

INTL4250: U.S. Foreign Policy

University of Georgia – Spring 2021
MWF 10:20-11:10, Sanford Hall 213

Dr. Maryann E. Gallagher

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Office: IA Building (202 Herty Drive), Room 217

Office Hours:

Wednesdays 11:30-12:30 – OPEN (no appointment needed) via Zoom

Wednesdays 12:30-2pm – by appointment via Zoom

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.

COVID Information

I am committed to making this an academically rigorous course that provides you a comprehensive understanding of US foreign policy, while also prioritizing compassion and patience. The COVID-19 pandemic will create extenuating circumstances for many students and faculty. With this in mind it is crucial that you understand the following:

- This course will meet in-person on MWF unless otherwise noted in the syllabus (the room where we will meet is able to hold all 40 students and still meet social distancing requirements). However, given the transitions that come with starting the new semester, including add/drop, **we will meet remotely via zoom (see ELC for class zoom link) for the first week of classes. Our first day meeting in-person will be Fri., Jan 22.**
- **No student will ever be required to attend class in-person.** Students who are unable or prefer not to attend class in person are **always welcome to attend class remotely.** There will be a Zoom connection open to the class each day and assistants assigned to monitor the chat so that students participating remotely can ask questions and engage in discussions during class. Please have your video on if attending class remotely (or notify me before class starts if you're unable to have your video on that day).
- To be clear, *there is no asynchronous option* for this course. You are expected to be present for class, either in person or on Zoom.
- **All students attending class in person must have a properly worn face covering per USG guidelines.**
- Importantly, a typical semester can be stressful - this semester is likely to be anything but normal. Please take care of yourself and others around you. In addition to wearing a mask, socially distancing, and washing your hands, please also be sure to set aside downtime to engage in activities that are meaningful to you such as spending time outside, listening to music, or talking with friends and loved ones. I've listed resources below for those needing additional support (and of course you can always let me know and I'll put you in contact with the many resources UGA has to offer).
 - If you start to fall behind please reach out ASAP as I'm happy to work with you to see you successfully complete the course.
- UGA COVID Information for students: Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus:
 - <https://dawgcheck.uga.edu/>
 - Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>
 - Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested.
 - Any student with a **positive COVID-19** test is **required to report the test in DawgCheck** and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

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 ANNOUNCEMENT NOTIFICATIONS!**
 - Click on your name in the top right corner on the class ELC page > Notifications > Instant Notifications > Announcements

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 25%
 - Debate 30% (20% written; 6% responses to Q&A; 4% questions asked)
 - Participation 10%
 - Geo. Quiz 5%
 - Movie Quiz I 2.5%
 - Movie Quiz II 2.5%

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. Be aware that 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 first half of the course will be lecture-heavy as we cover the Cold War and institutions, the remainder of the course will rely on discussions and debates, for which your participation is necessary. **Simply showing up to class (in person or on zoom) does not constitute participation.** Your participation grade will be evaluated based on your *ability to draw upon insights from the readings*, and the *depth of the thoughtfulness* of your questions/ comments.

- Social distancing and the mix of students in-person and remote may make peer-to-peer discussion challenging. Nevertheless, there are multiple ways to boost your engagement with each other. I strongly encourage you to (1) use the ELC **discussion board** as a space to engage with your peers about topics related to the course (2) meet with each other on Zoom to discuss the issues you think are important (please record and send to me so I can give you credit).
- **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 29** I will assign debate topics and perspective (affirmative/negative) by **Monday, Feb 1**. In most cases, students will be part of a two-member team representing an affirmative or negative side; each debate will have one additional student to present a background on the debate. One person on the team 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. Additional details are provided at the end of this syllabus and will be discussed in class before the first exam.

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 strongly 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 or you have accommodations for laptop use through 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 – Again, ****PLEASE REGISTER FOR ANNOUNCEMENT 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** – Office hours are student hours. They are a chance for you and I to get to know each other and most students come with questions regarding concepts from the course, the IA major, internships/jobs, and life in general. The first hour of my office hours is “open” meaning no appointment is necessary; all other times are by appointment. **The link to sign-up for an appointment** (also on ELC) is:

<https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYWUS3j4GTc/edit?usp=sharing>

- **Academic Honesty** – 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. As a quick guide, you will need to provide a citation whenever you:
 - Use numbers not commonly known (e.g. no citation for 50 states in the US; citation needed for the amount of money spent on the War in Afghanistan)
 - Directly quote
 - Use an idea that was not originally yours and not commonly known (no citation needed for NATO is a military alliance; citation needed for argument that NATO members are not behind in their dues because there are no such dues)
- **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.
- **Prohibition on Recording Lectures/Discussions.** In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:
 - Will use the records only for personal academic use during the specific course.
 - Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
 - Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
 - Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.

- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.
- 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. Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. UGA's Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.
 - **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 (The advocates at RSVP can provide student confidentiality).
- **This syllabus is subject to change throughout the semester.**

Class and Reading Schedule

Wed., January 13 (class 1) – Introduction (meet on Zoom)

- TURN NOTIFICATIONS ON FOR COURSE!
- ***Complete Google Form Introduction*
- ***Watch Introduction Video if you joined the class late*

Fri., January 15 (class 2) – Tools and Aims of Foreign Policy (meet on Zoom)

- 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

Mon., January 18 – NO CLASS: MLK DAY OF SERVICE

Wed., January 20 (class 3) – Theoretical Lenses (meet on Zoom)

- 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.

Fri., January 22 (class 4) – History Of USFP – Start of the Cold War & Containment (first day in-person)

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

***Syllabus & Introduction Video Quiz Due Saturday, January 23 by 11:59pm*

Mon., January 25 (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

Wed., January 27 (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 29 (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., February 1 (class 8) – Decision Making and the Cuban Missile Crisis (Continued)

- Now that you have some idea what Allison was talking about... reread the “cuts”

Wed., February 3 (class 9) - 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>

Fri., February 5 (class 10) - 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

Mon., February 8 (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 10 (class 12) - Cold War End and Consequences: Reagan Doctrine, Gorbachev’s Glasnost and Perestroika

- Gaddis, pp. 215-266

Fri., February 12 (class 13) – History of USFP – Wrap Up

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

Mon., February 15 (class 14) - 9/11 & The Bush NSS

- Leiber & Leiber. 2002. “The Bush National Security Strategy”
 - *Suggested:*
 - Mary Anne Weaver. 1996. “Blowback.” *The Atlantic*. Available at: <http://www.theatlantic.com/magazine/archive/1996/05/blowback/376583/>

Wed., February 17 – INSTRUCTIONAL BREAK – NO CLASS

Fri., February 19 (class 15) - The War in Afghanistan

- Thomas Barfield. 2011. Afghanistan’s Ethnic Puzzle: Decentralizing Power Before the U.S. Withdrawal. *Foreign Affairs*.
- Craig Whitlock. Dec. 9, 2019. “The Afghanistan Papers. Part 1: At War With the Truth.” *Washington Post*. Available: <https://www.washingtonpost.com/graphics/2019/investigations/afghanistan-papers/afghanistan-war-confidential-documents/>

Mon., February 22 (class 16) – The 2003 Iraq Invasion

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

Wed., February 24 (class 17) – Applications of Models of Decision Making

- **Watch movie “*No End In Sight*”
- **Movie & Reading QUIZ ON ELC by 11:59pm, Thurs. 2/25

Fri., February 26 (class 18) – Discussing the War in Iraq

- TBD

Mon., March 1 (class 19) – 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., March 3 (class 20) – Comparing the Wars of Today with The Past

- Van Evera, Stephen. 2007. The War on Terror: Forgotten Lessons From World War II. *Middle East Policy* 14 (2): 59-68.

Fri., March 5 (class 21) – **Midterm Exam**

Mon., March 8 (class 22) – Domestic Actors & Institutions: Presidents

- Wildavsky, Aaron. 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., March 10 (class 23) – 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 12 – INSTRUCTIONAL BREAK – NO CLASS

Mon., March 15 (class 24) – 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., March 17 (class 25) – 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/>
- Pew Center. February 3, 2020. “Few in Other Countries Approve of Trump’s Major Foreign Policies, but Israelis are an Exception.” <https://www.pewresearch.org/fact-tank/2020/02/03/few-in-other-countries-approve-of-trumps-major-foreign-policies-but-israelis-are-an-exception/>
 - Come to class ready to discuss 3 observations from the Pew studies that you found interesting

Fri., March 19 (class 26) – Domestic Actors & Institutions of U.S. FP –The Intelligence Community

- Watch “Intelligence Community” video on ELC
- Read “National Security Inc.” August 2010. *Washington Post*.
- Read 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 documentary: “The Secret Government: The Constitution in Crisis” (90 minutes) Available: <https://www.youtube.com/watch?v=0eDTcGkOJj4>
- ****COMPLETE READING & MOVIE QUIZ ON ELC by 11:59pm Sun., March 21**

Mon., March 22 (class 27) – Domestic Actors & Institutions: Lobbies

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

****Withdrawal Deadline – March 23****

Wed., March 24 (class 28) – 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>

Fri., March 26 (class 29) – FP & Int’l Institutions: Humanitarian Intervention & IGOs

- Jon Western and Joshua Goldstein. Nov/Dec 2011. “Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya.” *Foreign Affairs*
- Shayan Karbassi. Dec. 10, 2020. “The Future of NATO” *Lawfare* (blog). Available: <https://www.lawfareblog.com/future-nato>

Mon., March 29 (class 30) - 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*. ⊕

Wed., March 31 (class 31) – 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., April 2 (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 blog). 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 blog).

Mon., April 5 (class 33) – Economic tools of Foreign Policy II: Aid

- TBD
- 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>

Wed., April 7 (class 34) – Economic tools of Foreign Policy III: Sanctions

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

Fri., April 9 (class 35) & Monday April 12 (class 36) – Working on Written Debates (no in-person class – I'll be available on zoom for any remaining questions. Assignments due by midnight)

- Background, Opening A1 & N1 – Due Saturday, 4/10
- Challenge A2 & N2 – Due Sunday, 4/11
- Response to Challenge A1 & N1 – Due Monday, 4/12
- Closing arguments A2 & N2 – Due Tuesday, 4/13
- Audience Questions Due by Saturday, 4/17

Wed., April 14 (class 37) – USFP 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.
- 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]

Fri., April 16 (class 38) - USFP in the Middle East Pt. II

- TBD

Mon., April 19 (class 39) – Debate Day 1

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*

DEBATE 2: 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/>

Wed., April 21 (class 40) – Debate Day 2

DEBATE 3: 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

DEBATE 4: Does a Resurgent Russia Pose a Serious Threat to the United States?

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

Fri., April 23 (class 41) – SPIA Undergraduate Research Colloquium

- Attendance at one panel (operating on regular class schedule) with a short 250-word response (including the name of the presenters and their research projects) uploaded to ELC discussion forum by 11:59pm Sunday, 4/25.

Mon., April 26 (class 42) – Debate Day 3

DEBATE 5: Should the US Rejoin the JCPOA?

- TBD

DEBATE 6: 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 28 (class 43) – Debate Day 4

DEBATE 7: Should the US Launch a First Strike Against North Korea?

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

DEBATE 8: TBD

Fri., April 30 (class 44) – Looking toward the future (pt 1)

- TBD

Mon., May 3 (class 45) – Looking toward the future (pt 2)

- TBD

****Final Exam – Due Wed. May 5**

US Foreign Policy Debate

The capstone of this course is a debate on a pressing US foreign policy issue. Given the COVID-19 pandemic the debate will be in a hybrid format – each side will debate the merits of their position via written form on ELC, followed by a 20-minute live Q&A with each debate team.

While there are assigned readings for each debate that *all students* must complete in order to be prepared for the Q&A, debate leaders will need to do extensive research into their issue.

Each debate will have 5 participants – two members of the Affirmative Team (A1/A2), two members of the Negative team (N1/N2), and a Background person. The person on each team in position 1 is responsible for the opening arguments and the response to the opposing side's questions. The person in position 2 is responsible for challenging the opening remarks of the opposing side and providing concluding remarks for their position. *Note: team members will decide which role they will play.

Debate – Written Portion

The written portion of the debates will be set up through the “Debate Module” on ELC. There are 8 debates and thus 8 discussion forums in the module, one labeled for each debate, and 4 discussion threads within each forum. The due dates will be the same for all debate groups. These are the **4 threads** that will be in **each debate forum**.

- The BACKGROUND thread. This will be created by the person who is in the background role and will cover the recent events and context necessary to understand this debate.
- The AFFIRMATIVE thread. The person in the role of A1 will lay out the 3 main arguments in favor of their position. The person in position N2 will REPLY to with their challenge, pointing out the weaknesses of the arguments as well as asking TWO QUESTIONS of A1. A1 will then REPLY, **answering only the two questions from N2!** (Not the challenge to their points). A2 will write the final response, again a REPLY, after A1's answers to the questions, providing a closing that addresses the challenge posed by N2 as well as summarizing the points of their position.
- The NEGATIVE thread. Same as above except laying out the negative position. N1 will start the NEGATIVE thread with their opening, A2 will REPLY, challenging N1's points and asking TWO QUESTIONS. N1 then REPLIES to those two questions. Finally, N2 replies with the closing argument for the thread, addressing the challenge posed by A2 as well as summarizing the points of their position.
- Q&A thread. I will start this thread. Any student who is not a leader in the debate can ask a question. You can direct your question to one side or both sides. I will pick 5 of these questions for our live debate Q&A.

Debate – Live Q&A

I'll select 5 of the questions your peers posted on the Q&A thread for the group to answer. There will be a max of 4 minutes to discuss each question, and the side to whom the question was addressed will get first dibs at a response, although all 5 debate leaders will have an opportunity to answer the question. Leaders will be able to participate in person or via Zoom

While you do not know which questions I'll choose, you can see all the questions that have been raised, so come prepared. Remember, you are trying to convince your peers to support your position! **Be sure to bring convincing evidence for each of your arguments - be it empirical support (e.g. data on public opinion) or logical/moral reasoning. PREPARE LIKE YOU**

ARE A LAWYER! (PSA: But don't go to law school unless you know why you want to do that!).

Additional Information on Roles:

- **A1 & N1** - You are starting the thread for your position so be sure to label it "AFFIRMATIVE (or NEGATIVE): DEBATE TITLE". Your opening should address your peers in the class, starting with an opening paragraph that **states your thesis** and then **3 BULLET POINTS**, one for each of your arguments. Your arguments need to be in full sentences and need to have **evidence** to back them up! Your second post will be a response to the two questions posed by the opposing team (one bullet point for each answer). Again, you should answer using the best **evidence** possible to make your argument.
- **A2&N2** - Your first post will be the challenge to the opposing side's opening. You should have a short opening paragraph addressing your peers in the class and then present the weaknesses of the opening side's arguments using **3 BULLET POINTS**, followed by your **TWO QUESTIONS** (which should be separated out with their own bullet points). Your closing should address any of the critiques raised by the other side that have gone unanswered and summarize the position of your team.
- **BACKGROUND** - You will provide information on the important recent events, definitions of terms/concepts, and political/economic/social context that are relevant for your classmates to be able to understand the debate. You should present this as the "TOP 10 Things you need to know about [Debate]". The opening point can be a recent chronology if necessary. You are **required** to include well-labeled visuals such as graphs, pictures, tables, etc. to make these points clear and quick for the reader. You are **required** to respond to questions during the audience Q&A. Remember that your background must be neutral (although your answers to the audience Q&A do not have to be). You should contact the debaters to see if there is any specific information they want you to include in your list.

Other "rules" to the debate:

1. You must cite your sources of information! When do you cite? Anytime you use numbers (they came from somewhere), direct quotes, or ideas of some author you read. Pretty much if you didn't wake up knowing that information then you got it somewhere and you need to give credit to that person/organization! I'd like you to use the Chicago Manual of Style format - it's fine to use footnotes or in-text citation format (with full bibliographic reference at the end of your post).
2. You must **use at least 4 academic sources** (books; peer-reviewed journals; policy journals – p.s. that's JUST FOR THIS CLASS) beyond those readings listed on the syllabus. If you have questions about whether something qualifies as an academic source just ask me! Although you may be off campus you'll still have access to the library's extensive holdings of journal articles. I suggest using Google Scholar to find articles and then going to the library's website to find the journals. (I'll share a "how to" video to show you how to do this later in the semester).
 - You can use as many nonacademic sources as you like (e.g. websites, blogs, newspaper articles, etc.) but remember - **you must cite them!**

3. **No single entry that you write should be more than 1,000 words!** (not counting citations)
4. Please write **directly in the dialogue box** on the discussion board (do NOT upload a word doc) – this makes it much easier to read the back-and-forth among debaters – and use bullet points to organize your main arguments as indicated in the directions above.
5. **4% of everyone’s grade in the class comes from asking questions in the Q&A thread.** You will earn 1 point for asking up to 4 questions of all the other debates. Let’s say you are leading Debate 1 - you can ask a question in any of the debates 2-8. Your question should demonstrate that you’ve read the debate posts (and assigned readings).
 - a. You may only ask 1 question per debate (so you can’t ask all 4 question to the poor people in debate #3).
 - b. You may NOT ask more than 4 debate questions.
6. **To the debate leaders, 6% of your grade comes from your responses to the questions during the live Q&A.**
7. **Due dates: by midnight the date listed, for ALL THE DEBATES**

Here is an example of what the whole thing will look like for the discussion forum for the Russia Debate with due dates included:

Debate: Does a Resurgent Russia Pose a Serious Threat to the United States?

- Thread 1: Background 4/10
- Thread 2: Affirmative
 - A1 Affirmative Opening 4/10
 - N2 replies w/ Challenge & Questions 4/11
 - A1 replies w/ Response to Questions 4/12
 - A2 replies w/ Closing 4/13
- Thread 3: Negative
 - N1 Negative Opening 4/10
 - A2 replies w/Challenge & Questions 4/11
 - N1 replies w/Response to Questions 4/12
 - N2 replies w/Closing 4/13
- Thread 4: Q&A
 - Questions posted by 4/17