

INTERNSHIP FOR THE
UNITED STATES EMBASSY BRASILIA

A Capstone Internship Portfolio
presented to
the Faculty of the Communication Department
at Southern Utah University

In Partial Fulfillment
of the Requirement for the Degree
Master of Arts in Professional Communication

by
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April 16, 2009

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Abstract

From January 19, 2009 to March 27, 2009, I worked as an intern for the Department of State for the U.S. Embassy in Brasilia, Brazil. This internship functioned in the Political Department which deals with issues regarding human rights. My specific duties connected to this department were to research child and forced labor statistics and collect information regarding religious freedom in Brazil. The principle objective of this internship was to fulfill a requirement for a Master's Degree in Professional Communication at Southern Utah University. This portfolio gives an account of my experience working at the Embassy, the outcome of this internship, and what it means academically and professionally. Also included here is a short academic evaluation of the speech "The Best of the BRICs" given by Clifford Sobel, the U.S. Ambassador for Brazil. This evaluation was approached using George Lakoff and Mark Johnson's (1980) *Metaphors We Live By* and provides implications in a metaphoric context of Sobel's speech.

Acknowledgements

Perhaps what makes this capstone unique is that it was carried out on the other side of the hemisphere. The communication between student and chair was consequently restricted to email, disabling the benefits contained in a face-to-face setting. However, because Matt Barton has the ability to decipher what people mean to say, what they need, and the ability to help students know exactly what they need to do, such restrictions were non-issues. The realization and execution of this internship and subsequent portfolio could not have happened without him, my committee, and the other faculty members at Southern Utah University.

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Introduction

The key objectives of my internship were to fulfill an internship-focused capstone, give me a stronger sense of my interests, provide possible career paths, and offer me professional experience. As I came to the end of the internship, these objectives had been met. This portfolio will illustrate how they were met by including information on my duties, tasks, accomplishments, and how the internship indeed forms a capstone between my educational preparation and my professional endeavors. The portfolio will also contain an academic paper, showing an applied knowledge of an analytical approach to rhetoric.

It is important to note the overall experience I had as an intern at the U.S. Embassy in Brasilia. Never have I experienced a career that was so dynamic and rich as this proved to be. Its greatest result was how much it opened my eyes to the reality of life, the state of being of men, women, and children throughout the world, and the character and works of the various nations. It broadened my ability to think and reason in political terms and allowed me to take part—however small it was—in a work that is carried out by thousands of American diplomats and citizens.

This portfolio touches on the mission of the U.S. Department of State and the efforts made by Foreign Service Officers and the results of their works in general, but it primarily concentrates on the job I was hired into—the assignments, experiences, production, and also the pros, cons, interests, and disinterests I found throughout the duration of the internship.

My first few weeks at the Embassy issued some confusion. This confusion was a result of my experience in the long and meticulous application and recruitment process,

my preconceived notions and expectations of an internship, and the flow, culture, and management of the Political Section of which I was a part.

The meticulous nature of the internship from my initial application to the last day of work was consistent. The information I produced was always required to be detailed and thorough, but there was often little or no instruction, structure, or order of the kind of expectations my position demanded as I entered the job. Detailed information was expected of me, but what that information was and how to get it was vaguely explained. My preconceived notion of what an internship entailed was that it was an applied learning experience, but there was little instruction on fulfilling duties. I felt in many ways that I was viewed as a Foreign Service Officer (FSO) but unfortunately did not come equipped with an Entry-Level-Officer background. Moreover, the managerial style of the Political Section in the Embassy was so foreign to me that it became a part of the job just to get a grasp of how it was run.

This frustration also came about because upon arriving at the Embassy, I was explained that this was an important position, that I was chosen over several other candidates, and that there was a lot of work that the Political Section had ready for me to do. However, they didn't seem accustomed to having had interns in the past because the beginning of the internship lacked a direction of specific information they wanted me to produce. Due to my disadvantage of not having previously worked in a government job or not having had months of contacts and a knowledge of important informational sources, the transition from graduate student to FSO was drawn out.

This transitional stage from having to find the duties of my position and what I could actually contribute to the Embassy lasted about three weeks. It was then that I

began to get a grasp of the pattern of working and what kind of work I could produce. I learned that a major part of an FSO's job was a balance between what the Department of State in Washington needs to know and what FSOs think it should know. Upon talking to one woman who worked in the Economic Section, she said it took her about a year to get a grasp of what her job actually was.

Thus, the first few weeks served as a learning experience of what my duties were and how I could fulfill those duties. Throughout the internship, I began to discover projects I could initiate myself, and by the end of the internship, I had a strong sense of what my responsibilities were and also projects that I had started. Unfortunately, just as I got a feel for my job, the internship came to an end.

Accomplishments

To understand the significance of the work I've performed at the U.S. Embassy in Brasilia, I will provide a context of why the work is needed.

The Department of State gathers information regarding human rights and foreign affairs to form policies. The Department of State has a U.S. embassy or consulate in most of the countries around the world and sends U.S. diplomats to various embassy posts to fulfill State objectives. Global issues like democracy, environment, and population are constantly monitored, analyzed, and reported back to Washington D.C.

There are five "cones" or sections in most U.S. embassies: Political, Economic, Public Affairs, Management, and Consular. I worked in the Political Section. The Political Section focuses on conducting bilateral relations on various political topics in the embassy's host country and reports back to Washington the work performed regarding those topics.

There are three specific reports the Political Section is responsible to produce: the Human Rights Report, the Trafficking in Persons (TIP) Report, and the International Religious Freedom (IRF) Report. The Human Rights Report contains information on a country's violations of human right. These rights are outlined in the Universal Declaration of Human Rights (Universal, 1948). These rights range from being free from discrimination to the right to own property. The TIP Report covers the field of sexual exploitations, including statistics, accounts, and conditions of sex trafficking within the country, or native citizens being trafficked to other countries. It also incorporates slave or child labor and the circumstances and commodities involved in those violations. The IRF Report focuses on accounts of religious intolerance or overt discrimination based on

religious practices or beliefs within a country. These reports are accompanied with information on how the country's government has responded to any violations of human rights.

The ultimate use of these reports is to provide the State Department the country's information on these topics and help it prepare its reports of human rights to submit to congress. Without locally stationed Foreign Service Officers in the Political Section of the embassy, the information required to make national policies regarding human rights would be incomplete. The Political Section engages the local government of the host country and uses the information they provide to report back to Washington.

My particular efforts during my internship are significant to the degree that they contributed to the production of information to Brazil's various reports. Brazil is one country of many countries' contributions to the State Department. The sum of these reports is given to congress and policies are made based on the information they contain.

The Trafficking In Persons Report

I happened to enter the embassy when Peter Tinsley, the officer in charge of the TIP Report had heart surgery and was out for the first month I was there. The responsibility for producing the TIP Report was given to Dale Prince. He did not have any prior experience in working on the TIP Report, and had just begun starting the process when I arrived.

Much of what I worked on and contributed to the TIP Report was under Dale's direction. As explained above, the TIP report deals with slave and child labor and sex trafficking. The Bureau of Democracy, Human Rights, and Labor has specific questions they require the embassy to answer in the reports. Some of these questions include,

“What kind of conditions are the victims trafficked into? ...Does the government acknowledge that trafficking is a problem in the country? ...What measures has the government taken during the reporting period to reduce the demand for commercial sex acts?” My initial work was making contacts to Non-Government Organizations (NGOs), the Ministry of Labor, and other officials in search of information that could reply to these questions. A few of the many people I sought information from included Alisson Nascimento of the United States Agency for International Development (USAID), Fabiana Gorenstein of the International Organization of Labor (Organização Internacional do Trabalho), and Ronald Hendren of the FBI.

It was essential to keep track of how information was accumulated, or in other words, note what the sources were pertaining to each item of information and how much they were of worth. This was important because each FSO only stays at each embassy for about two years. Because people who make contacts, find resources, know how to access information, and complete reports leave after a couple of years, the FSO that enters into the previous person’s position must start from scratch. Therefore, the officers working on the reports should ideally reference their journey through producing a report.

Javier Gonzalez was another FSO in the Political Section (there were six total plus a Foreign Service National). An email he wrote me as we were trying to find information illustrates a few important points of the work at hand.

If you don’t know by now, this will be a very frustrating experience. Just to give you an idea of what we are dealing with: yesterday I spent a good couple of hours just trying to find the figure for the number of special courts for women I came across the figure of [deleted] for the year 2007

and [deleted] from 2008. The source for both? The Special Secretariat for Women! Oh, and by the way, if you go to the Special Secretariat's own reference page—which has a big map of the states and where if you click on each of them it lists the courts for each state—and add them all up the total comes to only [deleted].

If you do talk to someone on the phone and they say, “we don’t have 2008 numbers yet”, ask, “When will that be released, and do you at least have figures for the early part of the year?” or something along those lines. If they say no, then you should note that somewhere, “Women: X, Y, and Z: Joao Carvalho, Special Secretariat: No 2008 figures yet; no partial-year data either; data available in March”.

Essentially we want to document as much as possible, (a) so we can demonstrate that we did our due diligence and (b) so that whoever works on the HHR next year (which won’t be me) won’t be at the same disadvantage we were this year as a result of losing the two persons who worked on the report each of the last two years.

The final product that constitutes the official TIP Report that is presented to the Department of State is written by The Office to Monitor and Combat Trafficking in Persons. The Political Section submits what they’ve compiled to this office, which in turn gives feedback on what other information is desired.

Child Labor Matrix

The TIP Report is not the only source that is concerned with and requires information on child labor. The Smoot-Hawley Tariff Act in 1930 prohibits the

importation of any commodities where child or slave labor is involved. U.S. companies are held accountable for the content and raw materials that go into their product.

Sometimes, these companies are not even aware that child labor has been involved in their product. Middle men in the supply chain are often the culprits of incorporating children and forced labor in the production of commodities. But the companies are still in violation of the law.

Besides making sure that American companies are in compliance with the law, there are also human rights organizations and agencies that are interested in any accounts of child labor. They keep track of and chart any violations of human rights in general. Much of this information goes into the Human Rights Report and the TIP Report.

The Ministry of Labor collects information from investigations and findings of child and slave labor. There are several key agencies that work with the information that the Ministry of Labor produces: the Department of Homeland Security (DHS), Immigration and Customs Enforcement (ICE), Customs and Border Protection (CBP), the Department of Labor, and the Department of Justice. These agencies are required by congress to give an account of their own findings accumulated during their investigations.

The Political Section is a principle connection between the aforementioned agencies and the Ministry of Labor. The Political Section together with DHS determines whether child labor has been used in cultivation or the manufacturing of a commodity that could be or was exported to the U.S. Data is extracted from the Ministry of Labor by making a request to generate a report specifically on child labor. Unfortunately, the report shows each incident as it is reported and not organized according to commodity or

in categories that can provide a clear illustration of the major problem areas. Each account does explain in what state the recorded account of child labor occurred, but it presents the information in a complex manner (refer to Appendix 2). The responsibility to organize the reports and accounts of child labor from each state was given to me.

This was a lengthy process that involved sifting through 44 pages of instances of child and forced labor. I first went through and collapsed the commodities and situations that appeared more than once. Collapsing these instances also included combining the number of each instance per state (there are 26 states and 1 district). I then translated the 300-plus categories into English. Following the translation, I grouped the categories according to commodity or situation, before tabulating the number of accounts according to state and category.

The significance of this work is it will allow the Political Section to match the incidents of child and forced labor with proven cases of such forms of labor and pinpoint where in the supply chain of the product there is a violation. This matrix will be useful to a variety of U.S. Government agencies, and they will be able to fulfill their responsibilities.

The International Religious Freedom Report

All of what I contributed to the International Religious Freedom Report was due to my preparation to write a cable about religious intolerance in Brazil. The cable never was completed because of time conflicts, a lack of interviewees following through with appointments to meet, and the need to focus on other projects and assignments. Note that when I refer to the work performed in preparation to write a cable, all of these efforts actually went to support of the IRF Report. Even some of the meetings I arranged with

religious leaders were attended by Beth Culiver, the woman in charge of drafting the IRF Report. I also collaborated on a variety of things with Beth specifically to develop research, acquire contacts, and accumulate information for the IRF Report.

Cables are similar to newspaper articles in the way they are written, but differ significantly as to their purpose and audience. Unlike the TIP and IRF reports, cables are non-mandatory reports. They serve to support required reports and inform relevant agencies in Washington regarding a specific political area. The objective of cables is to tell these agencies what they need to know about what is happening in a specific country. News articles are written mainly for public use. They are written specifically to appeal to mainstream public.

Because it is impossible to be completely objective in relating any kind of story, bias leaks out in a reporter's writing based on what events in the story he is highlighting and what events he is obscuring. Bias is evident in cables in a different way. It shows the strengths and weakness of the country of which an FSO is reporting, and is limited in some ways as to sharing a common goal with Washington as to uncovering the truth. FSOs are also not under mandate to write these reports as journalists are assigned to write specific articles. FSOs merely give Washington information that it should know.

Cables are either termed sensitive-but-un-classified or classified. If they are sensitive-but-un-classified, they can be shared by certain audiences but should be shared with discretion (like with particular members of foreign governments and the media). If they are classified, they are not allowed to be shared on the first floor of the embassy or outside the different departments. The reason they receive these classifications is

because they could contain information that could cause problems if outsiders saw it, like the United States' motives of why they are gathering the information.

My cable inquired the nature of religious intolerance in Brazil, and if instances of intolerance were found, why it was happening and what the Brazilian government was doing about it. I first set up two interviews with two professors from the University of Brasilia, one over the philosophy department, the other over the religion department. The second meeting was with a pastor of the church Comunidade das Nações (Community of the Nations). And the final interview conducted in person was with a leader of the NGO Comissão de Combate á Intolerância Religiosa (Commission of Fighting Against Religious Intolerance). During these interviews, a variety of questions was formed, including, "What kind of friction exists between religions?...Has your religion ever been persecuted in your community, and how?...Have you ever approached the government regarding religious matters?" (see Appendix 4).

Many other resources were pursued to gain information about this subject: online information provided by religious NGOs, religious congressmen, members of various denominations, news articles, and other media.

The cable was beginning to take a specific direction throughout the interviews. The leader of the latter NGO mentioned was of particular interest. His NGO focused on the discrimination and intolerance of African-based religions such as Candomblé and Umbanda. These religions have been known to receive much discrimination in Brazil. Up until the 1970s, members of these churches had to register with the police as a practicing member. They have been subjected to many accounts of hate crimes from

other churches, and much of the persecution has come from the Universal Church of the Kingdom of God.

I made an appointment to talk to a pastor of one of the Universal churches. I sat in their meeting an hour before the time of the interview because they encouraged me to do so before meeting with the pastor. After the church meeting, the pastor sat up on a stage in the front of the room to discuss spiritual problems the members were experiencing. I was called to go first in front of dozens of people who were waiting in line. I explained that I was writing a report about religious intolerance and he told me to come back another day. Unfortunately, that meeting fell through. One reason for his reluctance to talk to me would be that there were many individuals wanting to speak with him and he didn't have time to respond to all of my questions, neither was he prepared to do so. It could also be that the social war between the Universal Church and Afro-Brazilian religions is currently tense, and any inquiries into that aspect of the Universal Church are unpleasant to address.

Similar to the TIP Report, the IRF Report illustrates accounts of violations of human rights and specifically focuses on religious issues. The executive summary for the 2008 IRF Report says:

“Our primary focus is to document the actions of governments--those that repress religious expression, persecute believers, and tolerate violence against religious minorities, as well as those that protect and promote religious freedom. We also address societal attitudes on religion and religious minorities and record positive and negative actions taken by nongovernmental actors (International, 2008).

My efforts to produce the cable will support the IRF Report in that I have made contacts and found a variety of resources to extract information, I have found documented instances of religious intolerance, and I have supplied updated information on several items from last year's report.

Speeches

Giving speeches is one of the duties for Foreign Service Officers, but is not necessarily delegated by a specific person. There are not a specific number of speeches one must give and if one has not given a speech while having worked in an embassy, it is acceptable. Delivering speeches rests on the shoulders of Public Affairs (PA). The main purpose of giving speeches is to provide information to an audience about the United States. This is important to dispel bias people may have about the U.S., discuss current events, and strengthen relationships between the U.S. and other countries.

At this embassy, they prepare speeches revolving around a theme. Last year, it was elections. This year, the theme was the similarities between President Obama and President Lincoln. PA will prepare a general speech and then allow diplomats to change the speech according to what they want the focus to be. Despite the availability of an already-prepared speech, individuals are not confined to give this speech and can speak on whatever topic they wish, as long as it follows the objectives of Foreign Service mentioned above.

I gave two speeches at the Centro Interescolar de Línguas (CIL), a government-funded school of languages. I also was provided the opportunity to give several other speeches at the State Library and two Universities but was unable to do so because of schedule conflicts.

The topic I chose for my speech was American Culture. I focused on the idea that diversity composes American culture, and there are a few values and ideals that Americans possess, namely honesty and trust, success, and progression. I illustrated the typical manner of the diversity in the U.S. through showing examples of food, music, and dance. The purpose of the speech was to give a more human and familiar side of the United States instead of the hype of Hollywood or the Amazon-crazed and arrogant character of United States often constructed by the media.

The first group contained over 70 students from ages 17 and older. These were advanced English speakers who had been studying English for six years. I was asked to give this speech in English. My presentation lasted for about 20 minutes and was followed by a question-and-answer session. This continued another 20 minutes. Some questions included the difference in physical proximity between Brazilians and Americans, education, and whether it's a good time to travel to the U.S. now. The only drawback was that I had prepared a power-point presentation but it wasn't saved according to the school's standard format, and I wasn't able to use it.

The second speech was given to over 80 students that ranged in ages from 10 to 12. They were beginners in English, and I was asked to give the speech in Portuguese. My presentation lasted about 10-15 minutes and the question-and-answer session in sequence was about 30 minutes. Examples of the questions they asked included what sports I was interested in, what things in Brazil I liked, and things regarding Hollywood.

Degree Applied to Internship

A Master's in Professional Communication degree has prepared me in many ways to fulfill my responsibilities as an intern for the Department of State. As illustrated in the previous sections in this portfolio, I have carried out a variety of tasks that have required essential communication skills. Many of the skills are a direct result of my graduate classes and instructors at Southern Utah University.

In some ways, I can connect what accomplishments in my internship have been results of a specific theory, project, teaching, or activity in my academic experience. In other ways, I have gained recognition over time of how my character and abilities have improved since the beginning of my enrollment in the communication classes at SUU.

I was introduced to many of the theories in communication by Suzanne Larson. This foundation opened my eyes to communication as a study, and it was in her Communication Theory class that I began to apply the theories to my own life and to rhetorical instances around me. She and Jon Smith also provided me the opportunity to instruct a Communication 1010 class. This experience proved to be invaluable as it equipped me with many of the communication, public speaking, and responsibility tools that have been required to carry out my internship in general.

The first half of my internship dealt with transitioning into my duties and work. It was challenging to not only adjust to a new job, but also having to work against everyone's pattern of thinking that I was a regular Foreign Service Officer with their same background and similar understanding of State Department culture. This required a lot of creativity to construct specific goals for myself in what I wanted out of the job and what I could actually contribute to the embassy. This creativity was gained in part from

taking classes from Art Challis. My perception of the structure of his classes is that they have outlined assignments, but the student is required to exercise a degree of creativity in fulfilling the assignment. One can easily get off course in his class because of this self-reliance, but in having the bumpers taken down and either allowing or forcing the student to reap accomplishments according to his own motivation, care, and energy, the student learns self-dependence and a creative means of accomplishing less-formatted assignments. This prepared me greatly for this internship as I used the creative tools I gained from Dr. Challis to “create my job” early on.

Quantitative literacy is a study that demands one to carefully check his or her numbers, tests, and results, and Paul Husselbee is stringently thorough. Learning to be thorough has been essential as I have worked on important documents like the Trafficking in Persons Report or child Labor statistics that will be submitted to Washington D.C. As noted in the section regarding my accomplishments from the internship, it was crucial that I strived to provide information in the most complete and accurate manner possible. The results of the information I have worked on support important decisions that the U.S. Government and major businesses make, which also affect American consumers. Therefore, I was depended upon to make sure the information I researched, compiled, and produced was thorough.

Along with Dr. Husselbee, I quickly learned Matt Barton expects perfection. But besides being thorough, he emphasized the need for me not to get behind on the capstone. In other words, he requires orderliness and responsibility. Expecting me to be orderly was a huge motivator to carry out my assignments and tasks. I learned how my actions affect other people. For example, when my colleague asked me to call people and gather

information, his ability to work and complete the Human Rights Report or the TIP Report dependent upon me accumulating that information. Similarly, if I put off finishing the portfolio for my capstone, it not only delays my graduation, but could cut into my committee's time after the semester is finished, or if not that, then damage their morale as being teachers that work inefficiently with students. Either way, the time, energy, and work I put into finishing my duties has consequences for others as well.

In the meetings and conversations I had with Dr. Barton in preparing for this internship/capstone, he had an "authoritative" approach to the final product: a give-and-take relationship with the student, a collaborative framework but made the final decisions, listened to what the student has to say while maintaining specific rules and standards, and helped the student identify and choose goals that work towards a means that was deemed correct by the teacher. Absorbing this work ethic had quickly proven to be a noble and positive trait. Not everyone I worked with or worked under carried the same disposition of being an "authoritative" worker. Collaboration often hit its limit under the "I demand/I need" authority, but having recognized and learned the worth of Dr. Barton's work style, I could summon it and try to present its value as I mercifully strived for collaboration with my co-workers.

I did not expect to give speeches during my internship, especially in Portuguese. Truly, only through the experience of giving speeches one is able to develop public speaking skills. Brian Heuett and most of the other professors I've had in the MPC program provided me this opportunity for growth, including establishing credibility, developing arguments, critical thinking, articulation, and confidence.

Similar to Dr. Challis's course format, Dr. Heuett allows students to choose their own speech topic. Having the fortunate opportunity to attend speeches that have impacted and changed me, I was determined to set the bar for my speeches in his class to "life-changing" standards. After preparing the first speech which I was confident would leave the class in awe, I received the shocking and disheartening feedback from Dr. Heuett that it was less than mediocre. I quickly learned that he pushed. Since that time, I can say that the characteristic of "growth" has been checked off of the list of his objectives for me as his student.

Credibility is a trait not only essential in presenting speeches, it is crucial in any communication, and it is of utmost importance when speaking another language. It's interesting that some people think my Portuguese is outstanding and others claim it's unbearable. Even those reading this will most likely discredit my Portuguese speaking abilities because I've mentioned there are people who don't think it's of high quality. In this very instance, I've damaged my credibility. Trying to be polite, I once told a Brazilian woman that my Portuguese was poor, but hoping that she could come to an intelligent judgment of my language abilities on her own. She not only told others I was a poor Portuguese speaker, she acted out the words she spoke to me and exaggerated a slow speaking pace. I realized confidence extends to all communication situations, and not just giving speeches. Much of the confidence I gained on a professional level came from the graduate program at SUU.

Jezreel Kang-Graham provided me many texts that have opened my mind in a significant way toward the world. Texts like Lazar and Lazar's "The Discourse of the New World Order" (2004) and Ricento's "The Discursive Construction of Americanism"

(2003) were important starting points for a flow of literature that helped enrich my understanding of the political world and international relations. Understanding the global community was of utmost importance in preparation for this internship in that it was the principle framework and context of my duties and the culture of how the embassy behaved and communicated. Even after having an extended knowledge due to previously living in Brazil, I was still premature and often biased in my approach to developing nations and their relations with other countries. These texts and subsequent discussions with Dr. Kang-Graham allowed a more pure and open manner of critical thinking to take place as I analyzed and interpreted day-to-day actions in Brazil, the United States, and other global countries.

My organizational skills were intensified after having taken Kevin Stein's Qualitative Literacy class. I learned that the importance of how a paper is presented is as equal to the value of the content therein. Information is only of worth if it is organized in an accessible manner. A major part of my internship was organizing information. I heavily depended upon my organizational skills to present information in a cohesive and understandable manner.

Another important attribute I developed in Dr. Stein's class was the ability to think in abstract ways. In talking to Dr. Stein extensively about the topic for my final paper, we came to the idea of combining presidential rhetoric with a field outside of common communication—family studies. The more I worked on this paper, the more I was able to make connections between two abstract areas.

Finally in Dr. Stein's class, I learned how to interview people. I had never been formally taught how to interview people, and I was surprised at how much my job at the

embassy required this skill. Unsure of how many informal, formal, telephone, in-person, and other kinds of interviews I actually performed, I was grateful to have gained the particular interviewing techniques from preparing for an analysis of a mock-interview. The interview happened to be conducted by Dr. Barton. Interviewing is a fundamental part of phenomenology and served as an incredible contributor to fulfilling my responsibilities as a Foreign Service Officer intern.

Amid all of these skills and preparatory experiences the SUU Graduate Program provided me, my abilities to understand and reason in political terms is a weak point. The political field is separate from the communication arena, and although I was able to fulfill my responsibilities because of what I gained from the Communication Program, I could have excelled above expectations had I been better equipped with an understanding of political science and international relations. The political exposure I've had academically was gained through analyzing political documents like speeches and media articles, and having in-class discussions about current events. As mentioned earlier, Dr. Kang-Graham and other professors have guided me to eye-opening studies that have focused around political events and discourse, but I was not prepared adequately with a solid political foundation to speak and think in political constructions. This area of education does not fall under the objectives of the Communication Department at SUU, and much of the political exposure I had before the internship was a result of the mere interests the professors at SUU exhibited in the political field.

Conclusion

Participating in an internship for the Department of State in the U.S. Embassy in Brasilia has been very beneficial to me academically, professionally, and personally. I participated in an organization that was eye-opening in many ways and dealt with important issues on a national and international level.

An important part of this internship was learning about different career paths and evaluating my interests. During my time at the embassy, I was exposed to many kinds of career paths and a variety of people with whom I discussed them. I formally conducted informational interviews with seven people and also spent many hours informally talking to dozens of individuals about their jobs. The insight I was able to acquire through conversation with employees at the Embassy was useful in that I not only learned what their job entailed, I was told how they personally felt about their job, how working overseas affects their families, and the pros and cons associated with a life of moving every two years.

A critical aspect of my experience working as an intern for the State Department was gaining an understanding of what I could do for a career. There are hundreds of different kinds of careers in the U.S. government and related agencies and NGOs. This internship launched me into an exploration of these jobs and provided networking opportunities to further pursue information regarding them. I initially supposed that entering into this internship would result in narrowing options down for me, but in fact the opposite happened. It opened up more kinds of possibilities and helped me assess my interests into each of the careers I've encountered so far.

A career as a Foreign Service Officer is incredibly interesting and rewarding in several ways. For me, the most enticing aspect is being able to live in various countries. For each country an officer moves to, he is provided with an intense language course. For most languages, the course is nine months. For difficult languages like Arabic and Chinese, the course is two years. Traveling abroad is also important for a family. It exposes children to other cultures, it unifies a family, and it forms concrete values in one's life. Other positive attributes of this job include working as a team, being able to impact the United States more so than as a citizen, financial stability, and working on an international level.

However, there are some cons as well. People do grow close as a family, but many of the countries are dangerous and the family stays indoors most of the time. There is often a high level of crime and it is common for houses to get broken into. Knowing that the family will move every couple of years, it's difficult to make lasting friendships. And there are many luxuries in the U.S. that the family must learn to live without.

There are a variety of careers that I've learned about here in the State Department that are more interesting to me than as a Foreign Service Officer. The work of FSOs is very Washington-driven, or is politically charged. The framework of the State Department is very bureaucratic, and there is always someone leaning over your shoulder. However, there are many agencies and bureaus that are less politically overbearing, like the USAID and the Association for the Advancement of International Education. These NGOs and extensions of government agencies are more independent than the Foreign Service.

As a result of this internship, my technical skills have grown as I have worked in groups, have learned new means of research and how to be a more effective researcher, have learned about management in a government organization, experienced a career overseas, developed an incredible amount of Portuguese above what I had, and increased my understanding of politics.

Overall, this internship enabled me to discover many new careers, better see my strengths and weaknesses, evaluate my interests, become stretched as a person and develop practical skills, and make contacts with people who can provide opportunities for further career possibilities.

The Best of the BRICs:
A Metaphorical Analysis

Literature Review

Metaphor

Contemporary approaches to metaphor have partly spawned from works of 16th century researcher Giambattista Vico. Vico explained that percepts create our conceptual understanding of our experience. They compose sensory input that, upon interacting with our memory created by personal experiences, produce new experience and understanding (as cited in Babson, 2005, p. 7). Cognition, therefore, comes from bodily sensation, and its first conceptual manifestation is metaphorical thought. Vico asserted that the mind interprets the body's experience in imaginative means, and the results constitute a person's reality (Rosenberg, 1993). Reflecting on this idea, Herzfeld (1997) said, "The distinction between the literal and the metaphorical thus emerges as grounded, not in universal truth, but in the conditions under which it is given shape; it exists only insofar as it is socially created" (as cited in Babson, 2005, p. 9).

Metaphor has traditionally been viewed as a creative device to decorate language (Foss, 2004). It is usually seen as a separate linguistic expression from literal conceptualization. Metaphor is thus commonly categorized as expression that beautifies actual experience, understanding, and truth but is a lesser form of and often apposes them. Contemporary researcher George Lakoff disputes the claim that objectivity (law-abiding principles that compose truth) and subjectivity (truth as seen through personal perception) are separate claims to reality. According to Lakoff and Mark Johnson, they coexist:

Metaphor...unites reason and imagination. Reason, at the very least, involves categorization, entailment, and inference. Imagination, in one of its many aspects, involves seeing one kind of thing in terms of another kind of thing—what we have called metaphorical thought. Metaphor is thus *imaginative* rationality (Lakoff & Johnson, 1980, p. 193).

Lakoff has built upon and created significantly more insight to Vico's primary assertions that metaphor constitutes cognitions which come from an awareness of physical sensation and experience. "The structure of our spatial concepts emerges from our constant spatial experience, that is, our interaction with the physical environment. Concepts that emerge in this way are concepts that we live by in the most fundamental way" (Lakoff & Johnson, 1980, p. 56). This statement refers to only one of the various kinds of metaphors—orientational metaphors—and the way they form part of how we construct our understanding of reality. "Orientational metaphors give a concept a spatial orientation" (Lakoff & Johnson, 1980, p. 14). Lakoff uses the example of the metaphor "happy is up; sad is down" (i.e. I'm feeling *up*. That *boosted* my spirits. My spirits *rose*. I'm feeling *down*. I'm *depressed*. He's really *low* these days).

Orientational or spatialization metaphors reflect the earlier work of Vico, but Lakoff provides a much richer source of the different kinds of metaphors that exist through our conceptual experiences physically, socially, and culturally. Orientational metaphors are rooted in physical experiences and thus comprise the basis of most of the way people construct their reality. For people to engage in understanding more elaborate concepts, structural metaphors are used. The basis for metaphors in general denotes that people understand one thing in terms of another. For more complex ideas and

experiences like “argument” or “the mind,” structural metaphors emerge as the format for how we understand these ideas. Structural metaphors “allow us...to use one highly structured and clearly delineated concept to structure another” (Lakoff & Johnson, 1980, p. 61).

Lakoff uses the example of the “rational argument is war” metaphor to illustrate structural metaphors. Structural metaphors allow people “to conceptualize what a rational argument is in terms of something that we understand more readily, namely, physical conflict” (Lakoff & Johnson, 1980, p. 61). In this example, Lakoff refers to a domestic quarrel between a husband and wife.

Each sees himself as having something to win and something to lose, territory to establish and territory to defend. In a no-holds-barred argument, you attack, defend, counterattack, etc., using whatever verbal means you have at your disposal—intimidation, threat, invoking authority, insult, belittling, challenging authority, evading issues, bargaining, flattering, and even trying to give ‘rational reasons’ (Lakoff & Johnson, 1980, p. 62).

The immediate experience of the human tendency of desiring to get what one wants manifests itself in both war and argument. Thus the way we approach both concepts is structured in similar frameworks. This isn’t to say that each concept is exactly the same. There are many characteristics of war that aren’t present in an argument and vice versa. But overall, it is easier to access and approach the idea of what each concept is because they both are based on unifying structures—desire for personal gain.

BRICs

The Goldman Sachs Group, Inc. is a bank holding firm that provides services in investment banking, investment management, and security services to major corporations and organizations around the world (About, 2009). They analyze globalization and also patterns and research within global development. They help organizations project where the best places will be to invest in the future using formulas and analyses of current growth manifestations. One of Goldman Sachs recent studies concludes that in the next fifty years, the countries of Brazil, Russia, India, and China could together become the leading world economies, even surpassing the G6 (the United States, Japan, the United Kingdom, Germany, France, and Italy) (Wilson & Purushothoman, 2003). These four up-and-coming economic power countries are known as the BRICs.

The findings include that China's economy will surpass that of the U.S. in 2041. This does not signify that the U.S. will experience a dramatic decline, and because of its stable birth rate and other demographic advantages, its economy will remain a global leader (Dawson & Wilson, 2003). However, because China has such high investment rates, a large labor force, and steady convergence, it will become the leading world economy even amid an anticipated slowing GDP rate (Wilson, & Purushothoman, 2003).

Each of these countries has their own particular source of strength that issues them to be predictable reigning powers in the future. Brazil and Russia will become dominant in suppliers of raw materials (BRICs, n.d.) and have a huge impact on major trading companies. Goldmans Sachs predicts that even though the BRICs economies will as one sum be larger than the G6, the current leading countries like the U.S. and Japan will remain the strongest in terms of wealth (Web, 2006). Russia will be the one country of the BRIC economies to see its wealth become as high as that of many of the developed

economies. China and India “will become the world's dominant suppliers of manufactured goods and services” (BRICs, n.d.).

Hegemony/Elitism and Identity through Discourse

Amandeep Sandhu explains that the countries of the world have been and are divided by colonization, economic development, cultural practices, revolutions, and political frames of existence. Each factor has implications of social hierarchy depending on industrialization and an ongoing bureaucratic standard maintained by western nations. The term “Third World” emerged in France in 1952, allocating not only an identifiable role to under-developed nations or non-westernized countries, but also to those that are “superior” to them. As roles develop, so does a hierarchy of power and authority (as cited in Leonard, 2005).

The U.S. defines itself in the act of defining other countries. This is evident in the establishment of the NWO in consequence of the end of the cold war and the endeavor to regain world ascendancy; and the U.S. will continue to substantiate that dominant role through identifying “the other” (i.e. Saddam Hussein, Osama bin Ladin) (Lazar & Lazar, 225). Fenton-Smith (2007) analyzed the different identities given to Yasser Arafat by different nations through condolence letters after he passed away. The U.S., one of Arafat’s biggest critics, focused on his death rather than his life.

Barker and Tinnick (2006) evaluated George Lakoff’s assertion (2002) that the U.S. president maintains conceptual equivalence to the role of father. In examining role identity, they discovered that “American hegemony is a natural extension of moral superiority, leaving the United States as the ‘strict father’ of the entire world, not just of its citizens.” Just as a father must re-establish his authority over disobedient children

(Dobson, 1970), the U.S. redefines its authority as developing nations threaten its authority (Barker & Tinnick, 2006).

This identity construction is brought about through social means. Sandhu explained that countries viewed as Third World aren't strictly inferior economically but are dominated through U.S. hegemony (as cited in Leonard, 2005). Frantz Fanon (1963) provided a comprehensive response to the domination of world powers through rhetoric and social frameworks including hegemony and hierarchical status.

Ricento (2003) illustrated in great detail the social construction of the United States' identity as it came into being. Important documents like the Constitution established a framework of rhetoric that symbolized America's values. The distancing of the U.S. from European influence became extreme (i.e. language, customs, political system). Ricento extensively analyzed important documents that represent American ideology, and discovered that national identity is developed through rhetoric, and that technical rhetoric—by means of media—validates this identity to other countries.

Lazar and Lazar analyzed President Bush's discourses after the September 11th attack (2004). The discourses were found to convey a confirmation of the U.S. moral system and simultaneously labeling "the enemy." Fenton-Smith (2007), in exploring the concept of the "international community," deduced that "communities" are created as language is shared, bringing with that system certain social constraints.

The sources of literature reviewed here have illustrated how metaphor is a means through which people construct a shared experience of reality. George Lakoff has contributed extensive support in describing how spatial, orientational, and other kinds of metaphors reflect people's physiological experience of time, direction, and field of

vision. Because individuals make sense of the world around them through this physiological experience, they share a common understanding of ideas rooted in this experience and communicate accordingly. The BRIC countries are growing powers estimated to be the most economically powerful combination of nations by 2050. This concerns current economic leaders including the G6 because of the effects of the BRICs' dominance in the near future. There are also examples reviewed here of the U.S. using discourse as a way to socially control other countries, resulting in the U.S. and other nations' worth, status, and role.

Justification and Method

Ample literature has been discussed considering the importance of metaphor as a means of understanding constructions people make in sharing a reality, the BRIC countries as emerging economic powers, and the United States using discourse as a means of maintaining dominance at the top of a global hierarchy. Based on this literature, the research now approaches these principles in affect by analyzing a text from a representative of the United States, Clifford Sobel, the U.S. Ambassador to Brazil (Sobel, 2008).

Under the notion that the United States preserves dominance through discourse, it is appropriate to approach such a text to discover what ways the U.S. would respond to a subordinate country like Brazil predicted to be one of the four economically most powerful countries in the world. Because metaphors reveal conceptualizations about particular peoples' reality, it is fitting to execute this analysis through identifying and evaluating the metaphors that emerge in the text. The chosen text is a speech the

ambassador gave on September 3, 2008 entitled, “The Best of the BRICs: A Call for Global Partnership.”

The framework for identifying the metaphors in the text and what they induce will follow George Lakoff and Mark Johnson’s *Metaphors We Live By* (1980). Specifically, the framework will utilize the concept of structural metaphors mentioned in the literature review. Says Lakoff, “[Structural metaphors] allow us...to use one highly structured and clearly delineated concept to structure another” (Lakoff & Johnson, 1980, p. 61).

Results

THE WORLD IS A COMPETITION

The principle metaphor that emerges from the text is THE WORLD IS A COMPETITION. This metaphor embodies several subcategories of metaphors that illustrate the different components of a competition including leaders, alliances, teammates, rivals, successes, failures, and the physical components of the competition.

THE U.S. IS TEAM CAPTAIN

The idea this subcategory exudes is that in many sports, there is a team captain. It is supportive and often beneficial to be seen as favorable by the team captain, thus gaining a positive identity and looked upon approvingly. Team captains put trust in those that they see as strong assets to the team. They use the best players more than other players in tournaments and assign them important positions. In the text at hand, Ambassador Sobel identifies the United States as the team captain of the global competition, or the top of the hierarchy of countries. He does this through showing it has “built the new world order” in the past and confirming authority by illustrating it knows what a “noteworthy” performance is.

After World War II, the *United States and its allies built* a new world order. Today, it is up to *the BRICs and the developed world* to do it once again! \ *What can be done to secure its position* as the “best of the BRICs?” \ *Brazil has stepped out in noteworthy ways...* \ What I ask from Brazil today is: *continue to be our partner*. Not only our *bilateral partner*, but our *partner in multilateral relationships*, our *partner worldwide*.

THE COUNTRIES ARE PLAYERS

In this global competition between nations, each country embodies the individuals who will participate. Focused on the BRIC countries, these examples demonstrate a distinct individuality as “athletes” in their own right, as specific performers having distinct characteristics that gauge their worth and threat toward one another.

The impact may be seen in India’s technological innovations; in China’s role as a major consumer and exporter; in Russia’s role as a key oil producer; and in the dynamic strides of the Brazilian economy... \
...Brazil can play a very constructive role on issues like...

BRAZIL IS A RIVAL TO THE REST OF THE WORLD

This category shows the specific competitor character of Brazil in comparison to where the other nations stand in the competition. As has been explained earlier, metaphors come into being based on the orientational and spatial experiences people live by. Individuals conceptualize realities based on shared experiences. BRAZIL IS A RIVAL TO THE REST OF THE WORLD is consequentially constructed from

juxtaposing the nations against each other, which has been ongoing since the nations came into existence.

As Secretary Rice said... “I’ve always believed that Brazil and the United States look more like each other than any two countries in the world; great European, Latin, African ...traditions all living side by side.” \ ...Brazil is ahead of countries such as Japan, France, and Germany. \ Brazil is increasingly becoming a leader in innovation. \ The United States stands with Brazil ...as partners on the *world* stage.

Evidence of this juxtaposition can be seen in Goldman Sach’s “Dreaming with the BRICs:” “On its present trajectory...the BRICs economies together could be *larger* than the G6. By 2025 they could account for *half the size of* the G6. Currently *they are worth only 15% of* the G6. In 2050, only the United States and Japan *will be among the six largest* economies, along with the four BRICs.”

THE BRICS ARE RIVALS TO EACH OTHER

Sports competitions often have individual rankings even within teams, like the all-around ranking in gymnastics or swimming. The text demonstrates this aspect of the metaphor THE WORLD IS A COMPETITION. The main objective of the speech itself is to show how Brazil can become “the best of the BRICs,” and there are various examples showing this inner-team competition.

Brazil is the best of the BRICs \ ...the special position that Brazil has within BRICs... \ ...how does Brazil become “o melhor dos BRICs.” (The best of the BRICs.) \ If Brazil is looking to be the first among the BRICs... \ [Trade is] an opportunity that is within our grasp! \ Brazil’s

leadership amongst the BRICs on trade is noted and appreciated! \ What can be done to secure its position as the “best of the BRICs?” \ A model for global leadership among BRIC nations is Brazil’s command... \ Brazil has stepped out in noteworthy ways in... \ As a leader among the BRICs... \ ... Brazil was listed as one of the leaders in technology amongst the BRICs.

THE U.S. HAS AN ALLIANCE WITH BRAZIL

The idea dominantly emerges that the United States has an alliance with Brazil in the global competition. Not only is this idea present, but knowing the U.S. is team captain, Brazil will indeed have someone on their side. However, as discussed in the literature review, the U.S. will consequently reinforce its dominance as the world power. By unifying itself with a rising country, it also establishes its power through social recognition of “whose team” on which Brazil plays. The examples in this section switch off between referring to the United States or “developed nations.” There is also the notion that Brazil not only is a partner with the U.S., but that it must strengthen that unity.

How can the more developed nations build stronger partnerships with BRICs? \ I would like to discuss the coalitions that BRICs and the developed world can form...looking at what unites us, and not what divides us. \ How can the more developed nations build stronger partnerships with BRICs? \ Together, more developed nations such as the United States must work together in partnership with BRIC nations... \ Our interconnected economies will pave the way for cooperation in many

areas... \ We are cooperating closely on efforts to... \ With regards to China, the United States has built a strong relationship, rooted in common interests...we will continue to support China... \ Russia is at a crossroads: it must decide whether to join responsible nations of the world in a cooperative relationship...or continue on the path toward confrontation and isolation. The United States stands ready to work with Russia toward reestablishing its place among world leaders...\ With Brazil: We are natural partners – parcerias naturais. \ Over the last few years, our leaders have nurtured an increasingly close relationship between our governments, our business, and our people. \ As Secretary Rice said when she visited Bahia, “I’ve always believed that Brazil and the United States look more like each other than any two countries in the world; great European, Latin, African ...traditions all living side by side.” \ We must look to increase that partnership. \ And the engagement of BRIC nations is welcomed...as partners with the developed world. Not in confrontation, but in cooperation. \ The United States stands with Brazil...as partners on the world stage. We can accomplish great things together... \ ...This relationship will really define what happens in South America and elsewhere in the world.” \ What I ask from Brazil today is: continue to be our partner. Not only our bilateral partner, but our partner in multilateral relationships, our partner worldwide.

THE WORLD IS A PLAYING FIELD

This aspect of the metaphor at hand demonstrates the physiological and environmental attributes that are understood in terms of a sports arena. Physical characteristics such as “stage” and “ladder” are found in this category, as well as common instances of motions found in sports, such as “within our grasp” and “steps increasingly into.” Also, it is as though the narration exhibits phrases native to dialogue of sports commentators. This conceptualization substantiates the evidence of the reality of the metaphor THE WORLD IS A COMPETITION, for not only have the individual “athletes” been recognized and defined, the actual place of where these competitors play is defined.

[Trade is] an opportunity that is within our grasp! Brazil’s leadership amongst the BRICs on trade is noted and appreciated! \ What can be done to secure its position as the “best of the BRICs?” Imagine the impact Brazil has on the world stage... \ BRICs have had a profound impact on our world as new leaders... \ You are shifting the center of gravity... \ ...as Brazil climbs the economic ladder... \ As Brazil steps increasingly into global leadership, along with many other countries newly active on the world stage...

Discussion and Conclusion

Ambassador Sobel’s speech shows substantial evidence of the structural metaphor THE WORLD IS A COMPETITION and the other metaphors that support that notion. Therefore, it can be determined that it is not by accident that the perception of sports competitions and the perception of the type of coexistence world nations have are constructed in a shared reality.

The speech suggests interesting conclusions regarding the metaphorical findings. It has been shown that the U.S. uses discourse to reify its power and dominance internationally. The speech is a medium for such discourse, and the content of the speech is the act of determining where the U.S. and other countries stand with each other. The metaphor THE U.S. IS TEAM CAPTAIN implies that the United States makes the calls in establishing how high a country can move up or down hierarchically, but within an American constructed hierarchy. BRAZIL IS A RIVAL TO THE REST OF THE WORLD and THE BRICS ARE RIVALS TO EACH OTHER show the potential and actual power Brazil has as a nation to compete with the other countries, but the metaphor THE U.S. HAS AN ALLIANCE WITH BRAZIL actually does not speak towards Brazil's power or elitism over other countries but focuses on the strength of the U.S. as the "trainer" of Brazil as a potentially qualifying country. Despite Brazil's success, it runs in the shadow of the U.S. This works toward the success of the U.S. using discourse as power control.

As Lakoff points out however (Lakoff & Johnson, 1980, pg.), metaphors do not incorporate all of the factors that construct a shared reality between two things. Otherwise, they would be the same thing. Countries are countries and athletes are athletes, and there are many attributes that do not figure into the conceptualization that THE WORLD IS A COMPETITION. For example, there is no mention made of the audience, equipment typical of competitions, and the outcome of competition—which in sports is primarily hard work and accomplishment for athletes and amusement and entertainment for audience members. Yet the metaphor could be carried in some ways to these attributes, but might result in poetic language that is not grounded in a perceived

reality (i.e. the price a president pays for mere gratification of seeing his country conquer another).

Other potentially valid metaphors have not been but are encouraged to be explored by other researchers regarding the speech at hand. Some possibilities might include, THE WORLD IS A FAMILY, THE WORLD IS A BUSINESS, and THE WORLD IS A WAR ZONE. If these possibilities are reviewed in literature other than that previously reviewed, different findings may come about regarding motives, actions, and character of the U.S. and Brazil.

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Appendices

APPENDIX 1 | *Weekly journal entries*

Journal 1 1/17/09 – 1/24/09

The first thing I learned about the U.S. Embassy Brasilia is that it recognizes Brazilian holidays as well as American holidays. My first day was supposed to be Monday the 19th, but because of Martin Luther King Jr. day, it was not a working day. The next day gave me a unique insight into the character of the embassy. The State Department in Washington treats inaugurations like holidays, so everyone is engaged in that. In the embassy in Brazil, everyone comes together to watch the inauguration. It was a very unique and quite incredible experience. People clapped as if they were present in Washington, and emotions ran high. I saw several people wiping away tears as Obama was sworn into office. There are several reasons I could speculate as to why foreign service personnel are so emotionally connected to what happens in Washington/America (despite obvious reasons why the general American public is apt to such emotional connection), but I will not go into detail just yet.

I must relate the most important information that meets the objective of this journal which is the evidence of the metaphors that emerge in public documents. The first and most prevalent is that 'Brasilia is an airplane'. It's an interesting metaphor because of how it came into being. As I'm reading in Lakoff's *Metaphor's We Live By*, metaphors are usually created through literal perceptions. Orientational metaphors ('happy is up', 'sad is down') are based on the fact that we inherently live by laws of orientation. 'Brasilia is an airplane' exists because of the city's physical construction. If I were to show a map of Brasilia, it would illustrate very distinct left and right wings and a body just like an airplane. The shape of the city itself does not take the shape of an airplane like Italy forms the shape of a boot, but the formation of the major streets, the clusters of buildings and houses, and the long green fields create an airplane shape structure. It wasn't by accident that the city was constructed this way. I heard some communist wanted to create some kind of utopia and deliberately formed the city to appear this way. Even the name Brasilia supposedly has poetic significance. So even in it's obviously calculated nature, 'Brasilia is an airplane' could be worthy of further research to discover if the metaphor is found on any other levels. One other note of interest, the U.S. and other embassies along with other major government edifices lay on the south wing. In fact, the city is divided into 'Asa Sul (South Wing)' and 'Asa Norte (North Wing).'

Another minor but interesting metaphor I found is 'the men and women employed by the State Department are the backbone of diplomacy.' This could be the type of metaphor that, as Lakoff refers to, as a metaphor that stands on its own. It has no other grounds for its identity, like 'the foot of the mountain.' But it may merit some further exploration. It's a metaphor that

seems to stand alone in the text itself. There are no other metaphors on the page that support this metaphor in any way.

I haven't had much luck with any other metaphors that would allow me to really analyze the character of the embassy, but someone suggested that I go and talk to Public Administration who deals with all the public documents put out by the embassy to maybe find something.

Journal 2
1/25/09-1/31/09

An aspect of American culture that emerges as through entering into the Brazilian culture, or probably most other cultures, is the aspect of ethnocentricity. It is very common for any country to think that they know better than all others, that their way of life is the best, that the comfort they feel in their attitudes and lifestyles are superior to others. Yet Americans seem to not only maintain ethnocentric attitudes, they want to make sure everyone else knows their way of life is the only way of life. This, of course, is a generalization. There are many aspects of American culture that are very considerate, compassionate, and giving. Many people highly respect the differences and uniqueness of others. However, their security in their culture and reasoning for acting certain ways remains generally a top priority, and this validation for America's identity (however right or wrong it may seem to others) must continually be reinforced in the eyes of other countries.

Because we are 'right,' we automatically put others in a sub-par level on the hierarchy of perfection. Thus, those closest to us are better than those who are further away from us. I found several interesting speeches from the American Ambassador of Brazil, Clifford Sobel, on Brasilia's embassy site. There are many metaphors that acknowledge this hierarchy, how Brazil can be the best of a team of countries that work closely with the U.S. It's interesting because at one point in one of the speeches, Sobel explains how the U.S. encourages these countries to work closely with the U.S. in other areas, but says that they should not do this in confrontation but in cooperation. Yet the whole speech is about how Brazil can and should rise above the other countries, or become "the best of the BRICs (Brazil, Russia, India, China)."

Of course, I couldn't know for sure without doing a study on American culture and the speeches mentioned above if their content comes from this superiority of the U.S. or if it just so happens to be this ambassador's point of view and my perception of America's relationship to other countries.

Another thing that supports this notion of America's superiority over Brazil's is the way the embassy itself operates. The Brazilians or Foreign Service Nationals (FSN) are not allowed to enter the second floor without an escort because they don't have access to classified information which exists on the second floor. I had to be escorted until I received secret clearance. You can only receive clearance if you are an American citizen. Of course, this is a natural set in function. I wonder if it works the same way in the Brazilian embassy in the U.S. However, I don't exactly think that these technical systems are separate from the engine that

fuels American ideology. We live as a natural consequence of being a world leader in a state of mind that incorporates the responsibilities, duties, and also submission to a leadership role. So, the superiority of America continues to manifest itself even in an organization that not only works closely with another culture, but depends on it.

Journal 3
2/1/09 – 2/7/09

After three weeks of working at the embassy, I'm beginning to get a sense of my responsibilities and duties here. These three weeks have been a time of trying to get a grasp of what the State Department is, the function of the Political Section within the embassy, and the Political Section's relationship to the other sections (Economic, USAID, Public Affairs, Consular, etc.).

What quickly became apparent as I've struggled to find out my what my own job is all about, I've learned that the State Department is an organization that requires individuals that can compensate for it's lack of detailed job duties. The Department's overall objectives (which overall relate to promoting and producing world-wide diplomacy) requires a creative interpretation of how to go about fulfilling that responsibility. A full-time employee even told me that after she was hired, it took her about a year to get a handle on what her day-to-day tasks were in the context of broad objectives.

Therefore, with the difficult nature of the job inherently set in its self, there were consequently some struggles I had to overcome being not an employee, but an intern. Some of the frustration came from my expectation of anticipating meticulous structure on the embassy's part (for the process of actually getting the position was excessively thorough). Of course, I was open to the fact that I would have to contribute a lot to my job and that I couldn't be told what to do for everything. But I really was forced to fend for myself for the first couple of weeks.

I learned that the job required patience on my part to become accustomed to what it was that I could do and what it was that they could have me do. I almost got the impression that they didn't have anything for me to do because I felt that they were scrounging to find things for me to do, as if they were just vying for an intern for the sake of competing with the other sections in the embassy. But because of the inherent nature of the job mentioned earlier, I learned that this was not true. The slow transition from frustration to understanding my purpose comprised learning that there was a last minute scramble from the Political Section to submit reports to Washington, understanding my ability to contribute to such reports, and also changing my own impatient attitude of wanting to quickly be an important member of a team that I knew nothing about.

A crucial part of understanding my internship is that although I am getting paid for it and have my own work space, it's not completely a job—it's a learning experience. For example, one of the more specific duties here is to write cables. I didn't even know what a cable was, so why should I expect myself to be up to par with the other workers if I didn't know what

they were doing? So instead of letting the frustration of feeling like I am an unqualified contributor to the TIP Report without even knowing what the TIP Report is, or thinking I'm just taking up space by not being able to carry out the State Department's objectives, I began to think of my internship in a different way.

The first important concept of my internship is that it is a period of training. I'm being trained to work, not carrying the quantity of work that should logically be divvied up and distributed to me. A part of this is also knowing that I can't necessarily perform the work that the Political Section needs its team members to perform. There are duties that my internship supports directly to the Section as a whole, but mostly my duties way the balance between contribution and training.

Second, I'm learning that fulfilling my responsibilities here doesn't mean that I if I'm not producing measurable results each hour then I'm a poor worker and am not contributing. Most of the workers in this department need to read the newspaper and be up on current issues. They spend working hours getting information. And I'm seeing this as a priority more and more. For example, the Sean Goldman case (about the American boy taken from his father to Brazil) is so connected to this embassy, many meetings I've been in have talked specifically about our responsibilities in this case. We have to accommodate members from congress that come here specifically for this matter. Therefore, if I'm not writing non-stop all day and producing measurable results, it's okay.

And third, the State Department is an entity that hires creative people for a reason. It is their job to arrive in an embassy after two or three years from a previous embassy and just go to work. So because employees enter into a work area without having had the benefit of establishing their place in the embassy, they must take time to get a feel for where they stand in the constant fluctuating nature of the State Department.

Right now, thanks to the creativity and awareness of my boss, they've started me on a project that will not only teach me an important duty of the Political Section, but that will contribute to it. I am to write a cable about the religions in Brazil. This cable will provide a report of some accounts of religious intolerance, and will require research and interviews of hopefully some important religious figures. I've needed to compose specific research questions, interview questions, and then translate them to Portuguese as I prepare to arrange and conduct these interviews. Much of this task I imagine is similar to news writing/reporting.

Journal 4 **2/8/09 – 2/14/09**

I am gonna make the best effort possible to remember everything that happened last weekend. A couple of weeks ago, I went to Eric Stoner's office in USAID to find out more about what USAID does and to see if it would be something interesting enough to me. Basically they are a humanitarian group that deals with AIDS, conservation, and produce in Brazil. Eric invited me to go with him and this other guy João to attend a conservation symposium organized by the

Non-Government Organization (NGO) Aliança da Terra. Aliança da Terra was founded by John Carter, an American from Texas. Eric told me that this organization was pretty incredible. John had saved much of the Amazon through his efforts to gain a common understanding with the Indians, fighting off *guilheiros* (land bandits), and dealing with the corruption of the politics. Eric told me John was on David Letterman talking about his NGO. So, I looked him up on YouTube and sure enough he told his story on Letterman.

Since I don't have any real connection with USAID (I work in the Political Section), I would have to fund the trip myself. The bus ride would be 15 hours both ways and cost a total of 207 reais (about 80 bucks) not including hotel, food, and all the other stuff. Long story short, all of my expenses were taking care of—including every meal I ate for 4 days). Not only that, the day before we left, Eric, who would actually go in someone's little plane to Mato Grosso where the symposium would be, said that two people bailed out and that if we wanted, we could come with him. That was a definite yes. So there were a total of 4 of us on the 1 pilot 3 passenger plane. We drove two hours to Goiania where the plane was, and when we got there, low and behold, the pilot of the plane was John Carter. I didn't know it was going to be him. I must admit, I was a little star struck, not that he was on Letterman of course, but because of how encompassing and significant his NGO is. Not only that, but later I found out how his efforts and experiences were nothing short of heroic.

It was a two hour flight to Agua Boa in the state of Mato Grosso (extremely better than a 15 hour bus ride) and the flight was really exciting. John was showing us where people had come in and just burned down and cleared out chunks of the Amazon. The reason they did this was because cleared land goes for a lot of money. I thought John was going to just fly us to the hotel where we'd be staying, but first he took us to this little village (very very little—in fact, there were no vehicles, just horseback) in a part of the Amazon. There was some kind of house there that contained different information about the wild life in the area, and equipment for communal projects for wildlife protection. They had crates they would leave in the Pantanal river to scoop up recently hatched turtles and then they would care for them on land for 2 months, then let them go back in the river. This has saved thousands of turtle's lives. There was a huge alligator skin hanging in the house with various alligator skulls, bottles of anacondas, and a variety of other animals they found dead or needed to kill for protection purposes. John told us there were alligators, fresh water dolphins, and 80 kilo fish that swam in the Pantanal river. We went stepped over to the edge of the river to see if there were any alligators (John said they are often visible). There was just a dolphin that came up and that's it.

We then flew to John's ranch and ate lunch. It was one of the best meals I've had in my entire life. The beef was incredible. It was just the four of us eating there. He and his family actually live more somewhere near by. John talked about how he had I think it was around 1500 or 2000 heads of cattle (maybe not that much) and they're almost all gone because of Indian attacks and other groups like the *guilheiros*. It is truly a war and he lives right in the middle of it. The kinds of stories he told were unreal. He explained that the fight over land is incredible. There were men that went over to a family that cleared out land and moved into claimed

territory (which was illegally claimed by a group of men). These men stripped a tire so the metal wires were sticking out, went over to this family, tied the father up, tied his wife and daughter to trees, ripped their shirts off, and started whipping them with the tire. Every time they would whip them, the man would say, "this is what happens when you don't leave". They whipped them till they were nearly dead. Other men have forced men to eat grass till they were full, then kick them in the stomach, making them throw it up, then start the process over again. This went all day.

John has made peace with the Indians that live around there. He told me that you have to not show any signs of fear, and show aggression. He said that the Indians have since learned to understand that he's helping them. There were so many stories that he told us I can't write them all down. The government is corrupt because they get a slice of the money that is made by illegal land clearing. It's hard to get enough people on your side.

We then flew to Agua Boa where the symposium was and where Aliança da Terra's office was. Agua Boa is a small town but is big enough to have a mall, a couple of restaurants, and several other businesses. But the thing that runs Agua Boa is farming. That night, we were invited to go to the mayor's house and eat dinner there. The mayor supposedly runs the largest cattle auction in the world, so he's pretty rich. Dinner was served on this hut like thing in the middle of this man-made lake.

The next day, we went to the symposium. It involved several NGOs. John gave the first lecture. It was incredible. He gained credible despite being a gringo by his marriage to a Brazilian, having to Brazilian children and a Brazilian father in law. Supposedly, some of the "bad guys" political figures would be attending this conference and he told me he would point them out to me. Anyway, after his amazing speech, other NGO reps began giving their lectures, and although informative, they were BORING. They just told about their own organization. One biologist later told me that the problem was that they were just rambling on about themselves and didn't try to create and arrive to a common understanding to how they could unify everyone in one big effort to overcome the problems happening.

The next day we got up early to go to the governor's ranch. It took 2 ½ hours to get there by bus. There was soybean field after soybean field. Mato Grosso is like the 2nd largest producer of soybeans in the world. We arrived to one part of the tour, and after some explanation, we got on the road again. It began to rain, and the road was dirt. The bus got incredible stuck. Luckily, a big tractor pulled us out. We then went to a factory that processed gather soybeans and distributed them. We saw how the efforts of this NGO were to study different planting methods and fire effects on the Amazon.

That night, we left. Unfortunately, me and João had to take the bus back. But it was actually not that bad. We were all dead tired, and there were only 6 of us that had to go back to Goiania or Brasilia. And it only took 9 hours to Goiania and 3 to Brasilia. Oh, I asked John about how I'm seeking job options and he said that there was space for me with his organization, and

they had a big need for English-Portuguese speakers. I'm not sure if that's something I want to do, especially if I have to move to Brazil and work in Agua Boa. But I'm going to find out more if they have people in the states and if there are perhaps opportunities I could have in the States working in connection to him.

Journal 5
2/15/09 – 2/21/09

I've been learning more about the different characteristics of the embassy. To be a foreign service officer, you must contain the type of personality that is open to a lot of unexpected and rapid change. Often times, you have to drop what you're doing and work on another project. This is common because most of the work that you engage in is group oriented. The groups over the projects you usually participate in are within your section—in my case, Political. But also you can find yourself working with other sections in the embassy, USAID, Economic, Public Affairs, etc.

Therefore, this type of work requires a person to not expect too much individual recognition for efforts and accomplishments. The accomplishments are a result of the group. Personally, this has been somewhat frustrating to me, not just because I frankly need a confirmation that my specific efforts have produced desired results, but that it's hard for me to contribute to an overall group project without knowing what my individual tasks are. A lot of the time, it's just dive in and go to work. I think the particular group we have is somewhat poorly managed, but perhaps this is because I'm not an employee but an intern, and I don't have the experience to understand the flow and expectation or end result of a lot of the work. Also, a weakness of mine working in groups is that I like control (not that I'm a red personality type, but it's easier for me to execute tasks if I've actually accompanied every part of the process).

My perception of the atmosphere of the embassy is that in which individuals discern what their part is in minor or major projects, and how they go about determining what their pace of work should be in executing those efforts. For me, it's hard to find that kind of pace because it is so vulnerable to error. Other jobs I've had, you start from point A to point B, and you generally know what's required to get there. But I imagine that the embassy work ethic isn't extraordinarily uncommon for most careers.

Another obstacle I've encountered that I've wrestled with is one's ability to complete assignments. For example, the TIP (Trafficking in Persons) report is a report that is collected by U.S. embassies in most every country, and is turned in to Washington regarding each country's sex trafficking, child/forced labor, and other related subject's figures. Last year, the embassy in Brazil failed to complete the report on time, and the official TIP report was published without Brazil's information. This reflects how difficult of a task it is to gather all the necessary data to complete the report. In the U.S., such figures are more commonly monitored and recorded. Here in Brazil, you have to make calls to the Ministry of Justice, the federal and local police

departments, the human rights agencies, non-government organizations, countless news articles and reports, and a host of other organizations. Whatever numbers you're able to scrounge up, you shove them together as nicely as you can into the TIP report.

This year, the TIP report was due last Friday, but all of the required information was not accumulated. Therefore, Brazil sent the TIP report anyway and will make amendments to the info for weeks to come. Besides the lack of sources and directions for accumulating the required information, people who work for the State Department have only 2-3 years in one embassy, then they must move to another. So, if the person who worked on a report didn't document where they found the stats, the person who enters in to that position coming from another embassy will have to start from scratch.

I think these are good examples of the kind of flow and work atmosphere of the embassy. Some of the aspects of the autonomy to execute tasks are pleasant, but in most cases, you are driven by group assignments that oftentimes do not provide individual means to accomplish particular tasks or a framework for such endeavors. I must say that this outlook is a biased one and is most likely misrepresented because I've only been here for a month. Other people with other personality types would and do flourish in this kind of work culture, the kind that is dynamic enough to carry such a paradoxical tension between autonomy and collaboration.

Journal 6 **2/22/09 – 2/28/09**

I didn't have to work three of the five days this week because of Carnival. Carnival is not the equivalent of Mardi Gras in the States. It's a lot bigger. Most people in Brasilia leave to go to Rio or Bahia or a city that is known to celebrate Carnival on a huge level. Cultural wise of course, this has been a very interesting experience. Despite how long you live in another country, there are always things to learn, especially about the differences between your culture and the foreign culture.

One interesting thing is the way most Brazilians (or at least most every Brazilian that I've come into contact with) view Americans and money. As a missionary and even now, I have been called the name "mão de vaca." Translated literally, it means "cow hand." It's an expression that suggests someone detests spending money. The first amazing thing about this expression is that it exists. In the States, you always hear how people spend too much, how people are always in debt and always trying to get out of debt, how you should be frugal with your money, and how you should save your money. Of course in the States, there are expressions like "mooch" or "tight-wad," but these terms define people who are either too careless with their money that they depend on the budgetary orderliness and intelligence of others to sustain them, or they refer to people who excessively save money to such an extent, they deprive or impoverish themselves to the other extreme. But in both cases, there are problems with money management and understanding the true value and involvement of money in one's life.

As I think about it, most of the people who have called me *mão de vaca* are very poor people. This makes it even more difficult to understand the allotment of this title because you would think that these people, who are forced to save every penny they receive, would think of money in terms of a commodity needed to be saved and carefully managed. But perhaps it is the very fact that they are poor that they perceive people who are rich (another stereotype given to all Americans by most Brazilians) should be spending money as if it weren't a commodity to be saved but something that should be enjoyed—since it cannot be enjoyed by those with little of it.

An interesting occurrence that happened that has added some thought to this term is when one of my poorer Brazilian friends suggested that they needed help with buying gasoline (I live far away from them and they insist on picking me up and taking me places). I of course wanted to help, and I gave him 100 reais (good for a full tank of gas). Apparently, he told his wife and she told her friends, and now I'm not known among them as *mão de vaca*. I wonder if buying something for myself with 100 reais would have delivered the same response from them, if they would then have changed their mind about me. Or was it the fact that I spent the money on them that their attitude changed about me? If I could answer that question, I might know if they perceive people "with money" to be normal if they are either spending it on others who don't have it or if they are spending it because they can.

Journal 7
3/1/09 – 3/7/09

I'm working on several projects at once. The first and most important (the one that needs to be completed first) deals with child and forced labor. Even though the Human Rights Report has been unofficially submitted to Washington (and well passed the due date), the information is not complete. Of course a Foreign Service Officer is in charge of managing this report, but there are several officers in the Political Section that are supporting his efforts by accumulating information. My present task in furthering the progress of the Human Rights Report is to organize data in a more accessible and easier to understand way. There are data from two years that we've received from the Ministry of Justice in Brazil that give stats on the form of child/forced labor, the commodities involved, and the number of slaves involved in each situation in each state. My job is to organize this information into an understandable order. There are about 300 categories of different forms of forced labor, so it's a very time consuming task. The best part is, after I'm finished, it will be of great service to producing other information and giving it to Washington.

The child/forced labor task is putting off other things I really want to get to that will be great to have done. One of them is my religious freedom cable. I was, however, able to arrange a meeting with a couple of professors that work at the University of Brasilia (one of the most prestigious Universities in Brazil). One is over the department of sociology, and the other is over religion. I arranged for them to enter into the embassy and me and a co-worker talked to them for about two hours. It was a very enlightening experience. There were several subjects that I'd

like to write cables about, and hopefully I'll have time to form more than just one religious cable (report). Cable topics will include anything that the government should be involved with (in this case, issues with anything having to do with religion), or should not have gotten involved with, or did get involved. I'd like to write one cable on the pressures the rising evangelical churches in Brazil have given to the government on granting national benefits toward their religion (things that are never done with religious organizations). I'd also like to write a cable regarding the social (and sometimes physical) oppression these churches have given to afro-brazilian religions.

The last major project I'm trying to get to is preparing a speech. If I can get to doing at least two speeches, I'll give the first one in Portuguese and the second in English. It is common for the embassy to arrange for diplomats to give speeches to particular audiences about anything that has to do with promoting American diplomacy. I'd like to give my speech about American culture and perhaps the aspects that aren't paraded in the media.

Journal 8 **3/8/09 – 3/14/09**

In reading *Metaphors We Live By* and in writing a metaphorically applied reflection on a speech the ambassador gave, there have been other metaphors that have come into my mind as I work at the embassy. One of them is THE U.S. EMBASSY IS A MAID. Bear with me.

It's interesting this metaphor formed in my mind because of several reasons. First, the only time maids have been a concern in my life has been in Brazil. Brazil is a country where it is very common to have a maid, even if you are low class. I'm not sure why most Brazilians have maids. Perhaps because Americans use a lot of machines to do their work (i.e. washing machines, washers and dryers, microwaves). These machines aren't common in Brazil, mostly because Brazil has learned to do without them. Also, Brazilians don't eat out as much as Americans. Many of them, especially in the northeast, raise their own chickens to eat and have different fruit trees.

Essentially, Brazilians have learned to live without excessive expenses that machines and eating out require. But this lifestyle is very demanding of time, which also reflects the fast pace at which Americans live. They need to leave their clothes in the washing machine and the dishes in the dishwasher while they're at work. Brazilians are left to care for these things on top of regular day-to-day tasks. Their form of time-compensation is through hired help.

A maid isn't just someone who cleans the house and washes clothes. They cook, mend, repair, and often garden. The embassy is much the same way. The Department of State could be viewed as the master of the house. Because it can't fulfill all of the necessary responsibilities that are required to survive (international trade, peace, and supporting the well-being of American citizens at home and abroad), it hires an entity in each country to tend to these needs. State leaves these entities in the countries and expects them to not only "clean up messes," but also to perform many duties.

Overall, the results of maids and the embassies are the same. Both have provided results that the master wants. Both put in long hours and work hard to get the jobs done. Both have the type of relationship to the master that is professional but still tightly nit. They have an immense influence on the children, and the atmosphere of residence. And they nourish the family.

Journal 9
3/15/09 – 3/21/09

The more I think about orientational, ontological, and structural metaphors, the more I can see how much they appear in life. Lakoff talks about orientational metaphors as being those which are grounded in our experience of direction. These metaphors, like the others, come from our natural physical interaction with the rest of the world. We have a 'front,' a 'back,' and two 'sides.' There are things 'above' us and 'under' us. Consequently, we think in orientational terms, like 'the sun is up,' 'I am standing on the ground,' and 'the house is in front of me.' Like orientational metaphors, ontological metaphors are a result of our physical experience and perception of being. We have an 'inside,' an 'outside,' and we have a 'field of vision.'

These orientational and ontological experiences create a structure in how we think. Recently, I've become more aware of my perception of the world and the terms in which I think and interact with others based on these frames of reality. Expressions like 'from my point of view' and 'I'm on top of the world' are grounded in our physical sense of range of vision and containers. Structural metaphors are interesting because they highlight two different things that are constructed in our own experience, like 'the mind is a machine.' Yet these metaphors are cultural, and I've been watching to see if Brazilians use different metaphors than Americans based on their own life experience. One example I've found is when someone does something embarrassing, they say "pisou na bola" or "he stepped on the ball." This comes from their extreme connection to soccer, when a soccer player goes to kick the ball but steps on it instead and falls.

Another interesting metaphor regards dreams. In English we say, "I had a dream of you." In Portuguese they say, "I dreamed with you." Perhaps these differences are due to our cultural perceptions of space or what dreaming is. Because of the phrase, "I had a dream of you," this could signify that Americans see dreams from outside themselves, like watching a movie. The phrase "I dreamed with you" shows Brazilians are physically emersed in the experience even if they are not interacting with the scene. They take up physical space in their own dream, while Americans, even while interacting with the components of the dream, do not consider themselves to have been a part of it, most likely because knowing "it was only a dream." Waking up confirms to them that the dream occurred *within* their mind and they were not *inside* the dream.

Journal 10
3/22/09 – 3/28/09

During my last week here as an intern at the embassy, I've thought back on how I've grown and progressed throughout my time here. I don't know if there is anything I would have done differently besides having tried to work harder before coming to Brazil to get my homework out of the way as much as possible so that I could have taken more advantage with the time I had in Brazil.

It's easier to see one's own culture by living in another, and as I've learned about metaphors, I've recognized the difference between American and Brazilian metaphors, and thus, the difference between constructions of reality. It is the very reason why many common American analogies, expressions, and metaphors do not work in Brazil and vice versa.

It's interesting to observe how Brazilians view commodities and life in general. If both an American and Brazilian were to say that they took advantage of life, the American might give value to how he was successful while the Brazilian might reflect on his health or having enjoyed living in a particular city. These diverse outlooks on life spill into day-to-day language, like the common phrase "*ele está só na boa*" (*he's loving life right now*) or the American adage "free as a bird."

Much can be attributed to the geography of each of the countries and the influence location and environment has on a culture. Brazil is known for its hot sun, and there are many myths that come from the sun's effects on people. If you drink mango juice then sit in the sun, you will die. If you drink pineapple juice in certain conditions, it will cut your tongue. Also the relationship between the sun and a cold shower can be harmful as well. Include a tropical drink and the results can be catastrophic.

American myths come from other countries like Ireland. Some born within the country were started from old ghost towns.

There are many ways of looking at the world and each individual perceives that world differently. Because of our own environment, our own cognitions, and the people we communicate those realities with, we construct the world we live in.

APPENDIX 2 | *Child labor chart that was reformed and translated*Original Chart

Estado	Atividade	Setor	N. Crianças	N.
Fiscalizações				
Matto Grosso do Sul	Criação de bovinos para leite	Informal	21	1
Minas Gerais	Construção de edifícios	Formal	1	1

Reformation of Chart

		Mato Grosso	Mato Grosso do Sul	Minas Gerais
Vehicle Maintanance				
Serviços de lavagem, lubrificação e polimento de veículos automotores	Services in washing, lubrication, and polishing motorized vehicles	2	3	16

APPENDIX 3 | A summary of collected information for religious freedom cable/IRF Report

- O Dia Nacional de Combate à intolerância serve para nos mostrar que queremos e podemos construir uma sociedade melhor, um Brasil melhor para nós e as futuras gerações, em que a liberdade de expressão e de vivência de suas opções e crenças sejam respeitadas, colocando a vida e a dignidade humana como valores fundamentais a serem preservados. Como sociedade, devemos denunciar todo e qualquer tipo de violência, preconceito e intolerância, pregando sempre a construção de uma cultura de paz e diálogo entre todos. Saudamos o Presidente Lula, que não apenas instituiu o dia 21 de janeiro como dia nacional de combate à intolerância Religiosa, assim como no último dia 27 de dezembro, no Rio de Janeiro, anunciou o Plano Nacional de Combate à Intolerância Religiosa, com o objetivo de dar atenção especial às práticas religiosas que sofrem preconceito no Brasil e impor punições drásticas às fontes do preconceito. Sabemos que apenas leis e boa vontade não mudam uma sociedade, mas ajudam a construir um país melhor e inclusivo para todos, em que a diversidade religiosa seja respeitada e garantida a todas as pessoas.

<http://pt.ismico.org/content/view/688/1/> (site for the national fight against rel. intolerance day)

- The destruction of orishás in 2006 (Guia pg. 19)
- Destruction of religious temple in Rio in 2008 (Guia pg. 20)
- Filho-de-santo wins suit in May 2008 (Guia pg. 20)
- “para fazer valer as leis que garantem o nosso direito constitucional, face aos fatos frequentes a que somos vitimados, em função da intolerância religiosa” (jornal, pg. 1 para. 1)
- Radio and TV???
- Caminhada em Defesa da Liberdade Religiosa em Copacabana (jornal, pg. 1, para. 7)
- A caminhada gerou o Fórum de Diálogo Inter-religioso, realizado pela Comissão (journal, para. 8)
- Coisas que A Comissão de Combate à Intolerância Religiosa quer do Presidente:
 - Elaboration of a National Plan of Attack to Religious Intolerance
 - An update of all the police stations in the country with the Lei Caó
 - The realization of the national census of the establishments of African-based religions
 - Punishment through the Ministry of Communication by removing broadcast programs from the air and the application of fines to TV and radio broadcasters that promote religious intolerance, even those that run religious marketing programs
 - Prohibition of sponsorship and/or the incentive of???
- Results of the Fórum de Diálogo Inter-religioso:

- Lula promised that he will send the project of law to the National Congress to regulate the governmental publicity??? (journal pg. 7 para. 2).
- The Fórum meets quinzenalmente in a religious temple chosen by participants. The meetings always start an hour before so that members of the Fórum can learn about the temple they're visiting (journal pg. 7 last para.)
- An account is given of a man destroying offerings made by members of the Umbanda sect. The article encourages people of this kind of crime to tell it to the Commission of Religious Intolerance and provides a number. They offer free legal assistance to victims. (journal, back page)
- Before 1976, African-based Brazilian religious members had to register with the police (int. Prof.)
- The Evangelical church emphasizes demons and the embodiment of demons. A huge source of demon embodiment to evangelical churches are the african-based religions (int. prof.)
- Bispo Macedo has written many books against afro-religions (int. prof.)
- O Conselho Nacional de Pastores do Brasil was started to create unity between churches. Each state has a Conselho de Pastores (int. Alan)
- Pastores counsel churches not to negotiate with government or ask favors (int. Alan)
- Conselho de Pastores asked for a place to build the Museu da Bíblia, which is the biggest bible museum in the world (int. Alan.) But the website of the org Sociedade Bíblica do Brasil said they started it (<http://www.sbb.org.br/mubi/src/interna.asp?areaID=2>).
- Alan said there was animosity between religions but there isn't anymore.
- <http://portalcot.com/reporter/comissao-de-combate-a-intolerancia-religiosa-recebe-adesao-de-cinco-grupos/>

APPENDIX 4 | Contacts of academics, religious leaders, and members and pertinent questions

Questions for Religious Affiliates

Perguntas para as pessoas:

1. Você sente ou já sentiu atrito com outras religiões e quanto?
2. Quais as dificuldades específicas que você já passou como um _____ (se teve)?
3. Como foi que você foi convertido/ou se tornou um membro de sua religião?
4. Por quê você saiu de sua última religião?
5. Você já se sentiu perseguido por causa de sua afiliação com sua igreja? Por quem, e por qual maneira?
6. Como foi que você reagiu à essas perseguições? O governo fez alguma coisa em relação a isso, e como?

Perguntas para os líderes:

1. Você sente ou já sentiu atrito com outras religiões e quanto?
2. Será que a causa de perder membros de sua igreja pode ser atribuída a outras religiões?
3. Sua religião já passou por perseguição nesta comunidade, e de qual forma?
4. Quais foram as respostas para isso no passado, e como é que você ou outros líderes geralmente respondem à essa perseguição?
5. Você já pediu socorro para pessoas no nível federal para resolver problemas ou para qualquer coisa em geral?
6. Em quais maneiras os acontecimentos sociais, globais, financeiros, e políticos têm influenciado ou afetado sua igreja, sua administração, ou seus membros como uma só entidade?
7. Quais tipos de pressão você já sentiu daqueles que frequentam suas reuniões?
8. Quanto forte é sua afinidade com outras religiões? Quais relacionamentos são fortes, e quais são fracos?
9. Você sente que os dogmas de certas igrejas têm influenciado o governo?
10. Há membros do governo que tem privilegiado alguns religiões mais que outras?

Perguntas para administradores:

1. Qual tipo de atrito voce já viu entre as religiões?
2. Quais tipos de responsabilidades o governo deve manter sobre religiões?
3. Você sente que os dogmas de certas igrejas têm influenciado o governo?
4. Voce acha que as religiões minoritárias no Brasil devem receber programas especiais, ajuda financeira, ou outros tipos de auxílio de entidades federais ou até não-federais?
5. Você sente que os direitos de organizações religiosas são impedidos em alguma forma?

Translation

Interview Questions for Individuals:

1. Have you experienced any friction with other religions and to what degree?
2. What specific difficulties (if any) have you experienced as a _____?
3. How did you convert/become a member of your religion?
4. Why did you leave your last church?
5. Have you ever felt persecuted because of your affiliation with your church? By whom? In what ways?
6. How have you responded to such persecution? How did government authorities respond or react?

Interview Questions for Leaders:

1. Have you experienced any friction with other religions and to what degree?
2. Can the cause of losing members be attributed to other religions in any way?
3. What kind of (if any) persecution has your religion experienced in this community?
4. What measures have been taken in the past, and how do you respond usually to this persecution?
5. Have you ever sought federal powers to resolve any problem or for any reason in general?
6. How have social, global, financial, and political occurrences affected or influenced your church, your administration, or your members as a whole?
7. What kinds of pressures have you felt from those that frequent your meetings?
8. How strong is your rapport with other religions? Which ones are strong and which are weak?
9. Do you feel that dogmas of certain churches have inappropriately influenced the government?
10. Have members of the government unfairly favored any religion or church over others?

Interview Questions for Administrators:

1. What kind of friction have you seen between religions?
2. What kind of responsibilities should the government have over religions?
3. Do you feel that dogmas of certain churches have inappropriately influenced the government?
4. Should minority religions in Brazil receive any special programs, financial aid, or other kinds of support from federal or non-federal entities?
5. Do you feel that the rights of religious organizations are impeded in any way?

List of Contacts:

Secular:

1. Prof. Dr. Agnaldo Cuoco Portugal (Filosofia)
http://www.unb.br/ih/novo_portal/portal_fil/ppg_fil/contato_ppg_fil.html
2. Gamaliel da Silva Carreiro (Sociologia)
<http://www.secom.unb.br/bcopauta/empresas1.htm>
3. Universidade Catolica de Brasilia: <http://www.ucb.br/> (just ask for a religious figure)

ONGs:

1. ONG Liberdade Religiosa: 11 3262.3499
<http://www.liberdadereligiosa.org.br/2009/link.asp>

Igreja:

1. Catolica: Catedral Rainha da Paz: 3323-3858
2. Batista: 61 3038-4031/3038-4017/3038-4043/3038-4008/3038-4028
<http://www2.ibcb.org/restauracao2009/paginas/contato.html>
3. A Assembleia de Deus: (61)3561-0558
http://adbrasil.com.br/portal/index.php?option=com_contact&catid=32&Itemid=330
4. Umbanda: Centro Espírita Casa do Caminho 393-2929
http://www.umbandabrasil.com.br/site/index.asp?area=lista_centros&estado=Distrito%20Federal

APPENDIX 5 | Speeches

English Speech

American Culture

- I. Introduction
 - A. What composes American culture?
- II. America is Diverse
 - A. In 2000, 35.9 percent of the people living in New York City were foreign born.
 - B. A melting pot vs. a salad bowl
 - C. “[Americans] do not inquire concerning a Stranger, ‘What is he?’ but, ‘What can he do?’ If he has any useful art, he is welcome; and if he exercises it and behaves well, he will be respected by all who know him.” —Benjamin Franklin
- III. Values of Success through Progression and Production
 - A. Code of Conduct
 1. Trust and Honesty
 - a. People trust others and expect trust in return.
 - b. They follow rules and expect others to follow rules (cheating in school, cutting in line, waiting their turn)
 - B. Contribution
 1. Since success is the overall goal for Americans, there are a wide variety of needs that need to be met.
 2. People find success off of profiting from the needs of others by meeting those needs (businesses, traits, talents)
 3. Americans validate their own success by defining what that success is. If they fill a need (through their own abilities and talents), they’ve validated their success
- IV. Results of the ‘Salad Bowl’ Effect
 - A. Contribution leads to giving and taking
 1. Food
 - a. Extreme diversity, authentic foreign food.
 - b. A few typical things are: chili, brownies, cookies, cobbler, sloppy joes, cereal, PB & J, root beer, donuts.
 2. Music
 - a. There are as many kinds of music as there are people
 - b. Some typical kinds of American music: jazz, hip-hop, country, rock (rock is more like a collaboration)
 3. Dance

- a. Any American would consider ballet, tap, and ballroom American dances, but these kinds of dance came from other countries
 - b. Dances that were born in the U.S. are country, east-coast swing, and break
- V. Conclusion
 - A. “[Americans] do not inquire concerning a stranger, ‘What is he?’ but, ‘What can he do?’ If he has any useful art, he is welcome; and if he exercises it and behaves well, he will be respected by all who know him.”
 - B. Success (code of conduct, contribution)
 - C. Results of living in a ‘salad-bowl’ (food, music, dance)

Portuguese Speech

Cultura Americana

- I. Introdução
 - A. O que compõe a cultura americana?
- II. América é Diversa
 - A. Em 2000, 35,9 por cento das pessoas vivendo na cidade de Nova York nasceram fora dos E.U. A.
 - B. Bolo e Salada
 - C. “[Americanos] não perguntaram sobre um estrangeiro, ‘O que ele é?’ mas ‘O que ele é capaz de fazer?’ Se ele tiver qualquer obra útil, ele é bem vindo; e se ele a pratica e se comporta bem, ele será respeitado por todos que o conhecem.” —Benjamin Franklin
- III. Valores de Sucesso através de Progresso e Produção
 - A. Código de Conduta
 - 1. Confiança e Honestidade
 - a. As pessoas confiam em outras e esperam ser confiáveis em retorno.
 - b. Americanos seguem regras e esperam outras pessoas seguirem as regras também (cola na escola, furando fila, esperando sua vez)
 - B. Contribuição
 - 1. Desde que sucesso é a meta principal para os Americanos, existem uma variedade de necessidades que precisam ser respondidas.
 - 2. As pessoas encontram sucesso por responder às necessidades das outras (negócios, traços, e talentos).
 - 3. Americanos afirmam seu próprio sucesso por definir o que é esse sucesso. Se elas satisfazem uma necessidade (por meio de seus próprios talentos e habilidades), então eles estabeleceram seu sucesso.
- IV. Resultados do Efeito ‘Salada’
 - A. Contribuição leva a dar e receber
 - 1. Comida

- a. Diversidade extrema, comida estrangeira autêntica
 - b. Algumas comidas típicas são: chili, brownies, cookies, cobbler, sloppy joes, cereal, PB & J, root beer, donuts
2. Música
- a. Há tantos tipos de música quanto de pessoas
 - b. Algumas músicas típicas dos E.U. são: jazz, hip-hop, country, rock (rock é mais como uma colaboração)
3. Dança
- a. Qualquer Americano iria considerar balé, sapateado, e ballroom danças americanas, mas essas tipos de danças vieram de outros países
 - b. Danças que nasceram nos E.U. A. são: country, east-coast swing, e break

V. Conclusão

- A. “[Americanos] não perguntam sobre um estrangeiro, ‘O que ele é?’ mas ‘O que ele é capaz de fazer?’ Se ele tiver qualquer obra útil, ele é bem vindo; e se ele a pratica e se comporta, ele será respeitado por todos que o conhecem.”
- B. Sucesso (código de conduta, contribuição)
- C. Resultado de viver numa tigela de salada (comida, música, dança)

APPENDIX 6 | Example of a common email

Prezados Eurico e Agnaldo,

Muito obrigado vocês por seu tempo ao conversar conosco. Ficamos muito felizes pelas informações que passaram para nós. Vocês nós ajudaram bastante, e somos gratos mesmo por seu tempo e ajuda.

Eu queria confirmar ou esclarecer algumas das informações que vocês nós disseram e também pedir qualquer outra informação que pudessem adicionar.

1. As igrejas evangélicas têm esforçado para alcançar benefícios do governo nas seguinte formas: (a) têm pressado o governo para ganhar um feriado nacional, (b) permissão para construir igrejas onde não estão permitidas, (c) passar leis em favor dos seus templos, e (d) a liberdade de impostos. Vocês conhecem outros acontecimentos assim, e fontes de informações sobre os acontecimentos mencionados aqui?
2. Quando foi que esse feriado foi iniciado?
3. Foi o governador de Rio (que é evangélico) que declarou que a doutrina da criação seria ensinada nas escolas junto com evolução? Quando foi que isso aconteceu? Vocês sabem da reação do público?
4. Essas igrejas têm quebrado a lei em que realizam reuniões religiosas acima do nível de som que está permitido. Já houve pessoas, organizações, ou o próprio governo que se envolveram nesse negócio?
5. Vocês mencionaram que elas tem corrido atrás de pessoas mais pobres para aproveitar das suas situações em receber dinheiro em troca por “bençãos.” Existe uma lei que reflete essa questão?
6. Existem ONGs ou outras organizações que falam contra ou em favor dessas questões sociais (a questão de aproveitar da situação de uma classe social mais baixo)?
7. Porque Bispo Macedo tem lançado vários livros controversos que falam contra religiões como Umbanda, tem alguém que já tentou processar ele?
8. Vocês têm algumas fontes de informações sobre as Orishás que foram destruídas?
9. Quero também saber se tem uma fonte que fala do número correto dos Muçulmanos no Brasil. Os dados mais recentes da igreja mesmo falam entre 700 mil e 3 milhão Muçulmanos no Brasil.

Também, alguma coisa muito importante é saber quando estas coisas aconteceram. Se tiveram as datas dessas coisas, ficaríamos muito felizes mesmo.

Estou enviando junto com este email o link do International Religious Freedom Report do ano passado se quiseram dar uma olhada (<http://2001-2009.state.gov/g/drl/rls/irf/2008/108516.htm>). Se tiver alguma informação em geral, ou estatísticas mais específicas que pudessem adionar, seríamos muito grato.

Mais uma vez, obrigado por tudo. Sabemos que vocês estão muito ocupados, e qualquer outra informação que pudessem providenciar já é muito.

Obrigado,

Brian Heslop

Political Section

U.S. Embassy Brasilia

3312-7075

APPENDIX 7 | Information on writing general cables

Cable Instruction 1

ATTRIBUTES OF FOREIGN SERVICE REPORTING

- **ORGANIZATION & PRESENTATION:** Don't make the mistake of dismissing this point as "just style": how cables are organized and presented can be key in determining who receives and actually reads a message. Pay attention to correct TAGS, catchy and informative SUBJECT LINES, and include a well-crafted SUMMARY on any multi-page message. Your points should be CLEAR, CONCISE, and LOGICAL. Remember that the rank of your readers is often inversely proportional to the length of the cable!
- **SOURCES:** Credibility and accuracy of messages increases with MULTIPLE SOURCES and CROSSCHECKING. Ideally, reporting should be so well sourced that it provides insights into the attitudes, motivations, and intentions of host-country leaders inside and outside the government. Be careful to use a variety of sources; avoid undue reliance on media or the "usual suspects." You should have a range of sources in order to offer well-balanced and broad coverage of significant opinion(s) in your country of assignment.
- **RELEVANCE:** Don't make your reader guess why you took the trouble to draft this message! RELEVANCE to US policy interests or programs should be clearly stated at the beginning of the message. Degree of relevance depends on whether the information is likely to lead to some action or change in direction of a policy, program, or operation. There can also be value in providing background or general information, but if you cannot answer the "so what" question, why write the cable at all?
- **ANALYSIS:** Good analysis requires placing facts in a structured context; presenting evidence to test, validate, or cast doubt on a policy-relevant judgment; and drawing conclusions that obviously flow from the evidence presented. Reports should analyze the policy implications of information being reported in all cases – not just the longer "think pieces." Analysis should be part of every substantive message.
- **USEFULNESS:** Different cables have different audiences. Know your target audience, and know what they need from your reports. A message will have higher value if it contributes to knowledge of developments of interest to the USG, or if it adds an important dimension to policymakers' understanding and insights and thus affects policy or operations. (NB: Information useful to a junior analyst may be of little importance to a senior policymaker.) Timeliness can significantly affect the usefulness of a report.

Cable Instruction 2

CABLE FORMAT CHECKLIST

CLASSIFICATION	UNCLASSIFIED, CONFIDENTIAL, or SECRET
CHARGE & DATE	PROG __/__/__
APPROVER	Usually POL Counselor or higher
DRAFTER	POL: CGPoloff
CLEARANCES	1) POL: PTThomas, 2) ECON: TRTracy
DISTRIBUTION within mission	Office symbols in groups of 3; each group separated by a comma: AMB DCM POL, ECON
FROM (POST)	
ACTION ADDRESSEES and PRECEDENCE	SECSTATE WASHDC -Include all who should have action -Consider need for collective addresses -Precedence are: ROUTINE (default), PRIORITY, IMMEDIATE, NIACT IMMEDIATE, and FLASH
INFO ADDRESSEES and PRECEDENCE	-Include all who should be aware of issue -INFO appears only before first info addressee - Precedence cannot be higher than lowest precedence for action addressees
SPECIAL DISTRIBUTION CAPTIONS (if any)	NODIS, EXDIS, LIMDIS, STADIS, TERREP, TERREP EXCLUSIVE, AVSECBN
CAPTIONS (if needed)	DISTRIBUTION CAPTIONS: AIDAC, Official Informal, CODEL, etc. CHANNEL CAPTIONS: DS CHANNEL, PER CHANNEL, etc.
ATTENTION INDICATORS (if needed)	FOR NEA A/S FROM CHARGE or

	LONDON FOR POLCOUNS
EO 12958	
TAGS	USE TAGS! SEE HANDBOOK
SUBJECT	You have 42 spaces to persuade Washington readers that they should read your cable
REFS	Use letters if you have more than one: a) 99 State 12345; b) 99 State 6789
BEGIN TEXT	First paragraph is classification and justification information; next paragraph should be a succinct summary. Single-space within paragraphs; double-space between paragraphs
END OF MESSAGE INDICATOR	AMB or CHARGE with ##: JOHNSON##

Cable Instruction 3

DRAFTING TIPS FOR FOREIGN SERVICE REPORTING OFFICERS

Adapted from an essay by Earle St. Aubin Scarlett

ESSENTIAL ELEMENTS OF YOUR INTELLECTUAL TOOLKIT

- Working Definition of Politics: Foreign Service reporting must have practical use. In this context, “politics” means understanding the host government’s *modus operandi*, its internal social forces, and the relevance of its political and economic events to US policy and national interests.
- Cognitive Country Map: Knowledge of the host country’s history, culture, and social stratification is important, as is familiarity with key elites and their motives for action. Language proficiency provides deeper insights into the culture.
- National Aspirations: The reporting officer must be aware of the pillars of the host country’s political and economic ideologies and belief systems, the basis for government authority, the status of its relations with the US and other powers, and its orientation in multinational organizations. The reporting officer must also understand what underlies expressions of opposition.

- Social Forces: The reporting officer must learn the composition, social, and family origins of important players in host government agencies and bureaucracies; and the role and influence of such groups as the military, labor, academia, media, youth, business, religious leaders, and political parties. S/he should develop intimate knowledge of political party leaders, membership, recruitment, promotion, platform, and ideology; and should also take into account the influence of such “illegitimate enterprises” as narcotics consortia.
- Psychology of Decision Makers: What is the socialization and education process for elites in this society? How are decisions made? Do “the people” share / reflect a psychology the prescribes their role vis-à-vis governing elites? Is there a difference between urban leaders and rural / regional leaders? Are leaders driven by desire for personal gratification, or by more abstract values?

THE MECHANICS OF REPORTING

- Selective Reporting: Reporting should be based on thorough understanding and constant awareness of US objectives in the host country.
- Writing to Order: The embassy’s job is to transmit current, accurate, and insightful reports that enhance USG understanding of developments, and link those developments to USG policy and interests. It is not enough to report on developments – even in a so-called “spot report” – without also providing some explanation and analysis of their significance. It is up to the reporting officer to determine what should be highlighted, and what can be disregarded.
- Style of Writing: Focus, precision, clarity, succinctness, and relevance are key. The best Foreign Service reporting contains: a) compact and revealing subject line and summary; b) topical/declarative sentences; c) short paragraphs; d) linear development of thought; e) clear and logical connection of ideas; f) no jargon; and g) an answer to the “so what?” question.

THE CONSUMERS OF REPORTING

- Consumers are policymakers and analysts in USG agencies. Others are in Congress, the media, and the public. The reporting officer should seek to understand differing needs and focus/target messages appropriately.

APPENDIX 8 | *Ambassador Sobel's speech*

The Best of the BRICs: A Call for Global Partnership - Rio de Janeiro

Remarks delivered at Special Forum BNDES, Rio de Janeiro, September 3, 2008

Bom dia. Obrigado pela convite. É uma honra estar aqui com vocês. Estamos vivendo num momento muito importante entre nossos países. Por meio de nossas parcerias, podemos construir juntos uma era de esperança, oportunidades, e prosperidade. O trabalho de um embaixador é construir pontes, criar parcerias, e agora devemos aproveitar o momento. Vamos continuar em ingles, por favor...

I am very pleased to be here to speak with you about the importance of global partnership with the BRIC countries, and what makes Brazil such an important part of this group.

At a dinner in São Paulo, Abby Cohen, Co-President of Goldman Sachs, joked to me but half-seriously said, that Goldman was disappointed that they never trademarked the term "BRIC."

As you know, the term was coined by Jim O'Neill of Goldman Sachs, in 2001, to describe four countries, whose economies influence so much of the world today. It is interesting to note that O'Neill said, "O Brasil é o melhor dos BRICs." (Brazil is the best of the BRICs.)

Today, I would like to talk about BRICs, and the special position that Brazil has within BRICs - especially given your democratic values and market economy.

I would like to discuss the coalitions that BRICs and the developed world can form on common interests, looking at what unites us, and not what divides us.

After World War II, the United States and its allies built a new world order. Today, it is up to the BRICs and the developed world to do it once again!

BRICs have had a profound impact on our world as new leaders in an era of globalization. You are shifting the center of gravity.

The impact may be seen in India's technological innovations; in China's role as a major consumer and exporter; in Russia's role as a key oil producer; and in the dynamic strides of the Brazilian economy in manufacturing, agriculture, and energy.

In a recent paper entitled, *Dreaming with BRICs: The Path to 2050*, Goldman reported that "The results are startling." On its present trajectory, in less than 40 years, the BRICs economies together could be larger than the G6. By 2025 they could account for half the size of the G6. Currently they are worth only 15% of the G6. In 2050, only the United States and Japan will be among the six largest economies, along with the four BRICs.

It is clear we are living in an increasingly globalized and interdependent world. But also one which is changing very rapidly. Therefore, I think the questions that need to be answered are:

How can the more developed nations build stronger partnerships with BRICs? And secondly, the subject today, how does Brazil become “o melhor dos BRICs.” (The best of the BRICs.)

Together, more developed nations such as the United States must work together in partnership with BRIC nations to address the key issues of our time--poverty, despair, and the 30% of the population that we have left behind.

Our interconnected economies will pave the way for cooperation in many areas, not just in bilateral relations. But in getting the benefits of globalization to all of the citizens of the world.

Together, our leaders need to be wise enough to make the hard decisions to deal with the different issues that confront us all.

Today, no country, no region, has the resources or intellectual capital to deal with all of these challenges.

As the largest country in South Asia, India has a vital role to play in helping to secure a stable, peaceful, and prosperous Asia. We are cooperating closely on efforts to limit global climate change and preserve energy resources.

With regards to China, the United States has built a strong relationship, rooted in common interests. China has liberalized its market, and we will continue to support China with significant investments, on the path toward an open economy and greater respect for individualized freedoms.

Russia is at a crossroads: it must decide whether to join responsible nations of the world in a cooperative relationship on security, economic, health and environmental issues, or continue on the path toward confrontation and isolation. The United States stands ready to work with Russia toward reestablishing its place among world leaders based on its acceptance of the core principle that the sovereignty, independence and territorial integrity of all nations must be respected.

With Brazil: We are natural partners – parcerias naturais.

Over the last few years, our leaders have nurtured an increasingly close relationship between our governments, our business, and our people. As a result, I believe there is huge potential for growth in any endeavor we can think of -- whether political cooperation in our hemisphere; responsibilities our nations have to make the world more stable; partnership to strengthen economic and trade cooperation in the hemisphere; and beyond. We are partners in biofuels, health, food aid, and perhaps in the future, food production.

As Secretary Rice said when she visited Bahia, “I’ve always believed that Brazil and the United States look more like each other than any two countries in the world; great European, Latin, African ...traditions all living side by side.”

In a recent story by O Estado, Brazil was listed as one of the leaders in technology amongst the BRICs. A recent study by U.S. consulting firm IDC shows that Brazil is ahead of countries such as Japan, France, and Germany.

Today, Brazil is increasingly becoming a leader in innovation. And nowhere is its investment in technology more apparent than in the development of next generation biofuels. And now, in oil extraction from new energy frontiers in the pre-salt basin.

For Brazil to become o melhor dos BRICS (the best of the BRICs), it must recognize that the economic success of the BRICs is dependent upon investment.

Recently The Financial Times – in an article entitled, “The BRICs,” – talked about private equity groups taking big legal and financial risks as they invest in emerging markets.

As any business executive knows, capital is drawn to safe investments. That means investments in countries with transparent rules of business, protection of intellectual property rights and related conditions for investment. That is why developing a framework, including investment treaties and tax treaties, is so important. It is especially important, as Brazil climbs the economic ladder, for Brazil to protect intellectual property, including trademarks and patents.

If Brazil is looking to be the first among the BRICs, it is important for Brazil to continue to build the most transparent, open regulatory environment. Brazil must do what is necessary to attract these investments -- especially in this globally competitive marketplace for investment.

As global economic leaders, both Brazil and the United States have an active trade and investment agenda. We must look to increase that partnership. Our countries have a joint desire to see a Doha round that can be successfully concluded because, as Secretary Rice said, “there is nothing more important that we can do for developing nations than to have a world trading system that supports development and sustains markets for both developed and developing countries to prosper.”

It is important to remember that trade is not a guarantee, but an opportunity. An opportunity that is within our grasp! Brazil’s leadership amongst the BRICs on trade is noted and appreciated!

What can be done to secure its position as the “best of the BRICs?” Imagine the impact Brazil has on the world stage based upon the importance it places on democratic principles and social values.

Global leadership today requires engaged and continuing political and diplomatic partnership between developed and developing countries in times of crisis and in times of calm. Global leadership entails making hard diplomatic decisions, not only the popular ones.

A model for global leadership among BRIC nations is Brazil’s command of the UN forces in Haiti, as well as its diplomatic engagement in Lusophone Africa.

Regionally, we appreciate the efforts that President Lula and other leaders made to bring about reconciliation with regard to the issues between Colombia and Ecuador.

Brazil is working together with many countries in Africa to help address their challenges, whether in providing better health care, strengthening democratic institutions, or helping them open new market opportunities.

Brazil has stepped out in noteworthy ways in defense of human rights and democracy, including through recent statements on the crisis in Tibet, and by offering to observe elections in Zimbabwe.

And the engagement of BRIC nations is welcomed and needed in other areas, like trade, energy, and the environment, as partners with the developed world. Not in confrontation, but in cooperation.

As a leader among the BRICs, Brazil can play a very constructive role on issues like Darfur, conflicts in Eurasia and other regional conflicts that have global implications. Perhaps, one day, Brazil and the United States can partner, as we are doing today in biofuels, in other areas within the energy field.

In short, as Brazil and the other BRIC nations strengthen economically, politically, and diplomatically, they have an unprecedented opportunity. They have the opportunity to develop a new matrix for global leadership, one in which we can all work together to find solutions to the challenges that face the world community today.

As Brazil steps increasingly into global leadership, along with many other countries newly active on the world stage, the pressure to review and reform global institutions will grow.

We are already seeing changes – in the WTO and the G-8 to name just two. The United Nations, we all agree, is an important and venerable institution. To remain at the center of our global community, it needs to transform itself into one that reflects the realities of today.

The United States has joined with others to launch an ambitious agenda of reform -- reforms we think are vital to allowing the United Nations to do more than it is doing today. This is consistent with Secretary Rice's call last September before the 60th meeting of the General Assembly to "launch a lasting revolution of reform." But before we make a decision on the Security Council, we must work together to reform the overall United Nations first.

In conclusion, the United States stands with Brazil -and its BRIC counterparts –as partners on the world stage. We can accomplish great things together – bi-laterally and multi-laterally – when we act together, as governments and as people.

As Assistant Secretary of State for Western Hemispheric Affairs Tom Shannon said recently: "This is a relationship to which both countries need to pay close attention. This relationship will really define what happens in South America and elsewhere in the world."

And let me emphasize that this is a relationship that will not only endure, but will deepen and strengthen, no matter who wins the U.S. presidency in November. Both U.S. candidates have indicated how important the relationship with Brazil and Latin America is, and how they both want to expand it.

This administration and both presidential candidates also clearly understand that a global agenda requires a global partnership, and that partnership must include Brazil.

What I ask from Brazil today is: continue to be our partner. Not only our bilateral partner, but our partner in multilateral relationships, our partner worldwide. Together, we have so much room for growth and for success that we ought to be more ambitious about what our countries can do together.

Perhaps, one day, Brazil and the United States can partner, as we are doing today in biofuels, in other areas within the energy field. Perhaps, in the next few years, we will be able to work together in even more African countries in need of our assistance and expertise. Perhaps we will join together to expand our bilateral initiative to fight racial and ethnic discrimination and to promote equality to include other countries.

We don't know what the particular areas for future cooperation between our countries will be. But we know that the future of Brazil is today, and our futures and our prosperity are interdependent. This is a great time for Brazil and the United States, with limitless oportunidades.

It is up to all of us, governments, the private sector, and our private citizens, to build the bridges, create the partnerships, and seize the moment.

Thank you. Obrigado.

APPENDIX 9 | Typical assignments requested by co-workers and supervisors as shown in emails.

Assignment from Javier

From: Gonzalez, Javier A
Sent: Monday, January 26, 2009 4:06 PM
To: Heslop, Brian C
Subject: RE: BRAZIL HRR08 V-2

Can you see what you can find on these two paragraphs?

Rape, including spousal rape, is a crime punishable by eight to 10 years' imprisonment; however, men who killed, sexually assaulted, or committed other crimes against women were unlikely to be brought to trial. In 200X a total of XXX,XXX complaints of violence against women were registered nationwide, compared with 412,000 in 2006, and XX,XXX lawsuits were filed. In the same period, there were X,XXX reported cases of rape against women, compared with 5,922 in 2006. **((Note: Still awaiting nationwide data updates for this HRR07 text, both above and in the next paragraph, please. PRM requests any statistics available for both paras re charges or convictions, in addition to cases reported, if available.))** From January to September, the Sao Paulo State Secretariat for Public Safety registered 2,562 rape cases, compared with 4,045 during the same period in 2007.

Domestic violence remained both widespread and underreported. In 200X there were XX,XXX cases of domestic violence registered nationwide, compared with 39,416 cases in 2006. The law triples previous penalties **((Note: PRM requests specificity, please.))** and creates special courts to preside over these cases. The federal government stimulated the creation of these courts and promoted capacity-building courses for judges. There were at the end of 2007 a total of 140 such courts established, along with 15 public defender positions to provide free legal assistance to domestic violence victims. However, half the 26 states had not yet instituted such courts. During 200X XXX arrests took place. However, there were significant regional differences--while in the midwest region X,XXX lawsuits were filed during the year, in the Northeast only XXX lawsuits were filed.

Assignment from Dale

From: Heslop, Brian C
 Sent: Tuesday, February 17, 2009 12:26 PM
 To: Prince, Dale
 Subject: RE: conviction length

Here's what I have:

2008: 1-5 years, 6 sentences; 5-10 years, 4 sentences; >10 years, 2 sentences

I found the stories for this paragraph:

- Federal Police in Espirito Santo state broke up two international trafficking groups in April 2008 and charged 12 persons with international trafficking.

Because it only gave the range for the sentence of 3-8 years, I would consider this unknown (meaning 12 people in this instance would be considered unknown). On a side note, the paragraph in the report says these people could serve 3-8 years...or serve up to a total of 8 years. The source of the article says that they could serve up to 10 years.

Another instance that I found the source for but without any more specific conviction length information was this:

- In April 2008 a federal judge convicted 11 members of a trafficking gang in Goias state to over 75 years in prison on international sex trafficking charges.

I included two of the people in this instance in the reporting figure above, but the 9 others in this instance I assume should be included in the unknown category (meaning 9 people).

The last group of unknowns is unknown because the trial is pending (involving 6 people). This brings the total of unknowns to 27 people.

I know that the findings here are less than desired, but I couldn't find any more information on actual sentencing numbers. Let me know what else I can do.

Brian

From: Prince, Dale
Sent: Tuesday, February 17, 2009 10:52 AM
To: Heslop, Brian C
Subject: RE: conviction length

See if you can get exact sentence lengths – google the name of at least one person per case to get additional news reports that will name the other defendants, and then google those names if their sentences are still not cited. Maybe we can get more information that way. For example, in one case I had a report that mentioned three women, and googling the man's name I got the other three women's names.

DALE PRINCE

POLITICAL SECTION, EMBASSY BRASILIA

EXT. 7355

From: Heslop, Brian C
Sent: Tuesday, February 17, 2009 10:40 AM
To: Prince, Dale
Subject: conviction length

Dale, it's hard to use the time frames that the report uses regarding years (i.e. 2007: 1-5 years, 2 sentences; 5-10 years, no sentences). An example of why this is difficult is that 4 people were sentenced to 3-8 years. This could fall between the "1-5 years" time period, or the "5-10 years" time period.

Also, one article explains that 11 people were convicted, but only gives the length of conviction for two of the people. It said that a total of 11 people were convicted to 75 years in prison, 1 of the men receiving 12 years and another man receiving 9 years. It then only says that the rest of the group had shorter sentences. How do I report the times of the 9 people when no sentence time is given?

Most of the other instances gave a clear cut time for conviction. Some of the cases went over 10 years, which 10 years appears to be the greatest number of years convicted in how the report has shown 2007 sentences to be (i.e. "5-10 years, no sentences"). How do I display the information for people having been sentenced to 12 or 13 years?

Hope all this made sense.

Brian

APPENDIX 10 | Time sheets

TIME AND ATTENDANCE

NAME: Brian C. HeslopPay Period: 2

1st Week	Month/ Date	REG	AL	SL	CW	CU	OT	LWOP	ADMN
SUNDAY	1/18/2009								
MONDAY	1/19/2009								XA 8
TUESDAY	1/20/2009	RD 8							
WEDNESDAY	1/21/2009	RD 8							
THURSDAY	1/22/2009	RD 8							
FRIDAY	1/23/2009	RD 8							
SATURDAY	1/24/2009								
TOTAL:		32							8

TOTAL HOURS WORKED: 32 RD / 8 XA

2nd Week	Month/ Date	REG	AL	SL	CW	CU	OT	LWOP	ADMN
SUNDAY	1/25/2009								
MONDAY	1/26/2009	RD 8							
TUESDAY	1/27/2009	RD 8							
WEDNESDAY	1/28/2009	RD 8							
THURSDAY	1/29/2009	RD 8							
FRIDAY	1/30/2009	RD 8							
SATURDAY	1/31/2009								
TOTAL:		40							

TOTAL HOURS WORKED: 40

I certify that the above is an accurate statement of attendance.

Brian Heslop
(Signature of Employee)

1-28-09
(Date)

Approved and Certified Correct:

[Signature]
(Supervisor)

1/28/2009
(Date)

REG=Regular Duty; AL=Annual Leave; SL=Sick Leave; CW=Comp Worked; CU=Comp Used
OT=Overtime Worked; LWOP=Leave Without Pay; ADMN=Administrative Leave

TIME AND ATTENDANCE

NAME: Brian HeslopPay Period: 3

1st Week	Month/ Date	REG	AL	SL	CW	CU	OT	LWOP	ADMN
SUNDAY	2/1/2009								
MONDAY	2/2/2009	RD 8							
TUESDAY	2/3/2009	RD 8							
WEDNESDAY	2/4/2009	RD 8							
THURSDAY	2/5/2009	RD 8							
FRIDAY	2/6/2009	RD 8							
SATURDAY	2/7/2009								
TOTAL:		40							

TOTAL HOURS WORKED: 40

2nd Week	Month/ Date	REG	AL	SL	CW	CU	OT	LWOP	ADMN
SUNDAY	2/8/2009								
MONDAY	2/9/2009	RD 8							
TUESDAY	2/10/2009	RD 8							
WEDNESDAY	2/11/2009	RD 8							
THURSDAY	2/12/2009	RD 8							
FRIDAY	2/13/2009	RD 8							
SATURDAY	2/14/2009								
TOTAL:		40							

TOTAL HOURS WORKED: 40

I certify that the above is an accurate statement of attendance.

Brian Heslop
(Signature of Employee)

2-9-09
(Date)

Approved and Certified Correct:

[Signature] 2/9/2009
(Supervisor) (Date)

REG=Regular Duty; AL=Annual Leave; SL=Sick Leave; CW=Comp Worked; CU=Comp Used
OT=Overtime Worked; LWOP=Leave Without Pay; ADMN=Administrative Leave

TIME AND ATTENDANCE

NAME: Brian Heslop

Pay Period: 4

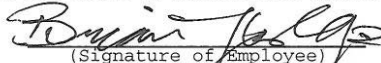
1st Week	Month/ Date	REG	AL	SL	CW	CU	OT	LWOP	ADMN
<u>SUNDAY</u>	2/15/2009								
<u>MONDAY</u>	2/16/2009								XA 8
<u>TUESDAY</u>	2/17/2009	8							
<u>WEDNESDAY</u>	2/18/2009	8							
<u>THURSDAY</u>	2/19/2009	8							
<u>FRIDAY</u>	2/20/2009	8							
<u>SATURDAY</u>	2/21/2009								
TOTAL:		32							8

TOTAL HOURS WORKED: 40

2nd Week	Month/ Date	REG	AL	SL	CW	CU	OT	LWOP	ADMN
<u>SUNDAY</u>	2/22/2009								
<u>MONDAY</u>	2/23/2009								XA 8
<u>TUESDAY</u>	2/24/2009								XA 8
<u>WEDNESDAY</u>	2/25/2009								XA 8
<u>THURSDAY</u>	2/26/2009	8							
<u>FRIDAY</u>	2/27/2009	8							
<u>SATURDAY</u>	2/28/2009								
TOTAL:		16							24

TOTAL HOURS WORKED: 40

I certify that the above is an accurate statement of attendance.



(Signature of Employee)

2-26-09

(Date)

Approved and Certified Correct:



(Supervisor)

02/26/2009

(Date)

REG=Regular Duty; AL=Annual Leave; SL=Sick Leave; CW=Comp Worked; CU=Comp Used

TIME AND ATTENDANCE

NAME: Brian HeslopPay Period: 5

1st Week	Month/ Date	REG	AL	SL	CW	CU	OT	LWOP	ADMN
<u>SUNDAY</u>	<u>3/1/2009</u>								
<u>MONDAY</u>	<u>3/2/2009</u>	8							
<u>TUESDAY</u>	<u>3/3/2009</u>	8							
<u>WEDNESDAY</u>	<u>3/4/2009</u>	8							
<u>THURSDAY</u>	<u>3/5/2009</u>	8							
<u>FRIDAY</u>	<u>3/6/2009</u>	8							
<u>SATURDAY</u>	<u>3/7/2009</u>								
TOTAL:		40							

TOTAL HOURS WORKED: 40

2nd Week	Month/ Date	REG	AL	SL	CW	CU	OT	LWOP	ADMN
<u>SUNDAY</u>	<u>3/8/2009</u>								
<u>MONDAY</u>	<u>3/9/2009</u>	8							
<u>TUESDAY</u>	<u>3/10/2009</u>	8							
<u>WEDNESDAY</u>	<u>3/11/2009</u>	8							
<u>THURSDAY</u>	<u>3/12/2009</u>	8							
<u>FRIDAY</u>	<u>3/13/2009</u>	8							
<u>SATURDAY</u>	<u>3/14/2009</u>								
TOTAL:		40							

TOTAL HOURS WORKED: 40

I certify that the above is an accurate statement of attendance.

Brian Heslop
(Signature of Employee)

3-9-09
(Date)

Approved and Certified Correct:

Dale T. Pineda
(Supervisor)

3-10-09
(Date)

REG=Regular Duty; AL=Annual Leave; SL=Sick Leave; CW=Comp Worked; CU=Comp Used
OT=Overtime Worked; LWOP=Leave Without Pay; ADMN=Administrative Leave

TIME AND ATTENDANCE

NAME: Brian HeslopPay Period: 6

1st Week	Month/ Date	REG	AL	SL	CW	CU	OT	LWOP	ADMN
<u>SUNDAY</u>	3/15/2009								
<u>MONDAY</u>	3/16/2009	8							
<u>TUESDAY</u>	3/17/2009	8							
<u>WEDNESDAY</u>	3/18/2009	0							
<u>THURSDAY</u>	3/19/2009	8							
<u>FRIDAY</u>	3/20/2009	8							
<u>SATURDAY</u>	3/21/2009								
TOTAL:		32							

TOTAL HOURS WORKED: 32

2nd Week	Month/ Date	REG	AL	SL	CW	CU	OT	LWOP	ADMN
<u>SUNDAY</u>	3/22/2009								
<u>MONDAY</u>	3/23/2009	8							
<u>TUESDAY</u>	3/24/2009	8							
<u>WEDNESDAY</u>	3/25/2009	8							
<u>THURSDAY</u>	3/26/2009	8							
<u>FRIDAY</u>	3/27/2009	8							
<u>SATURDAY</u>	3/28/2009								
TOTAL:		40							

TOTAL HOURS WORKED: 40

I certify that the above is an accurate statement of attendance.

Brian Heslop
(Signature of Employee)

3-24-09
(Date)

Approved and Certified Correct:

[Signature]
(Supervisor)

3/24/2009
(Date)

REG=Regular Duty; AL=Annual Leave; SL=Sick Leave; CW=Comp Worked; CU=Comp Used
OT=Overtime Worked; LWOP=Leave Without Pay; ADMN=Administrative Leave