

## **INTL4250: U.S. Foreign Policy**

University of Georgia – Fall 2016

MWF 2:30-3:20, Correll 116

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Office: Candler 329

Office Hours: Thursday 9:30-11:30am, and by appointment

### Course Overview:

This course will focus on U.S. Foreign Policy from the end of World War II through today. The primary objectives are to provide you with the theoretical and analytical tools to understand the processes involved in U.S. foreign policy decision making, to appreciate the consequences of past policies, and most importantly, to enable you to consider various arguments regarding issues of current and future U.S. foreign policy. While you may not readily consider the influence of foreign policy on your everyday lives, the consequences of foreign policy decisions are omnipresent. For instance, we experience the costs of foreign policy decisions in the lives that are lost fighting wars, in the resources used to pay for these wars (at the expense of other priorities, such as education and infrastructure), in the higher costs of imports that are not freely traded, and in the loss of jobs that move to cheaper labor markets abroad. Moreover, America's influence, by virtue of her super-power position for the last seventy years, significantly affects the behaviors of people and states outside the U.S.

Throughout the semester we will address the following questions:

- (1) What are the major goals of American foreign policy?
- (2) What are the primary means used to achieve these foreign policy goals?
- (3) What domestic and international actors influence U.S. foreign policy?
- (4) How can the U.S. best achieve its foreign policy objectives in the future?

The course will be divided into three sections. The first part will review the history of U.S. foreign policy during the Cold War and its legacy evident in today's foreign policies. Next we will discuss the roles and interactions of American institutions in influencing foreign policy. The latter part of the course will examine contemporary foreign policy issues. Student-led debates will play an integral role in explaining the history and opposing viewpoints of each side of these issues.

### Courses Requirements:

- **Readings:** You are expected to complete the readings listed on the syllabus *prior* to coming to class. Should you fail to do the readings it will be evident in your lack of participation during class discussions. On occasion an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will post the article to the "NEWS" section of the class ELC page. **\*\*PLEASE REGISTER FOR NOTIFICATIONS!**

There is 1 **required** text:

John Lewis Gaddis. 2005. *The Cold War: A New History*. Penguin Press.  
ISBN: 978-0143038276

**\*\*All other readings can be found on ELC, unless otherwise noted.  
\*\*You are also required to keep up with current events – see below\*\***

- **Grading:**  
Midterm Exam 25%  
Final Exam 35%  
Debate 25% (10% presentation; 15% paper)  
Participation 10%  
Quiz 5%

Letter grades correspond to the following 0-100 scale:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	00-59	F

- **Exams & Quizzes:** Lectures and class discussions are intended to supplement, not duplicate, the readings. Exams will draw upon both reading and class materials. **Makeup exams will not be given.** Be aware that you are expected to take notes on the debates held in class, and you are responsible for information in the readings, even if we have not gone over it in class.
- **Participation:** I expect that students enrolled in this class have an active interest in American Foreign Policy and will thus take the initiative to ask questions and engage in class discussions. While the initial weeks of class will be lecture-heavy as we cover the Cold War, the remainder of the course will rely on discussions and debates, for which your participation is necessary. **Simply showing up to class does not constitute participation.** Your participation grade will be evaluated based on your *ability to draw upon insights from the readings, the depth of the thoughtfulness* of your questions/ comments, and your participation in the Q&A period of the debates.
- **Debates:** Each of you will lead a class debate on some foreign policy issue in the second half of the course. Students should email me their **top three preferences** for debate topics by **Monday, August 22**. I will assign debate topics and perspective (affirmative/negative) by **Friday, August 26**. In most cases, students will be in teams of two representing an affirmative or negative side; each debate will have one additional student to present a background on the debate. Within each team one person will be responsible for presenting the opening and response to challenge; the other will present the challenge and closing. While it is the responsibility of these students to lead the debate, **all** students are expected to participate. Each student leading a debate will submit an **8 to 10-page paper** on their debate topic **in class \*\*one week before\*\* their actual debate.** This will enable me to give you feedback before your presentation. Late papers will be penalized **1-point/day** from your overall average in the course. Grading rubrics

for the paper and debate will be posted on ELC. Additional details are provided at the end of this syllabus and will be discussed in class before the first exam.

- **Attendance:** I will take attendance every class and expect you to be present. You are permitted **three** absences without penalty. You can use these however you need to (e.g. illness, sports travel, conferences, interviews, sleep). Each absence beyond these three will result in a **1-point/absence** deduction from your final overall average.

Other important information:

- **Current Events:** Students are **REQUIRED** to stay up to date on foreign policy events. I suggest that you browse the world news sections of the *New York Times*, *The Wall Street Journal*, or the *Washington Post* on a **DAILY BASIS**. \*\*I encourage you to subscribe to the Council on Foreign Relations ([www.cfr.org](http://www.cfr.org)) and/or Foreign Policy magazine's ([www.foreignpolicy.com](http://www.foreignpolicy.com)) daily news briefs.
- **Technology:**
  - **Laptops** are **not** welcome in class, unless I instruct you to bring one. Should you need to use a laptop please provide proper documentation from UGA's Office of Disability Services.
  - All **cell phones/Blackberries**, etc. should be **shut off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devices during regular class time will result in a **reduction of your participation grade**, and during test periods will be treated as **cheating**.
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the "NEWS" board on the class ELC page – **\*\*PLEASE REGISTER FOR NOTIFICATIONS!**
  - When emailing me please only use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the **news page** of the ELC site to be sure that your question has not been previously addressed.
  - *A note on etiquette:* please use **appropriate salutations** including **my name** in the opening (**NOT** Miss/Ms./Mrs. Gallagher!) and your name in the closing. (Hint: you can't go wrong with "Dear Professor Gallagher").
  - For further guidance see <http://www.wikihow.com/Email-a-Professor>.
- **Office Hours** – I will be available to meet with students during the office hours listed above, however the only way to guarantee that we will have time to meet is for you to **sign up for an appointment** using the following link (also posted to the ELC page): <https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtHOYRyf0B7wFSLWYWUS3j4GTc/edit>.
- **Academic Dishonesty** – As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of

ideas), published or unpublished (this includes Wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.

- **Contested Grades:** Students are always welcome to come discuss assignments and their overall performance in class during my office hours. If you find a mathematical error on a graded assignment please let me know immediately. Students wishing to contest a grade must wait *24 hours* after their assignment/exam has been returned to make an appointment to see me. During that appointment students should come prepared with (1) their assignment/exam, (2) a written explanation of what the *best possible* response to the prompt would look like, (3) a written explanation of how their work compares to that best answer, and (4) their class and reading notes. All requests for such meetings must be made *within two weeks* of the date the assignment/exam was returned.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit [www.drc.uga.edu](http://www.drc.uga.edu)) and should make an appointment to see me with their appropriate paperwork from DRC within the **first two weeks** of classes.
- **This syllabus is subject to change throughout the semester.**

### Class and Reading Schedule

#### Fri., August 12 (class 1) - Introduction

#### Mon., August 15 (class 2) - Theoretical Lenses

- Hans Morgenthau. July 1952. "What is the National Interest of the United States?" *Annals of the American Academy of Political and Social Science*.
- John Mearsheimer. 2005. "Hans Morgenthau and the Iraq War: Realism versus Neo-Conservatism." *Open Democracy*. pp 1-6.

#### Wed., August 17 (class 3) - Tools and Aims of Foreign Policy

- Joseph Nye. 2006. Think Again: Soft Power. *FP*.
- "A Cluster Bomb Made in America Shattered Lives in Yemen's Capital." 7/10/16. *WaPo*. [https://www.washingtonpost.com/world/middle-east/a-cluster-bomb-made-in-america-shattered-lives-in-yemens-capital/2016/07/08/e3b722cc-283d-11e6-8329-6104954928d2\\_story.html](https://www.washingtonpost.com/world/middle-east/a-cluster-bomb-made-in-america-shattered-lives-in-yemens-capital/2016/07/08/e3b722cc-283d-11e6-8329-6104954928d2_story.html)

#### Fri., August 19 (class 4) – History Of USFP – Start of the Cold War & Containment

- Gaddis, Prologue to p. 30
- X. 1947. "The Sources of Soviet Conduct" *Foreign Affairs*

#### Mon., August 22 (class 5) – History of USFP - Communist Containment in Action: Truman Doctrine, European Recovery & the Marshall Plan, NATO, 1948 Berlin Blockade, Korean War, McCarthyism

- Gaddis pp. 30-75 & 85-104
- \*Last day to email debate preferences

Wed., August 24 (class 6) – **History of USFP - Nuclear Deterrence:** Security Dilemma, MAD, “New Look” and “Flexible Response”

- Waltz. 1990. “Nuclear Myths and Political Realities.” *The American Political Science Review*.
- “As U.S. Modernizes Nuclear Weapons, ‘Smaller’ Leaves Some Uneasy.” Jan. 22, 2016, *New York Times*. Available: [http://www.nytimes.com/2016/01/12/science/as-us-modernizes-nuclear-weapons-smaller-leaves-some-uneasy.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=first-column-region&region=top-news&WT.nav=top-news&\\_r=0](http://www.nytimes.com/2016/01/12/science/as-us-modernizes-nuclear-weapons-smaller-leaves-some-uneasy.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=first-column-region&region=top-news&WT.nav=top-news&_r=0)

Fri., August 26 (class 7) – **History of USFP – Catching up**

- Gaddis pp. 75-85, 104-118
- **\*\*QUIZ\*\***
- Go over directions for debate

Mon., August 29 (class 8) – **Decision Making and the Cuban Missile Crisis:** Allison’s 3 Models (Rational Actor, Organizational, Bureaucratic Politics)

- Graham Allison. September 1969. “Conceptual Models and the Cuban Missile Crisis.” *American Political Science Review*.
  - *Note:* if individually you know what each word means but collectively you have no idea what he is saying, it’s okay to skim. Just be sure you’ve read and understand the application of each model, or what Allison calls a “cut.”

Wed., August 31 (class 9) - **Containment and Vietnam:** Extended Deterrence, Alliances, NSC-68, Domino Theory

- Gaddis, pp.119-148
- Irving Janis, “Escalation of the Vietnam War: How Could It Happen?” in G. John Ikenberry, ed., *American Foreign Policy: Theoretical Essays*, 3 ed. (New York, NY: Addison-Wesley, 1999) pp. 544-567
- Eisenhower’s explanation of the Domino Theory available at: <https://facultystaff.richmond.edu/~ebolt/history398/DominoTheory.html>

Fri., September 2 (class 10) - **The Vietnam War and its Aftermath:** Groupthink, Weinberger-Powell Doctrine

- Doug Simon. 1998. “Twenty Years After Tet: A Vietnam Retrospective”

Mon., September 5 - NO CLASS: Labor Day

Wed., September 7 (class 11) – **Détente & the End of the Cold War:** US relations with the PRC, Brezhnev Doctrine, Helsinki agreement, SALT I

- Gaddis, pp.149-214

Fri., September 9 (class 12) - **Cold War End and Consequences:** Reagan Doctrine, Gorbachev’s Glasnost and Perestroika

- Gaddis, pp. 215-266

Mon., September 12 (class 13) - **Cold War Legacy & 9/11**

- Mary Anne Weaver. 1996. "Blowback." The Atlantic. Available at: <http://www.theatlantic.com/magazine/archive/1996/05/blowback/376583/>
- Leiber & Leiber. 2002. "The Bush National Security Strategy"
- Neta C. Crawford. 2003. "The Best Defense: The Problem with Bush's 'Preemptive' War Doctrine." Boston Review. Available: <http://bostonreview.net/world/neta-c-crawford-best-defense>)

Wed., September 14 (class 14) - **The War in Afghanistan**

- Thomas Barfield. 2011. Afghanistan's Ethnic Puzzle: Decentralizing Power Before the U.S. Withdrawal. *Foreign Affairs*.
- Stephen Biddle. 2013. Ending the War in Afghanistan: How to Avoid Failure on the Installment Plan. *Foreign Affairs*.

Fri., September 16 (class 15) - **The 2003 Iraq Invasion**

- David Houghton. 2008. Invading and Occupying Iraq: Some Insights from Political Psychology. *Peace and Conflict*. 169-192.

Mon., September 19 (class 16) – **The Iraq War: No End in Sight (Pt. I)**

- CQ Researcher. 2013. "The Iraq War: 10 Years Later"
- Van Evera. Summer 2007. "The War on Terror: Forgotten Lessons from World War II." *Middle East Policy*.

Wed., September 21 (class 17) – **The Iraq War: No End in Sight (Pt. II)**

- No reading

Fri., September 23 (class 18) – **Comparing Wars in the Post-9/11 Period to the Cold War**

- \*Come prepared to discuss the readings from Monday in light of the movie

Mon., September 26 (class 19) - **\*\*Midterm Exam\*\***

Wed., September 28 (class 20) - **Domestic Actors & Institutions: Presidents**

- Wildavsky. 1969. "Two Presidencies"
- "Foreign Policy and the President's Irrelevance" Stratfor.com (2/5/08). Available: [https://www.stratfor.com/weekly/foreign\\_policy\\_and\\_presidents\\_irrelevance](https://www.stratfor.com/weekly/foreign_policy_and_presidents_irrelevance)

Fri., September 30 (class 21) - **Domestic Actors & Institutions: Presidents & Advisors**

- Elizabeth Saunders. 2016. "Mitch McConnell Thinks You Don't Need Experience to Be President. Here's Why He's Wrong." Monkey Cage, *WaPo*. <https://www.washingtonpost.com/news/monkey-cage/wp/2016/07/27/mitch-mcconnell-thinks-you-dont-need-experience-to-be-president-heres-why-hes-wrong/>

Mon., October 3 (class 22) – **Domestic Actors & Institutions: Congress**

- James Lindsay. 2003. "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy." *Presidential Studies Quarterly* 33 (3): 530-546.

- Howell & Pevehouse. Sept/Oct 2007. “When Congress Stops Wars.” *Foreign Affairs*.

Wed., October 5 (class 23) – **Domestic Actors & Institutions: Public Opinion**

- Baum and Potter. 2008. The Relationships Between Mass Media, Public Opinion, and Foreign Policy: Toward a Theoretical Synthesis. *Annual Review of Political Science*.
- Why Americans Disagree on Foreign Policy  
[http://www.vox.com/2014/6/27/5847264/left-right-foreign-policy-pew?utm\\_medium=social&utm\\_source=facebook&utm\\_campaign=eZRaklein&utm\\_content=sunday](http://www.vox.com/2014/6/27/5847264/left-right-foreign-policy-pew?utm_medium=social&utm_source=facebook&utm_campaign=eZRaklein&utm_content=sunday)

Fri., October 7 (class 24) – **Domestic Actors & Institutions: Ethnic & Foreign Lobbies**

- Newhouse. May/June 2009. “Diplomacy Inc: The Influence of Lobbies on US Foreign Policy” *Foreign Affairs*

Mon., October 10 (class 25) – **Domestic Actors & Institutions of U.S. FP –The Intelligence Community**

- “National Security Inc.” August 2010. *Washington Post*.
- “Secret Assault on Terrorism Widens on Two Continents” August 14, 2010. *NYT*. Available at: [http://www.nytimes.com/2010/08/15/world/15shadowwar.html?\\_r=0](http://www.nytimes.com/2010/08/15/world/15shadowwar.html?_r=0)
- Loch Johnson. 2014. “The Myths of Covert Action.” *Virginia Policy Review*. Pp. 52-64. Available at: [http://issuu.com/virginiapolicyreview/docs/winter\\_2014\\_final\\_draft\\_4.3](http://issuu.com/virginiapolicyreview/docs/winter_2014_final_draft_4.3)

Wed., October 12 (class 26) – **Covert Operations: The Secret Government: The Constitution in Crisis**

- \*Watch, take notes, and come prepared to discuss documentary: “The Secret Government: The Constitution in Crisis” (90 minutes) Available: <https://www.youtube.com/watch?v=28K2CO-khdY>

Fri., October 14 (class 27) – **Domestic Institutions and Accountability**

- Yingling. 2010. “The Founders’ Wisdom.” *Armed Forces Journal*.

Mon., October 17 (class 28) - **Foreign Policy, Hypocrisy, and State Sovereignty**

- Martha Finnemore. 2009. Legitimacy, Hypocrisy, and the Social Structure of Unipolarity: Why Being a Unipole Isn’t All That It’s Cracked Up To Be.” *World Politics*.

**\*\*Withdrawal Deadline – October 18\*\***

Wed., October 19 (class 29) – **Targeted Killings and Counter-terrorism**

- Walt. 2013. Our One Sided War on Terror. FP. Available at: <http://foreignpolicy.com/2013/07/26/our-one-sided-war-on-terror/>
- Targeted Killings Backgrounder from CFR [http://www.cfr.org/intelligence/targeted-killings/p9627?cid=nlc-dailybrief-daily\\_news\\_brief-link13-20120216](http://www.cfr.org/intelligence/targeted-killings/p9627?cid=nlc-dailybrief-daily_news_brief-link13-20120216)

*Suggested:*

- Ask the Experts: Do Targeted Killings Work? <http://blogs.cfr.org/zenko/2012/09/24/ask-the-experts-do-targeted-killings-work/>

**Fri., October 21 (class 30) - DEBATE 1: Should the US abolish the use of weaponized drones?**

- Daniel Byman. 2013. Why Drones Work. *Foreign Affairs*.
- Micha Zenko. 2016. Do Not Believe the U.S. Government's Official Numbers on Drone Strike Civilian Casualties. *FP*. <http://foreignpolicy.com/2016/07/05/do-not-believe-the-u-s-governments-official-numbers-on-drone-strike-civilian-casualties/>
- Audrey Cronin. 2013. Why Drones Fail. *Foreign Affairs*.

**Mon., October 24 (class 31) - FP & Int'l Institutions: Humanitarian Intervention & R2P**

- Western and Goldstein. Nov/Dec 2011. "Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya." *Foreign Affairs*
- Anne Marie Slaughter. 2009. "Wilsonianism in the Twenty-First Century."

**Wed., October 26 (class 32) - FP & Int'l Institutions: Neo Liberalism, Democratization**

- Douglas Brinkley. 1999. "Democratic Enlargement: The Clinton Doctrine" *Foreign Policy*.
- Michael Reid. Sep/Oct 2015. Obama and Latin America. *Foreign Affairs*.

**Fri., October 28 – No Class: Fall Break**

**Mon., October 31 (class 33) – Economic tools of Foreign Policy: Trade**

- I.M. Destler. 2012. "American Trade Policymaking: A Unique Process" in *The Domestic Sources of American Foreign Policy: Insights and Evidence*.
- Listen to PRI's "The Sleeping Bag Tax" available at: <http://www.pri.org/stories/2011-08-19/sleeping-bag-tax>

**Wed., November 2 (class 34) - Economic tools of Foreign Policy: Aid**

- CQ Researcher. 2011. "Foreign Aid and National Security."
- McNeil. Aug. 25, 2014. "AIDS Progress in South Africa is in Peril." *NYT*. <http://www.nytimes.com/2014/08/26/health/aids-south-africa-success-pepfar.html?module=Search&mabReward=relbias%3Ar%2C{%221%22%3A%22RI%3A8%22}&r=0>
- Doctors Without Borders. "South Africa: Stand Strong Against Aggressive Pharma Campaign" <http://www.doctorswithoutborders.org/news-stories/press-release/south-africa-stand-strong-against-aggressive-pharma-campaign-1>

**Fri., November 4 (class 35) - DEBATE 2: Is China's rise threatening to the United States?**

- Mearsheimer and Brzezinski debate: "Clash of the Titans"
- Nye. 2013. "Work With China, Don't Contain It." *NYT*. Available at: [http://www.nytimes.com/2013/01/26/opinion/work-with-china-dont-contain-it.html?\\_r=1](http://www.nytimes.com/2013/01/26/opinion/work-with-china-dont-contain-it.html?_r=1)

**Mon., November 7 (class 36) - Economic Tools of Foreign Policy: Sanctions**

- Drezner. 2011. Sanctions Sometimes Smart: Targeted Sanctions in Theory and Practice. *International Studies Review*.



Wed., November 9 (class 37) - **DEBATE 3: Does a resurgent Russia pose a serious threat to the United States?**

- CQ Researcher. 2014. “Resurgent Russia.”

Fri., November 11 (class 38) - **DEBATE 4: Should the US continue to build a fence along the Mexican border?**

- CFR Backgrounder “Mexico’s Drug War”. <http://www.cfr.org/mexico/mexicos-drug-war/p13689>.
- Flannery. 2013. “Should US Gun Manufacturers be Held Responsible For the Ongoing Violence in Mexico?” *Forbes Online*. (you have to copy the URL, don’t just click it) <http://www.forbes.com/sites/nathanielparishflannery/2013/08/05/should-u-s-gun-manufacturers-be-held-responsible-for-the-ongoing-violence-in-mexico/>

Mon., November 14 (class 39) - **US FP in the Middle East**

- Nicholas Kitchen. 2012. “After the Arab Spring: Power Shift in the Middle East? The Contradictions of Hegemony: the United States and the Arab Spring.” LSE IDEAS.

Wed., November 16 (class 40) – **Civil & Sectarian Conflict in the MENA**

- Max Fisher. 12/8/15. “What No One Wants to Admit About Fighting ISIS: The US has Only Bad Choices.” Available at: <http://www.vox.com/2015/12/8/9872118/isis-america>

Fri., November 18 (class 41) – **DEBATE 5: Should the US establish a No Fly Zone in Syria?**

- “Should There Be a No-Fly Zone Over Syria?” BBC News. Available at: <http://www.bbc.com/news/world-middle-east-34485827>
- Abramowitz. 2013. Does the United States have a “responsibility to protect” the Syrian People? *Washington Post*. Available at: [http://www.washingtonpost.com/opinions/does-the-united-states-have-a-responsibility-to-protect-the-syrian-people/2013/09/06/5decf4c0-167d-11e3-be6e-dc6ae8a5b3a8\\_story.html](http://www.washingtonpost.com/opinions/does-the-united-states-have-a-responsibility-to-protect-the-syrian-people/2013/09/06/5decf4c0-167d-11e3-be6e-dc6ae8a5b3a8_story.html)
- “G.O.P. Candidates Leading Charge in Call for Syrian No-Fly Zone.” 10/19/15. *NYT*. <http://www.nytimes.com/2015/10/20/us/politics/gop-candidates-leading-charge-in-call-for-syrian-no-fly-zone.html>

November 21-25: NO CLASS - THANKSGIVING

Mon., November 28 (class 42) - **Debate 6: Should the US support Israel at all costs?**

- Walt & Mearsheimer. “The Israel Lobby.” *London Review Of Books*. Available at: <http://www.lrb.co.uk/v28/n06/john-mearsheimer/the-israel-lobby>  
[Note: Browse the critiques that are presented by various scholars/policy makers cited in their work and W & M’s responses]
- Blackwill and Slocombe. Oct 31, 2011. Israel, A True Ally in the Middle East. *LA Times*. <http://www.cfr.org/israel/israel-true-ally-middle-east/p26382>

Wed., November 30 (class 43) – **DEBATE 7: Should the US stop supporting Pakistan?**

- Christine Fair and Sumit Ganguly. 2015. “An Unworthy Ally.” *Foreign Affairs*.
- Jaffrelot. Oct 12, 2011. “What Engagement With Pakistan Can – And Can’t- Do: Getting Realistic About US Options in South Asia.” *Foreign Affairs*.

- Stephen Tankel. Aug. 31, 2015. Is the United States Cutting Pakistan Off? The Politics of Military Aid.” Available at: <http://warontherocks.com/2015/08/is-the-united-states-cutting-pakistan-off-the-politics-of-military-aid/>

Fri., December 2 (class 44) – DEBATE 8: TBD

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Mon., December 5 (class 45) – Reflecting on the Obama Doctrine

- Jeffrey Goldberg. 2016. “The Obama Doctrine.” *The Atlantic*.  
<http://foreignpolicy.com/2016/07/05/do-not-believe-the-u-s-governments-official-numbers-on-drone-strike-civilian-casualties/>

**\*\*Final Exam – Wednesday, Dec. 7, 3:30-6:30**

### **Instructions for Debate Paper and Presentation:**

In your debate, you will be responsible for making an argument to the class regarding how the US should pursue some pressing foreign policy issue. Convincing the class of the merits of your position will require you to present persuasive points built on research into the issue. All students will have read supporting materials for the debate and will be prepared to take part in the Q & A following the presentation.

### **Debate Paper**

Each student must submit a paper divided into the following sections (**use subheadings**):

1. **Background.** Briefly review the *recent* history behind the issue being debated and the relevance of this issue to American foreign policy today. This section is most important for establishing the significance and historical context of the issue. (~4 pp.) (note: many students short change the relevance of the issue and focus only on the history – don’t make this mistake).
2. **Defending Your Position.** You should present a well-organized summary of *at least three* key arguments in defense of the side you will be presenting in the debate. The points should go well beyond those presented in the class readings and should be substantiated with empirical evidence and logical arguments. (~3 pp.)
3. **Weaknesses of Your Position.** Explain the most significant weaknesses of your position and how you would respond to those critiques. (~2pp)
4. **Conclusion.** Briefly summarize the most significant arguments in favor of your position and explain whether or not you agree with the arguments of this side. (~1paragraph)
7. **Bibliography or Works Cited.** You must use **at least 4 academic sources** (books; peer reviewed journals; policy journals) beyond those readings listed on the syllabus.

**Formatting:** all papers must include a cover page and be double spaced, 12pt font, 1” margins, page numbers in lower right hand corner. You are expected to use the (in-text, parenthetical not footnotes) Chicago Style citation format (link will be provided on ELC).

### **Debate**

Most students will participate in the debate as part an Affirmative (A) or Negative (N) team. Each team will have a member (A1/N1) who is responsible for presenting the opening arguments for their position (4min), and a member (A2/N2) who is responsible for challenging (3min) the claims of the other side and presenting them with at *least 2 questions* (the purpose of this time is to challenge the points made by the opposing time –not to introduce new arguments in favor of your position). After both sides have had the opportunity to challenge and question the other, A1/N1 will be given the opportunity to answer the questions presented by the opposing side (2min). Finally A2/N2 will present closing arguments (3 min). \*note: team members will decide which role they will play.

An additional student will be responsible for providing an 8-minute background on the recent history of the issue prior to the start of the debate. The background presenter must introduce the debate with a presentation using PowerPoint or Prezi (debaters may not use such programs). This person will submit a 1-page outline of their presentation when they turn in their debate paper (they may choose either the affirmative or negative position) and must participate in the Q&A.

Outline: The times given are **maximum** times for presenting:

Background (8 min)

A1 – Opening (4min)

N1 – Opening (4min)

N2 – Challenge (3 min)

A1 - Response to Questions (2 min)

A2 – Challenge (3 min)

N1 – Response to Question (2 min)

A2 – Closing (3 min)

N2 – Closing (3 min)

**Class Q & A** (20 min)

You are free to bring in any props necessary to make your argument.

\*Note to Presenters: You will be graded on the preparedness of you presentation and the quality of your arguments. You are expected to be an “expert” on this topic; you should know the arguments in defense of your position, as well as those of the other side, and be able to anticipate the critiques of your position. Obviously, you are expected to raise the points from the assigned readings, however students who **only** present arguments in the assigned readings will be penalized. During the class Q & A each member will be allowed to respond to the audience’s questions– the quality of your response will indicate how well you have prepared and thus have a significant impact on your presentation grade. *Be aware of your audience when presenting; be enthusiastic, engaging, organized, and **\*\*do not read from your notes!\*\**** I encourage all students to come see me during my office hours before their debate.

\*Note to Audience: You are expected to play an active role in the Q&A. You will be tested on the content of these debates. Do not take notes on the peer evaluations – you hand these in and therefore will not have notes for your final exam.