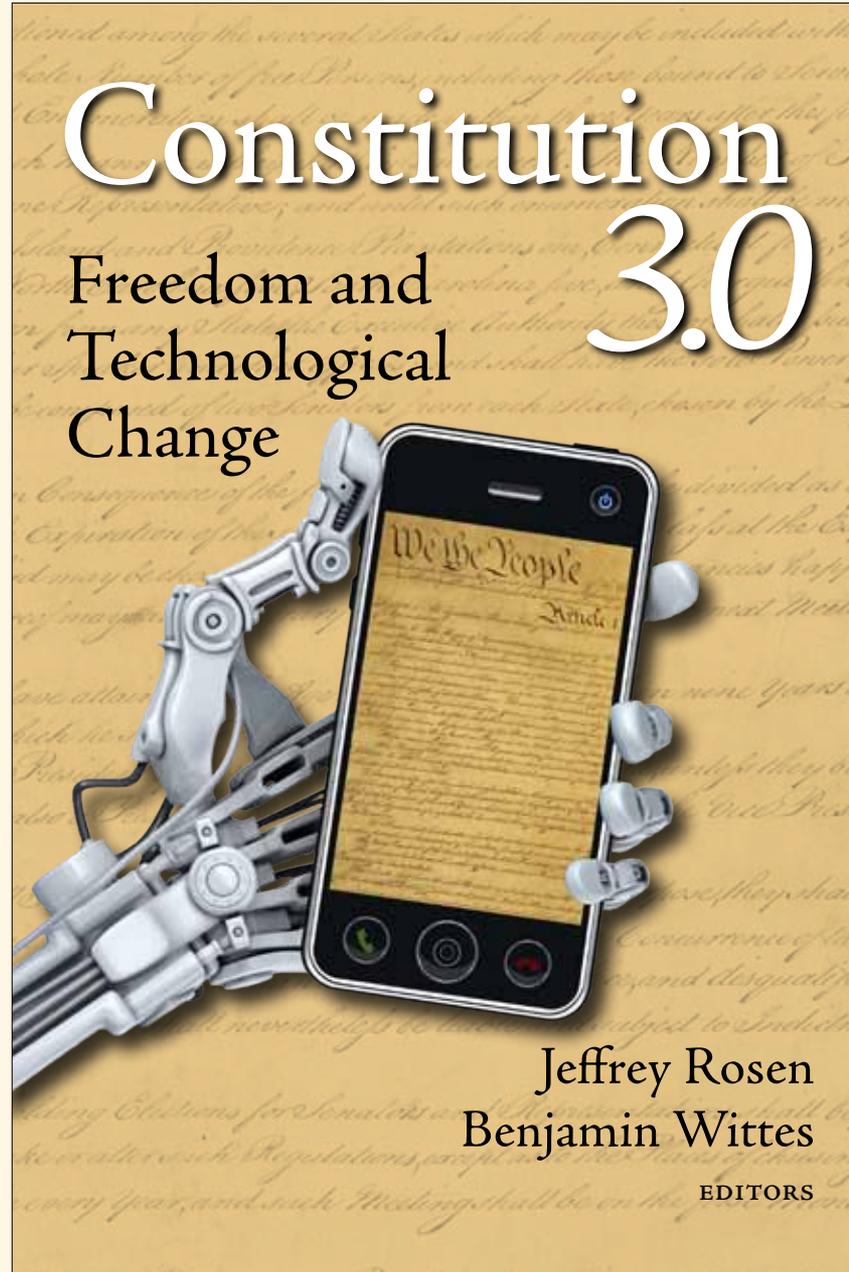
1st Place



Brookings Institution Press

Constitution 3.0: Freedom and Technological Change

2nd Place



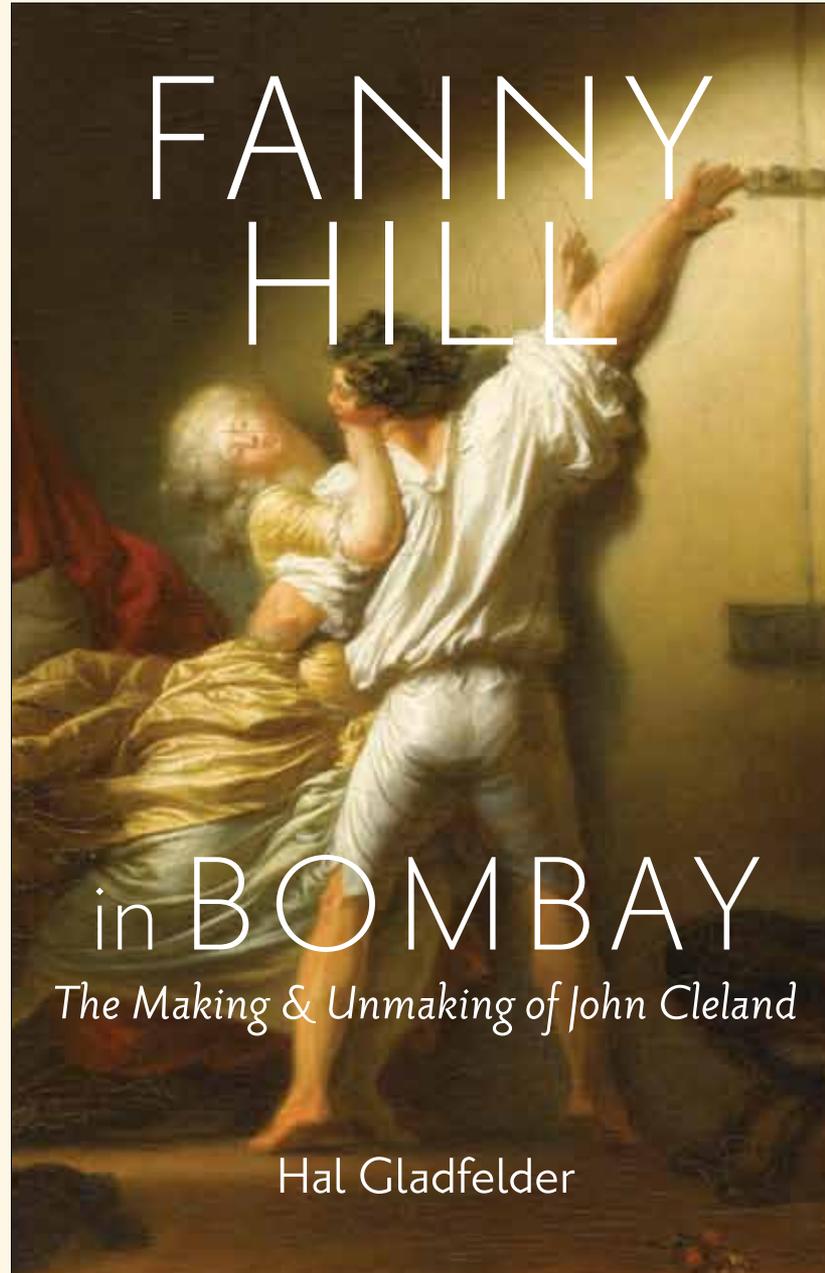
Constitution Freedom and Technological Change 3.0

Jeffrey Rosen
Benjamin Wittes
EDITORS

Johns Hopkins University Press

Fanny Hill in Bombay

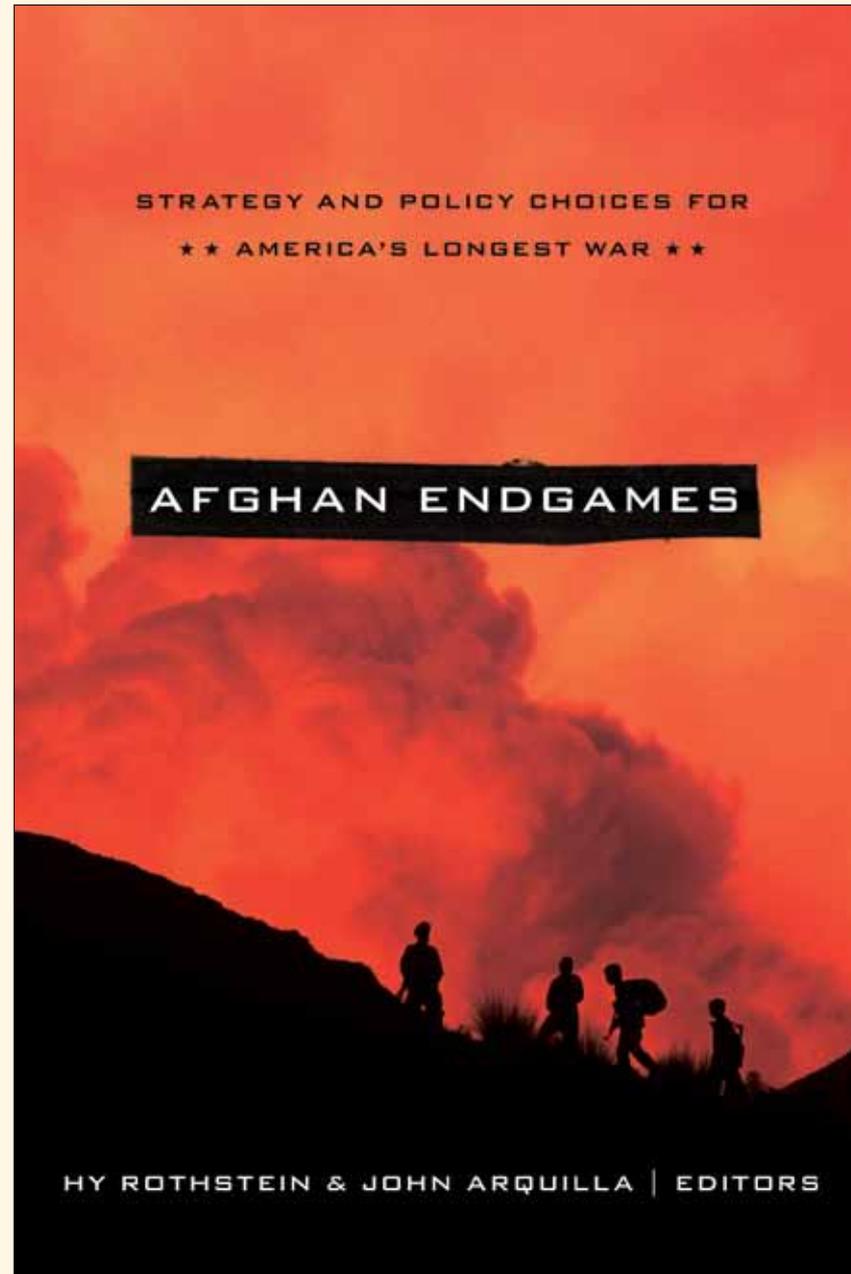
3rd Place



Georgetown University Press

Afghan Endgames: Strategy and Policy Choices for America's Longest War

Honorable Mention



2012

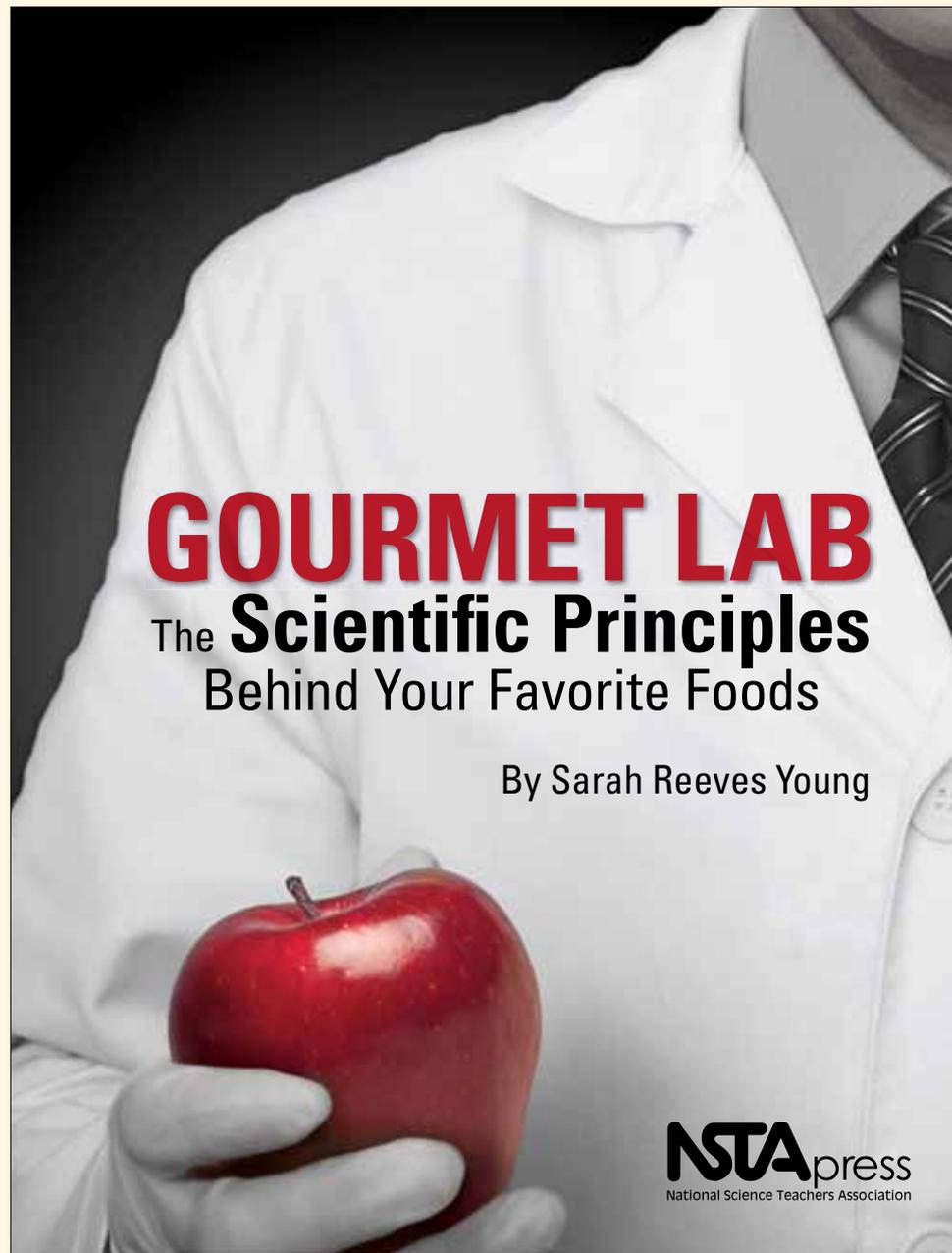
Small- To Medium-Size Nonprofit Publishers

Illustrated Cover

National Science Teachers Association

Gourmet Lab

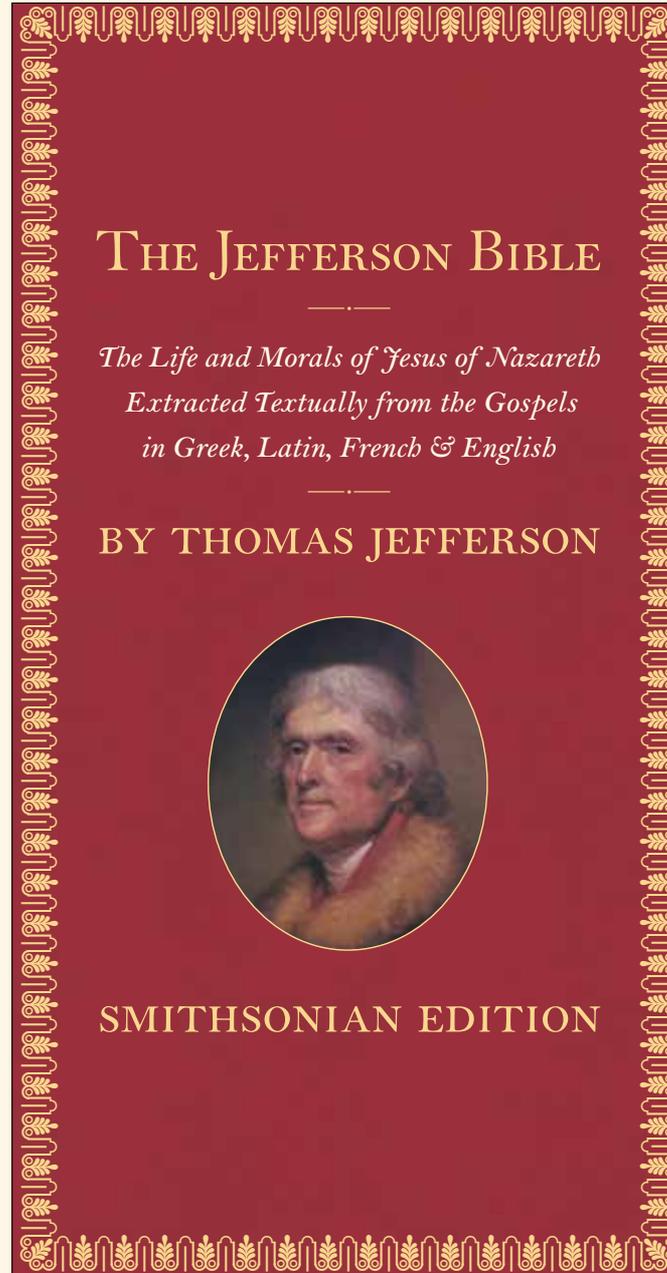
1st Place



Smithsonian Books

The Jefferson Bible: The Life and Morals of Jesus of Nazareth

2nd Place



Smithsonian Institution National Museum of African Art

Artists in Dialogue 2

3rd Place

Artists in Dialogue 2



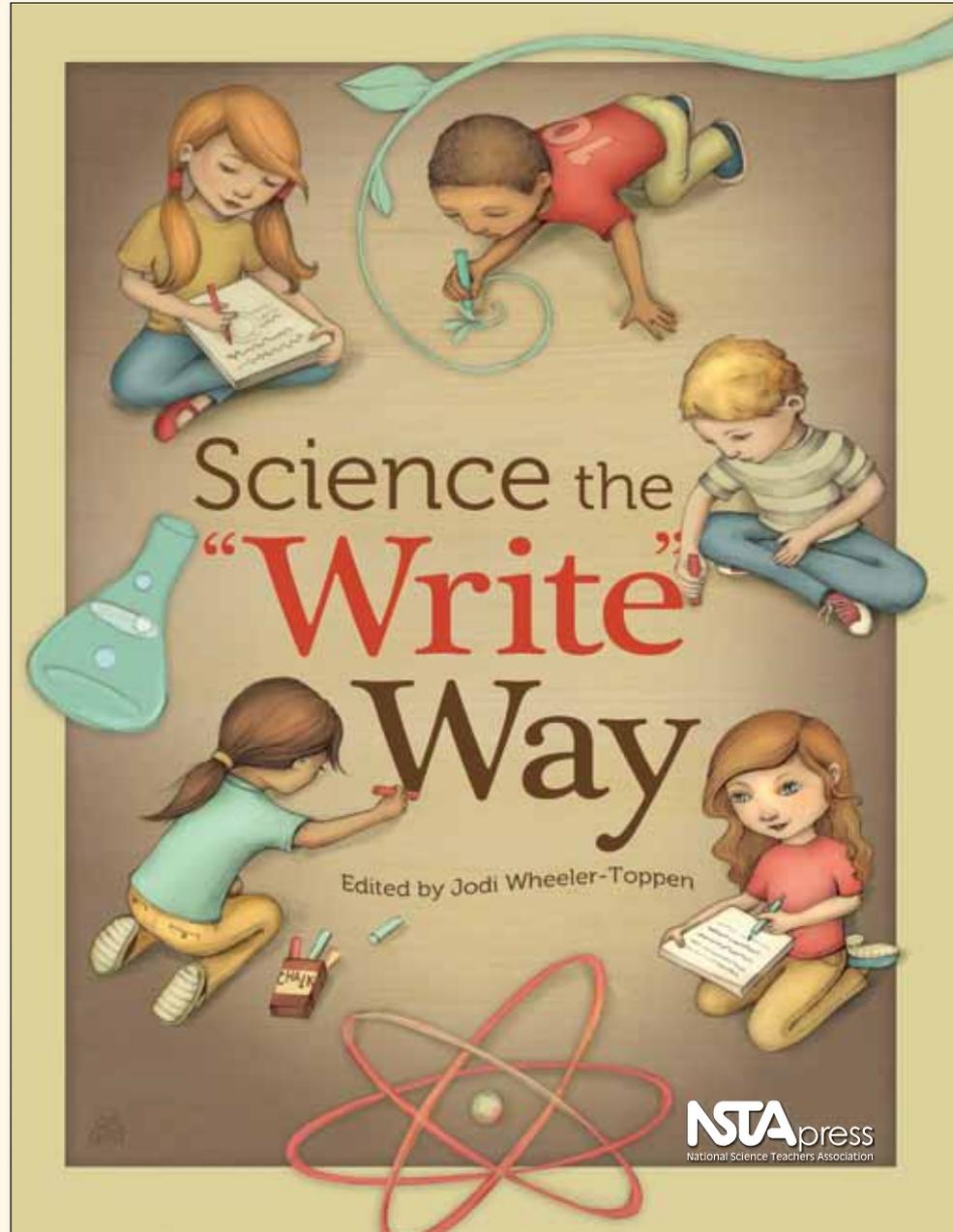
Sandile Zulu
Henrique Oliveira



National Science Teachers Association

Science the Write Way

Honorable Mention



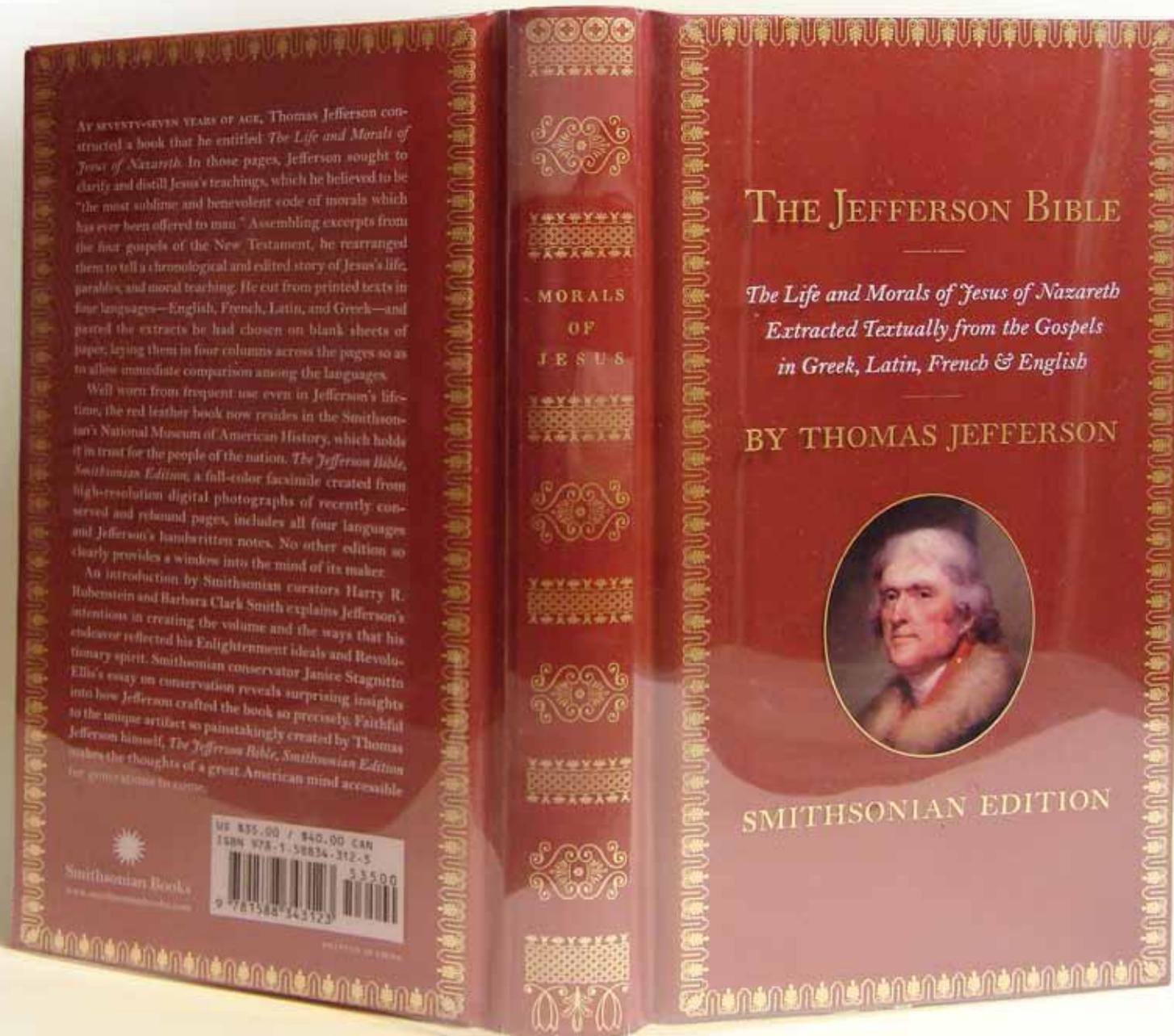
2012

Washington Book Publishers
Best of Show

Smithsonian Books

The Jefferson Bible: The Life and Morals of Jesus of Nazareth

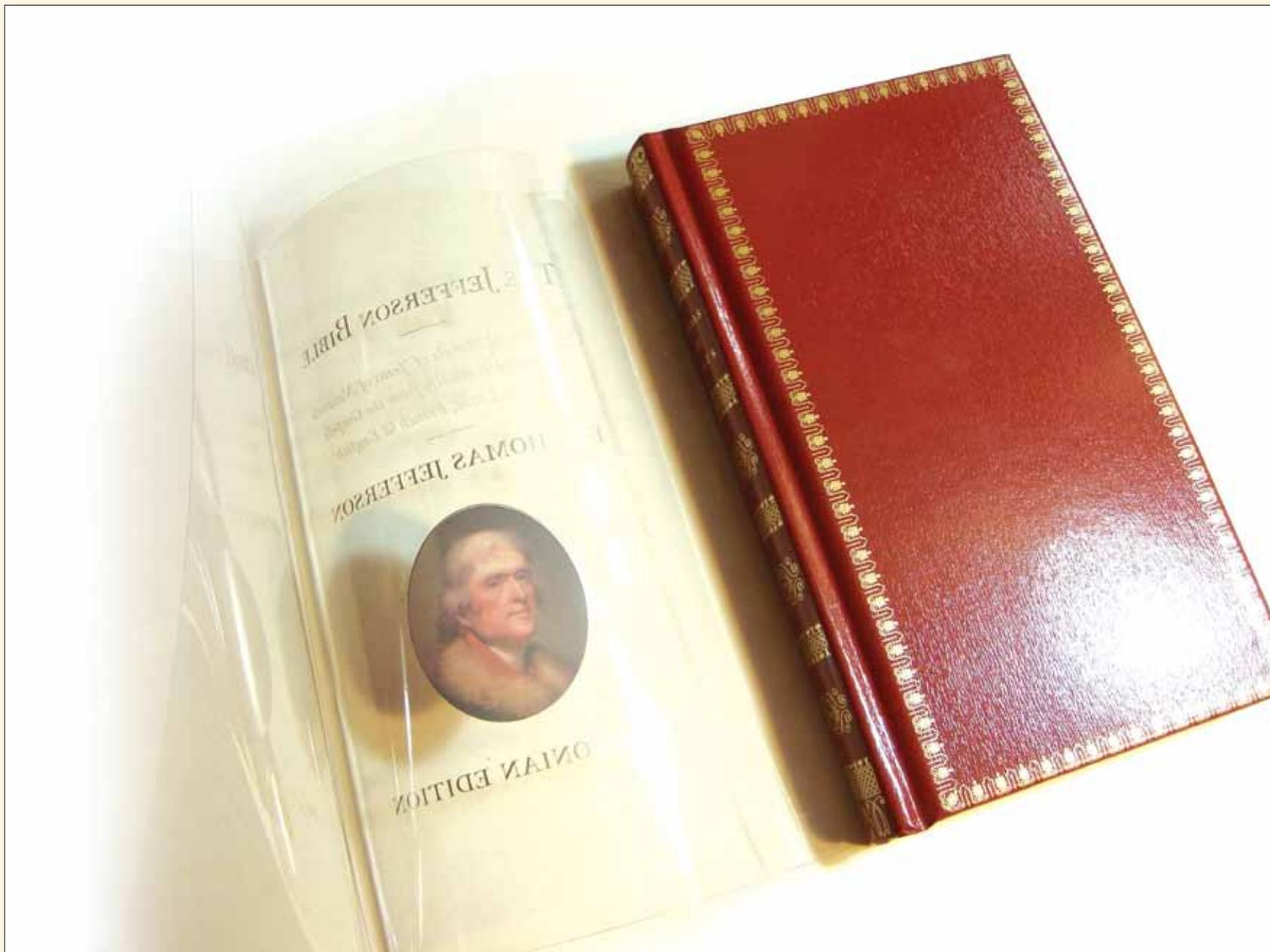
Best of Show



Smithsonian Books

The Jefferson Bible: The Life and Morals of Jesus of Nazareth

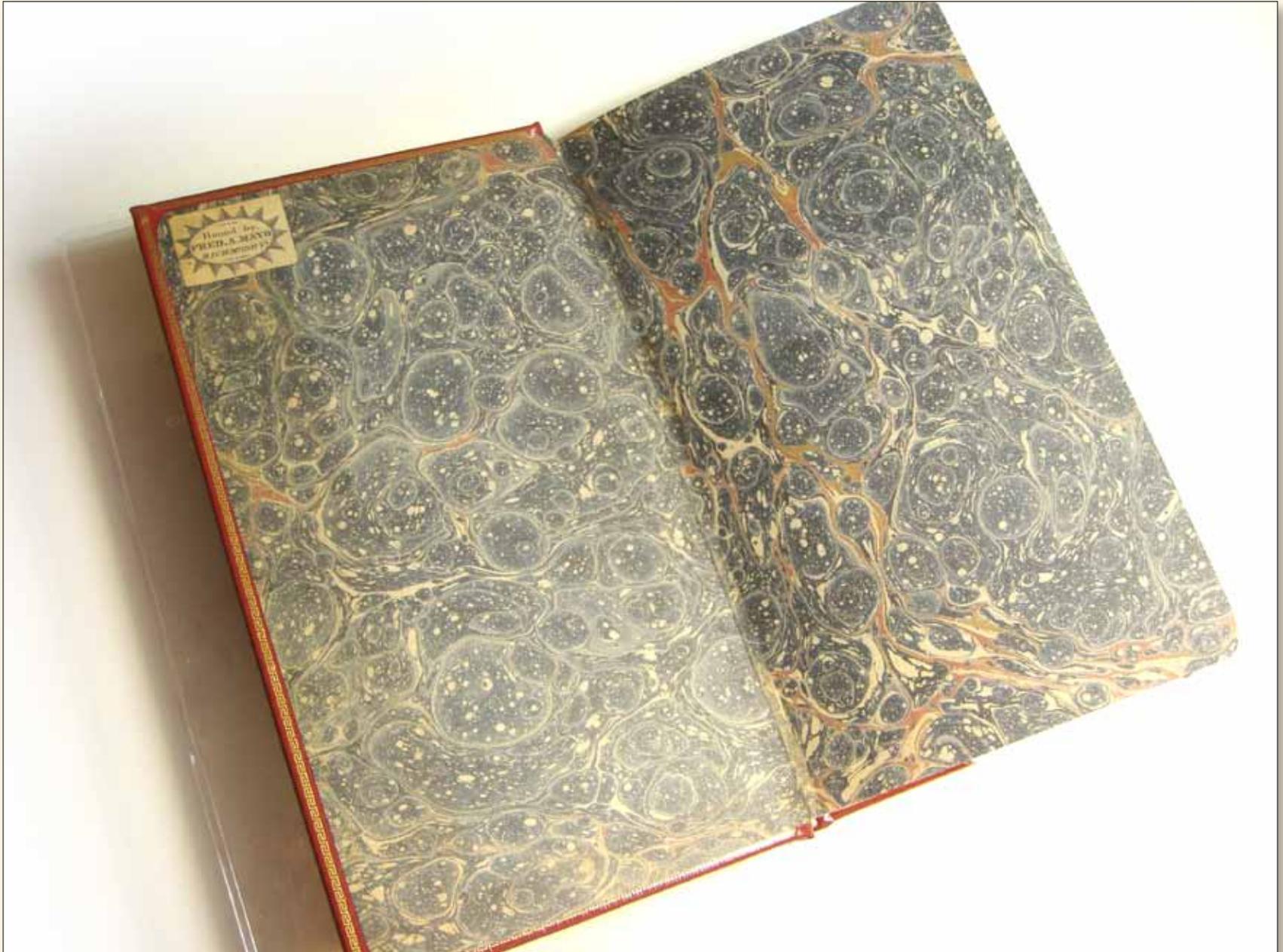
Best of Show



Smithsonian Books

The Jefferson Bible: The Life and Morals of Jesus of Nazareth

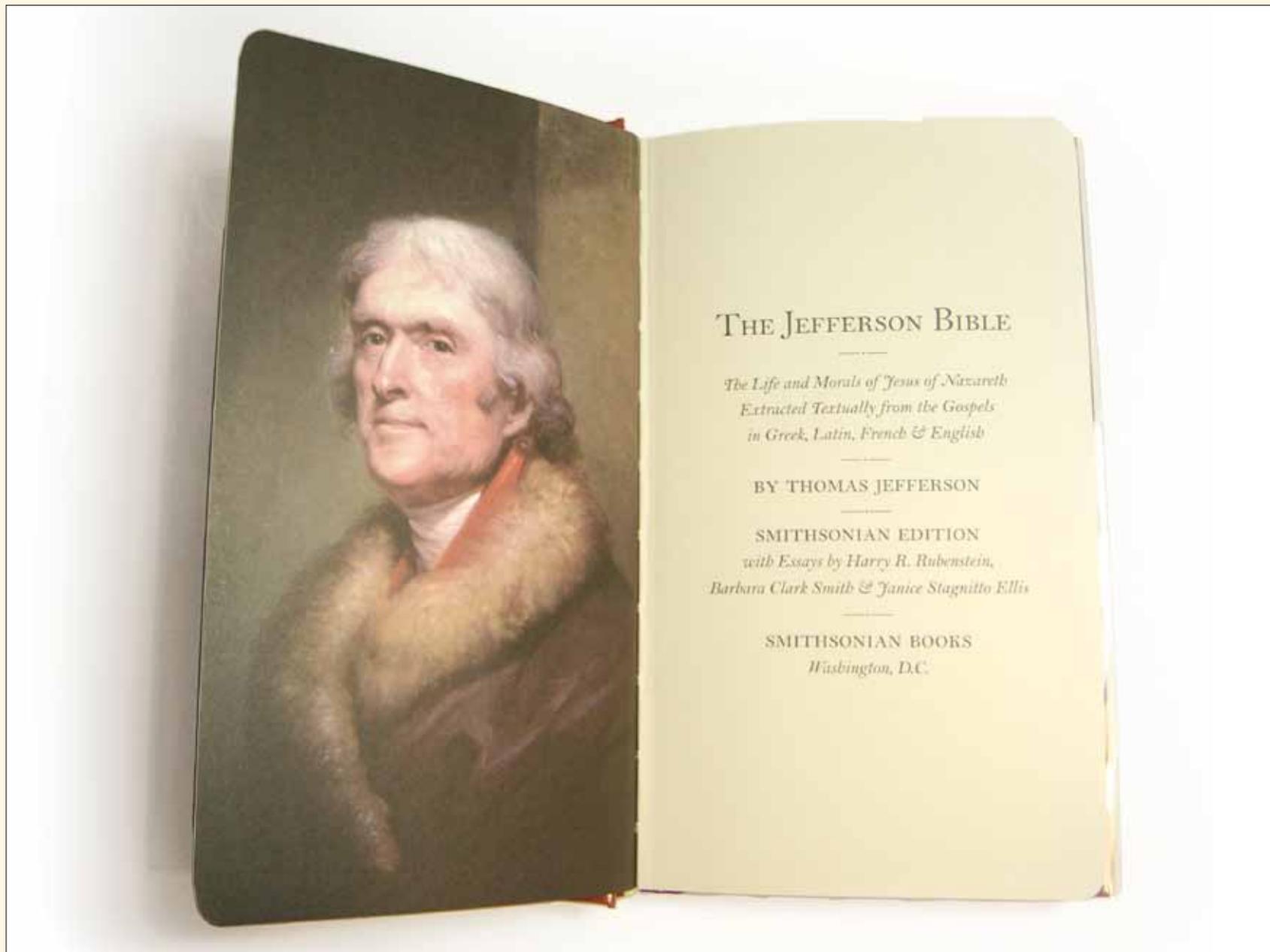
Best of Show



Smithsonian Books

The Jefferson Bible: The Life and Morals of Jesus of Nazareth

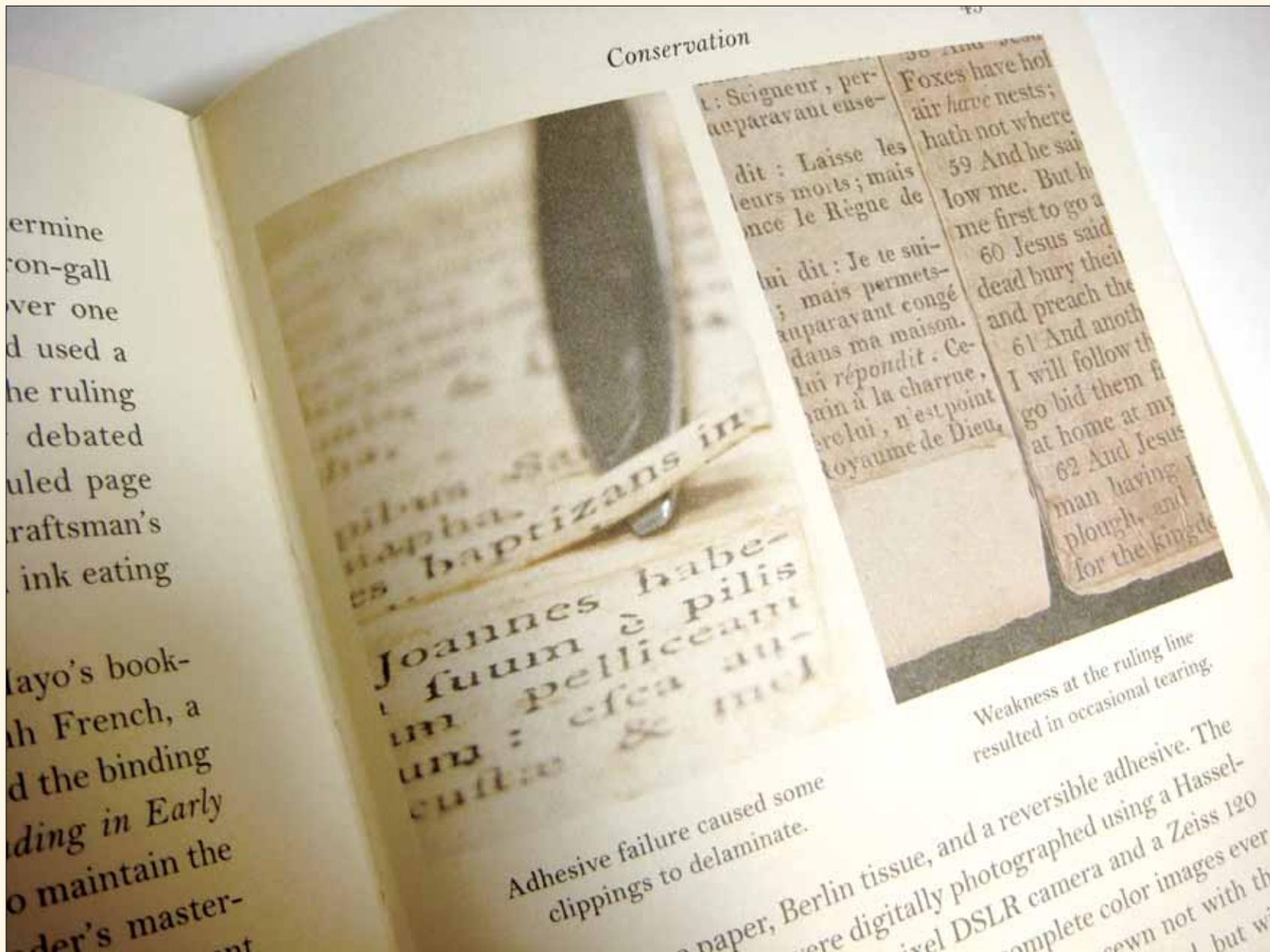
Best of Show



Smithsonian Books

The Jefferson Bible: The Life and Morals of Jesus of Nazareth

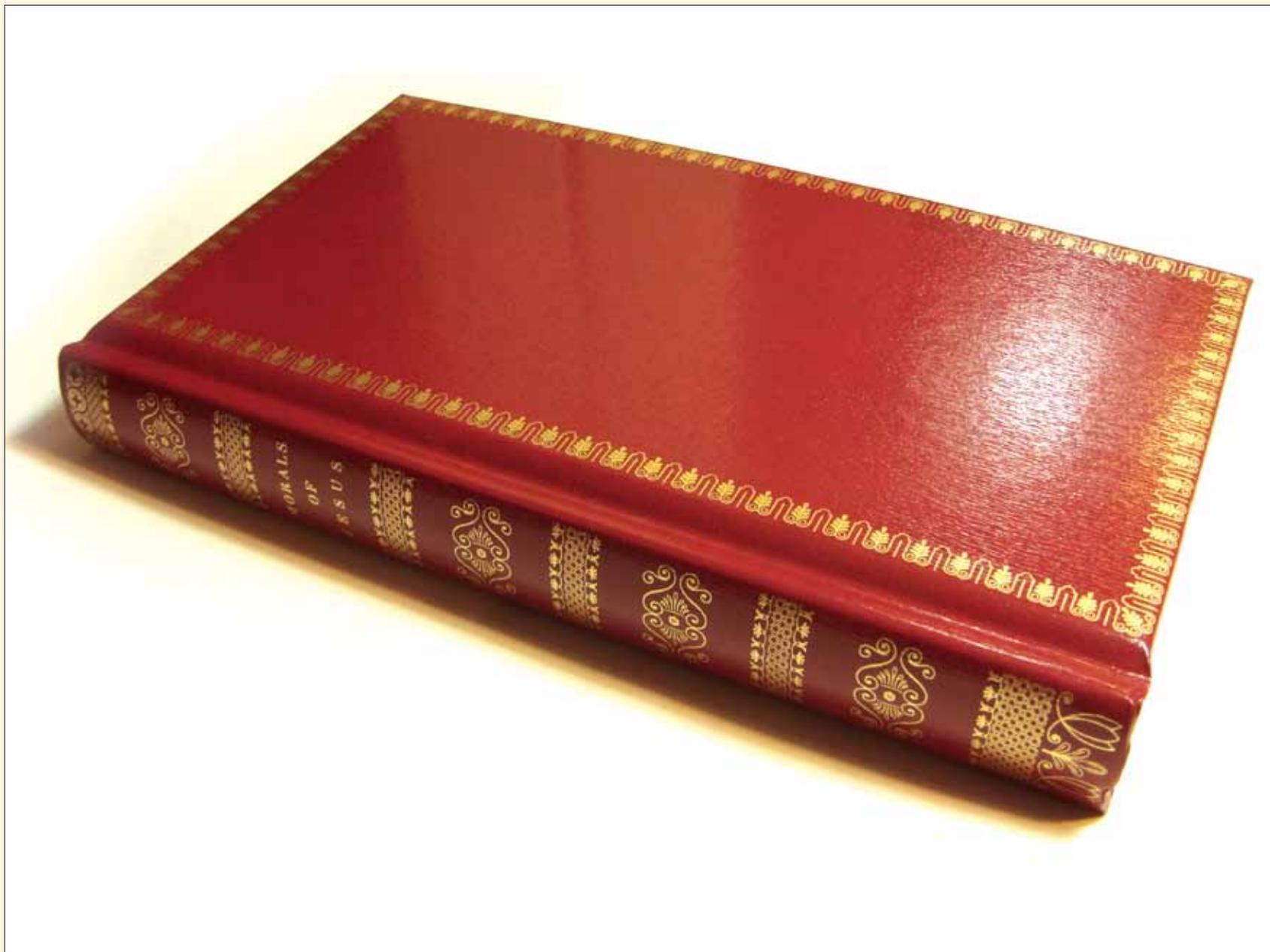
Best of Show



Smithsonian Books

The Jefferson Bible: The Life and Morals of Jesus of Nazareth

Best of Show



2012

Washington Book Publishers

Thank you!

