

INTL4250: U.S. Foreign Policy

University of Georgia – Spring 2019

MWF 1:25-2:15, Sanford 209

MWF 2:30-3:20, Sanford 209

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Office: Candler 202

Office Hours: Wed 3:30-5pm & Thurs 10-11:30am, 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 policy decisions, 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 day-to-day life, 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. Your personal decisions (i.e. where to vacation, what sneakers to buy) affect US foreign policy, and likewise are affected by US foreign policy. Moreover, the US, by virtue of its super-power position for the last seventy years, significantly shapes international relations and thus affects the experiences of people and states outside its borders.

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 last 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 "ANNOUNCEMENTS" 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.**

**** Readings noted “⊕” means I expect you to bring a copy to class**

****You are also required to keep up with current events – see below**

- **Grading:**
Midterm Exam 25%
Final Exam 30%
Debate 25% (10% presentation; 15% paper)
Participation 10%
Geo. Quiz 5%
Movie 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 section 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 **Friday, January 18**. I will assign debate topics and perspective (affirmative/negative) by **Wednesday, January 23**. 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. Please see me immediately if there are extenuating circumstances that may lead you to miss more than 3 classes.

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) for their daily email.**
- **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** 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 "ANNOUNCEMENTS" 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 **announcements board** 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/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYWUS3j4GTc/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) and should make an appointment to see me with their appropriate paperwork from DRC within the **first two weeks** of classes.
- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly:
 - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
 - **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
 - **Relationship and Sexual Violence Prevention** – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).
- **This syllabus is subject to change throughout the semester.**

Class and Reading Schedule

Wed., January 9 (class 1) – Introduction

- TURN NOTIFICATIONS ON FOR COURSE!

Fri., January 11 (class 2) – Tools and Aims of Foreign Policy

- Joseph Nye. 2006. Think Again: Soft Power. *FP*.
- Richard Haass. March 1, 2000. Five Not-So-Easy Pieces: the Debates on American Foreign Policy. Brookings. Available: <https://www.brookings.edu/articles/five-not-so-easy-pieces-the-debates-on-american-foreign-policy/>

- “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

Mon., January 14 (class 3) - **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., January 16 (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*. ⊕

Fri., January 18 (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
- *Last day to email debate preferences

Mon., January 21 - NO CLAS: MLK DAY OF SERVICE

Wed., January 23 (class 6) – **History of USFP - Nuclear Deterrence:** Security Dilemma, MAD, “New Look” and “Flexible Response”

- Gaddis pp. 75-104
- 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 <https://www.nytimes.com/2016/01/12/science/as-us-modernizes-nuclear-weapons-smaller-leaves-some-uneasy.html>

Fri., January 25 (class 7) – **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.”

Mon., January 28 (class 8) – **Containment and the Vietnam War:** Extended Deterrence, Alliances, Domino Theory

- Gaddis, pp.104-148
- Doug Simon. 1998. “Twenty Years After Tet: A Vietnam Retrospective”
- Eisenhower’s explanation of the Domino Theory available at: <https://facultystaff.richmond.edu/~ebolt/history398/DominoTheory.html>

Wed., January 30 (class 9) - **The Vietnam War and its Aftermath:** Groupthink, Weinberger-Powell Doctrine

- 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

Fri., February 1 (class 10) - **History of USFP – Catching up**

- ****Geography QUIZ****
- Go over directions for debate

Mon., February 4 (class 11) – **Détente & the End of the Cold War:** US relations with the PRC, Brezhnev Doctrine, Helsinki agreement, SALT I

- Gaddis, pp.149-214

Wed., February 6 (class 12) - **Cold War End and Consequences:** Reagan Doctrine, Gorbachev’s Glasnost and Perestroika

- Gaddis, pp. 215-266

Fri., February 8 (class 13) – **9/11 & The Bush NSS**

- 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>
 - *Suggested:*
 - Mary Anne Weaver. 1996. “Blowback.” The Atlantic. Available at: <http://www.theatlantic.com/magazine/archive/1996/05/blowback/376583/>

Mon., February 11 (class 14) - **The War in Afghanistan**

- Thomas Barfield. 2011. Afghanistan’s Ethnic Puzzle: Decentralizing Power Before the U.S. Withdrawal. *Foreign Affairs*.
- Kosh Sadat and Stanley McChrystal. 2017. Staying the Course in Afghanistan. *Foreign Affairs*.

Wed., February 13 (class 15) - **The 2003 Iraq Invasion**

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

Fri., February 15 (class 16) – *No Class Meeting

- ****Watch “No End In Sight” – Complete Movie Quiz on ELC by 10pm Sunday, 2/17**

Mon., February 18 (class 17) – **The War on Terror Today**

- Khan, Azmat and Anand Gopal. “The Uncounted.” November 16, 2017. Available: <https://www.nytimes.com/interactive/2017/11/16/magazine/uncounted-civilian-casualties-iraq-airstrikes.html>
- Lisa Monaco. 2017. Preventing the Next Attack: A Strategy for the War on Terrorism. *Foreign Affairs*.

- Targeted Killings Backgrounder from CFR http://www.cfr.org/intelligence/targeted-killings/p9627?cid=nlc-dailybrief-daily_news_brief-link13-20120216

Wed., February 20 (class 18) – Looking toward the future: Forever Wars?

- Ali Wyne. 2018. The Risks of Permanent War. The RAND blog. Available: <https://www.rand.org/blog/2018/09/the-risks-of-permanent-war.html>

Fri., February 22 (class 19) – ****Midterm Exam****

Mon., February 25 (class 20) – **Domestic Actors & Institutions: Presidents**

- Wildavsky. 1969. “Two Presidencies” (and Pepper’s critique that follows). ⊕
- “Foreign Policy and the President’s Irrelevance” Stratfor.com (2/5/08). Available: https://www.stratfor.com/weekly/foreign_policy_and_presidents_irrelevance

Wed., February 27 (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/>

Fri., March 1 (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*.

Mon., March 4 (class 23) – **Domestic Actors & Institutions of U.S. FP –The Intelligence Community**

- “National Security Inc.” August 2010. *Washington Post*.
- 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
- ***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=0eDTcGkOJ4>

Wed., March 6 (class 24) – **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*.
- Pew Research Center. Nov. 29, 2018. “Conflicting Partisan Priorities for US Foreign Policy.” Available: <http://www.people-press.org/2018/11/29/conflicting-partisan-priorities-for-u-s-foreign-policy/>
 - Come to class ready to discuss 3 observations from the data that you found interesting

Fri., March 8 (class 25) – **Domestic Actors & Institutions: Lobbies**

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

SPRING BREAK MARCH 11-15

Mon., March 18 (class 26) – Domestic Institutions and Accountability

- Yingling. 2010. “The Founders’ Wisdom.” *Armed Forces Journal*. ⊕
- Sarah E. Kreps. 2018. “Just put it on our tab: War Financing and the Decline of Democracy.” War on the Rocks Blog: <https://warontherocks.com/2018/05/just-put-it-on-our-tab-21st-century-war-financing-and-the-decline-of-democracy/>
- Davidson. 2017. “Congress Needs to Stand Up and Reclaim Its Authorities on Making War” Available: <https://warontherocks.com/2017/05/congress-needs-to-stand-up-and-reclaim-its-authorities-on-making-war/>
- Politico. 11/13/17. “House Declares US Military’s Role in Yemen’s Civil War Unauthorized.” Available: <https://www.politico.com/story/2017/11/13/house-yemen-civil-war-authorization-244868>
- Listen: NPR’s All Things Considered. Dec. 12, 2018. “Senate Votes to End US Support for War in Yemen, Rebuking Trump and Saudi Arabia.” <https://www.npr.org/2018/12/12/676152310/senate-poised-to-vote-to-end-u-s-military-support-for-war-in-yemen>

Wed., March 20 (class 27) – 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 – March 21****

Fri., March 22 (class 28) - DEBATE 1:Should the US Abolish the use of Weaponized Drones?

- Michael C. Horowitz, Sarah E. Kreps, and Matthew Fuhrmann. 2016. Separating Fact From Fiction in the Debate Over Drone Proliferation. *International Security*. Available: https://www.mitpressjournals.org/doi/full/10.1162/ISEC_a_00257
- Micah Zenko. 2016. Do Not Believe the U.S. Government’s Official Numbers on Drone Strike Civilian Casualties. *Foreign Policy*.

Mon., March 25 (class 29) – FP & Int’l Institutions: Humanitarian Intervention & R2P

- Jon Western and Joshua Goldstein. Nov/Dec 2011. “Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya.” *Foreign Affairs*

Wed., March 27 (class 30) - FP & Int’l Institutions: Neo Liberalism & Democratization

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

Fri., March 29 (class 31) – **No Class: SPIA Undergraduate Research Colloquium

- Attendance at one panel (operating on regular class schedule) with a short 250 word response uploaded to ELC discussion forum by 10pm Sunday, 3/31.

Mon., April 1 (class 32) – Economic tools of Foreign Policy I: Trade

- Jeffrey Kucik and Rajan Menon. 2017. “What Trump Gets Wrong About the WTO.” *Foreign Affairs*.
- David Lake and Jessica Chen Weiss. Sept. 24, 2018. “The Trump Administration Wrongly Assumed China Would Capitulate in a Trade War. What happens now?” WaPo: Monkey Cage. Available: https://www.washingtonpost.com/news/monkey-cage/wp/2018/09/24/the-trump-administration-wrongly-assumed-china-would-capitulate-in-a-trade-war-what-happens-now/?utm_term=.f52f7412575d
- Stephanie Rickard. Dec. 10, 2018. “Why did Trump agree to a temporary hold on further Chinese Tariffs?” WaPo: Monkey Cage.

Wed., April 3 (class 33) – **DEBATE 2: Is China’s Rise Threatening to the United States?**

- Graham Allison. 2017. China vs. America: Managing the Next Clash of Civilizations. *Foreign Affairs*.
- 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

Fri., April 5 (class 34) – **Economic tools of Foreign Policy II: Aid & Sanctions**

- McNeil. Aug. 25, 2014. “AIDS Progress in South Africa is in Peril.” *NYT*. <https://www.nytimes.com/2014/08/26/health/aids-south-africa-success-pepfar.html>

Mon., April 8 (class 35) – **Economic tools of Foreign Policy III: Sanction**

- Bryan Early. Nov. 3, 2018. “U.S. Sanctions Against Iran Just Got Tougher: What Happens Now?” WaPo: Monkey Cage. Available: https://www.washingtonpost.com/news/monkey-cage/wp/2018/11/03/u-s-sanctions-against-iran-just-got-tougher-what-happens-now/?utm_term=.fb556e124a8d
- Stephen Haggard. April 6, 2018. Those North Korean Sanctions May Be Working. Here’s Why.” WaPo: Monkey Cage. Available: https://www.washingtonpost.com/news/monkey-cage/wp/2018/04/06/those-north-korea-sanctions-might-be-working-heres-why/?utm_term=.1445999d5df3

Wed., April 10 (class 36) - **DEBATE 3: Does a Resurgent Russia Pose a Serious Threat to the United States?**

- Ivo Daalder. 2017. Responding to Russia’s Resurgence. *Foreign Affairs*.

Fri., April 12 (class 37) – **DEBATE 6: Should the US Launch a Preventive Attack Against North Korea?**

- Eleanor Albert. 2017. North Korea’s Military Capabilities. CFR Backgrounder. Available: <https://www.cfr.org/backgrounder/north-koreas-military-capabilities>

Mon., April 15 (class 38) - **US FP in the Middle East Pt. I: Strategic Interests**

- 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., April 17 (class 39) – **US FP in the Middle East Pt. II: Syria & Yemen**

- TBD

Fri., April 19 (class 40) – **Debate 4: 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>

Mon., April 22 (class 41) – DEBATE 5: Should the US rejoin the Paris Climate Agreement?

- Bill McKibben. 2018. Climate change is our most critical national-security challenge. *The Nation*. <https://www.thenation.com/article/climate-change-critical-national-security-challenge/>
- Joshua Busby. 2018. Why Climate Change Matters More Than Anything Else. *Foreign Affairs*.

Wed., April 24 (class 42) - DEBATE 7: 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/>

Fri., April 26 (class 43) – DEBATE 8: TBD

Mon., April 29 (class 44) – A Trump Doctrine?

- TBD

**Final Exam – Fri., May 3 Noon-3pm for 1:25 class
**Final Exam – Mon., May 6 3:30pm-6:30pm for 2:30 class

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 the assigned class readings 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. **Context.** 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 logical arguments and empirical evidence. (~3 pp.)
3. **Weaknesses of Your Position.** Explain the most significant weaknesses of your 3 arguments 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. **References.** You must use **at least 5 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 Chicago Manual of Style citation format (“*Author - Date*” *not footnotes*). A 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.