

INTL4250: U.S. Foreign Policy

University of Georgia – Spring 2025
MWF 10:20-11:10

Dr. Maryann E. Gallagher

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Office Hours: Tuesdays 10am-12pm, by appointment (link on ELC)
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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 access 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's position as super-power for the last eighty 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 major sections. The first part will review the history of U.S. foreign policy during the Cold War and War on Terror, and their legacies 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 providing the context 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 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	15%
Debate	22% (15% written; 5% responses to Q&A; 2% questions)
Participation	10% (5% first half; 5% second half)
Unannounced Quizzes	8%
Tools of FP Quiz	5%
Geo. & Leaders Quiz	5%
Iraq War Quiz	5%
IC 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. Be aware that you are responsible for information in the readings, even if we have not gone over it in class.
 - There are several known quizzes and 4-7 unannounced quizzes this semester. Quizzes will be given in the first 10 minutes of class; no additional time will be possible if you arrive late. There will be **no make-ups for unannounced quizzes**; your lowest unannounced quiz grade will drop.

- **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. ***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*, and the *depth of the thoughtfulness* of your questions/ comments.
 - I strongly encourage you to use the ELC **discussion board** as a space to engage with your peers about topics related to the course (students seeking the highest possible participation grade should plan to post at least once a week)
 - I take attendance each day and expect you to be there. **If you are going to be absent, please send me and/or your GTA an email.** Excessive unexplained absences will lead to a **deduction in your participation grade.**
 - A key aspect of this active learning class is the inclusion of **Peer Learning Assistants (PLAs)**. The three PLAs this semester will be engaged in your class activities and are there to help encourage you and push you to consider a deeper application and understanding of US foreign policy.
- **Debates:** Each of you will lead a class debate on some foreign policy issue in the second half of the course. Students should complete the G-form with their **top four preferences** for debate topics by **Wed., January 29** I will assign debate topics and perspective (affirmative/negative) by **Wed., Feb 5**. 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 midterm exam.

AI Tools Policy:

I'm open to you using AI in this course if you adhere to the following 3 principles:

- **Originality of YOUR Ideas.** It is most important that the ideas and analysis presented are your own. AI may be useful in this course for editing purposes, but if you use it as your starting point - if it is generating the ideas and analysis - then you are not developing the skills at the heart of this pre-professional program. Do not undermine yourself and weaken your skills development for the sake of a memo grade. It's not worth it.
- **Openness.** If using AI, you must be open about doing so and document your use. **Using AI without documenting that you did so will be considered a VIOLATION of UGA'S Honor Code.** I will have a link to a Google form on ELC. If you use AI for any of your assignments, you **MUST COMPLETE THE GOOGLE FORM on ELC.** As a course that centers Active Learning, the form is there to help you (and me!) learn how AI was (or wasn't) useful for your assignment. Just a heads up that the form will ask you for (1) the site used, (2) specific prompt/commands used (copy and pasted) (4) a copy and paste of the output in response to your prompt and (5) any changes to those prompts/commands, explaining why the changes were made and what the effect was on the output.
- **Referencing and validating.** You take full responsibility for any AI-generated information included in your work. This means all **ideas** must be attributed to an actual source (not AI) with a citation that you have checked, and facts must be true and cited. AI

can present some issues that you should be aware of before using it. (1) All AI relies on existing language/materials, which can be out of date, so be sure you know the most up-to-date information on a situation. Outdated information will lead to poor policy analysis. (2) AI can "hallucinate" by misattributing a reference (so be sure to go to the original source) or may not cite sources (but you must). (3) AI can produce biased outputs as it relies on data that is not fully representative, especially of marginalized communities. You will be held accountable for the information you provide and thus must validate all information included in your work.

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 are taking notes for the class **collaborative notes** doc. Should you need to use a laptop regularly, please provide proper documentation from UGA's DRC.
 - 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 48 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 link to schedule an office hours meeting is on the class ELC page.**
- **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

Mon., January 6 (class 1) – Introduction

- Read the syllabus
- TURN NOTIFICATIONS ON FOR COURSE!
- Write your Introduction Discussion Board Post – due by 1/15

Wed., January 8 (class 2) – Movie: “The Fog of War” Part I

- Gaddis, Prologue to p. 30

Fri., January 10 (class 3) – Movie: “The Fog of War” Part II

- Complete CFR’s [Approaches to Foreign Policy](#) Module = 5 sections (“How do governments approach foreign policy?”; “Isolationism versus engagement”; “Idealism versus Realism”; “Unilateralism versus Multilateralism”; “How did the US Approach the Tiananmen Square Crackdown?”)
- Watch CFR’s [“What Tools Do Foreign Policy Makers Have at Their Disposal?”](#)
- Read CFR’s [“What is Soft Power”](#)

Mon., January 13 – 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.* ⊕

***Wed 1/15 - Open (written) note Quiz on all materials in class and assigned from 1/8-1/15*

Wed., January 15 (class 4) – Theoretical Lenses (Continued)

- John Mearsheimer. 2005. “Hans Morgenthau and the Iraq War: Realism versus Neo-Conservatism.” *Open Democracy.* pp 1-6. ⊕

***Fri 1/17 - Geography and Leadership Quiz*

Fri., January 17 (class 5) – Catch-up Day

- Select final debate prompt

Mon., January 20 (class 6) – NO CLASS: MLK DAY OF SERVICE

Wed., January 22 (class 7) – History Of USFP – Start of the Cold War & Containment

- X. 1947. The Sources of Soviet Conduct. *Foreign Affairs*. ⊕

Fri., January 24 (class 8) – 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

Mon., January 27 (class 9) – History of USFP - Nuclear Deterrence: Security Dilemma, MAD, “New Look” and “Flexible Response”

- Gaddis pp. 75-104
- CFR “[What is Deterrence?](#)” page (be sure to watch the “Deterrence in Foreign Policy” Video)
- 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*.
 - Suggested:
 - “Baby Nukes: When a Little Boom is All You Need” Things that Go Boom Podcast. Inkstick Media.
<https://podcasts.apple.com/us/podcast/baby-nukes-when-a-little-boom-is-all-you-need/id1324629357?i=1000511093627>

Wed., January 29 (class 10) – 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.”

**Last day to fill out G-form with debate preferences*

Fri., January 31 (class 11) - 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://history.state.gov/historicaldocuments/frus1952-54v13p1/d716>

Mon., February 3 (class 12) – 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

Wed., February 5 (class 13) - **Détente & the End of the Cold War**: US relations with the PRC, Brezhnev Doctrine, Helsinki agreement, SALT I, Afghanistan

- Gaddis, pp.149-214

Fri., February 7 (class 14) – **Cold War End and Consequences**: Reagan Doctrine, Gorbachev's Glasnost and Perestroika, Dissolution of USSR, NATO expansion

- Gaddis, pp. 215-266

Mon., February 10 (class 15) - **9/11 & The Bush NSS**

- Leiber & Leiber. 2002. "The Bush National Security Strategy"

Wed., February 12 (class 16) – **The War in Afghanistan**

- TBD

Fri., February 14 (class 17) – **Comparing the Wars in Afghanistan and Iraq**

- TBD

Mon., February 17 (class 18) – **Decisions Making during the 2003 Iraq Invasion**

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

Wed., February 19 (class 19) – **Applications of Models of Decision Making**

- **Watch movie "*No End In Sight*"

****COMPLETE AFGHANISTAN AND IRAQ WAR QUIZ ON ELC (includes all in-class and assigned materials from 2/10-2/19) by 11:59pm Thursday, Feb 20**

Fri., February 21 (class 20) – **Discussing the legacies of the Wars in Afghanistan and Iraq**

- No new reading

Mon., February 24 (class 21) – **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>
- Cynthia Miller-Idriss. 2021. From 9/11 to 1/6: The War on Terror Supercharged the Far Right. *Foreign Affairs*.
 - Suggested:
 - Zack Cooper, Melanie Marlowe, and Christopher Preble. 9/3/21. "[Did Anyone Win the 'Global War on Terror'?](#)" War on the Rocks: Net Assessment (Podcast).

Wed., February 26 (class 22) – **Catch-up day and Directions for Debates**

- Read directions for debate at end of syllabus

Fri., February 28 (class 23) – ****Midterm Exam****

UGA SPRING BREAK MARCH 3-8

Mon., March 10 (class 24) – Domestic Actors & Institutions: Presidents’ Powers

- Wildavsky, Aaron. 1969. “Two Presidencies” (and Pepper’s critique that follows). ⊕
- Read (and watch) CFR’s “[What is the National Security Council](#)”

Wed., March 12 (class 25) – Domestic Actors & Institutions: Presidents & Advisors

- Elizabeth Saunders. 2017. “No Substitute for Experience: Presidents, Advisors, and Information in Group Decision Making.” *International Organization*. ⊕

Fri., March 14 (class 26) – Domestic Actors & Institutions: Presidents’ Personalities

- Susan H. Allen and Maryann E. Gallagher. 2022. “Is He Speaking Our Language? Donald Trump’s Leadership Traits in Comparison with Previous Presidents.” *Political Science Quarterly*.

Mon., March 17 (class 27) – Domestic Actors & Institutions: Congress

- Read CFR’s “[What Roles Do Congress & the President Play in Foreign Policy](#)”
- 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*.
- Watch CFR “[How do Treaties Get Made?](#)”

Wed., March 19 (class 28) – Domestic Actors & Institutions: Public Opinion

- Baum and Potter. 2019. “Media, Public Opinion, and Foreign Policy.” *Journal of Politics*.
- Jacob Poushter and Laura Clancy. 2024. “What are Americans’ Top Foreign Policy Priorities?.” Pew Center. <https://www.pewresearch.org/global/2024/04/23/what-are-americans-top-foreign-policy-priorities/>
 - Come to class ready to discuss 2 observations from the Pew study that you found interesting

Fri., March 21 (class 29) – Domestic Actors & Institutions of U.S. FP –The Intelligence Community & Covert Operations

- Read CFR “[What Is Intelligence?](#)” page (including watch “Intelligence Explained” video)
- Watch “Intelligence Community” video lecture
- Watch documentary: “The Secret Government: The Constitution in Crisis” (90 minutes) Available: <https://www.youtube.com/watch?v=0eDTcGkOJj4>
- Weissman. 2014. “What Really Happened in Congo?” *Foreign Affairs*. Vol 93. No. 4

****COMPLETE IC & COVERT OPERATIONS QUIZ ON ELC by 11:59pm Sat. March 22**

Mon., March 24 (class 30) – 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/>

- Taryn Sylvester and Katherine Kuzminski. 2024. "Preparing for the Possibility of a Draft Without Panic. War on the Rocks Blog. <https://warontherocks.com/2024/08/preparing-for-the-possibility-of-a-draft-without-panic/>

Wed., March 26 (class 31) - 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*. ⊕

Fri., March 28 (class 32) – Foreign Policy as a two-level Game

- TBD

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

- Read CFR "[What is Economic Statecraft?](#)"
- Watch CFR video "[What is Trade Policy?](#)"
- TBD

Wed., April 2 (class 34) – Economic tools of Foreign Policy: Sanctions

- Read CFR "[What are Economic Sanctions?](#)"
- TBD

Withdrawal Deadline – April 3

Fri., April 4 (class 35) – Economic tools of Foreign Policy: Foreign Aid

- TBD

Mon., April 7 (class 36) – Policy Memo Writing: The Art of BLUFing

- TBD

Wed., April 9 (class 37) – No Class Meeting: Independent Research Working on Written Debates *(All assignments due by midnight of the dates below)*

- Background, Opening A1 & N1 – Due Tues, 4/8
- Challenge A2 & N2 – Due Wed, 4/9
- Response to Challenge A1 & N1 – Due Thu, 4/10
- Closing arguments A2 & N2 – Due Fri, 4/11
- Audience Questions Due by Sat, 4/12

Fri., April 11 (class 38) – Current Events Day

- TBD

Monday April 14 (class 39) – Debate Day 1

DEBATE 1: Should the US lift economic sanctions on Venezuela?

- TBD

DEBATE 2: Should the US pursue a humanitarian intervention into Haiti?

- TBD

DEBATE 3: Should the US continue to build a fence along the US-Mexico border?

- TBD

Wed., April 16 (class 40) – Debate Day 2

DEBATE 4: Should the US stop arms transfers to Israel?

- TBD

DEBATE 5: Should the US recognize the Taliban?

- TBD

DEBATE 6: Should the US rejoin the JCPOA?

- TBD

Fri., April 18 (class 41) - Debate Day 3

DEBATE 7: Should the US withdraw economic aid to Ukraine?

- TBD

DEBATE 8: Should the US develop lethal autonomous weapons?

- TBD

DEBATE 9: Should the US support the creation of a European Defense Force?

- TBD

Mon., April 21 (class 42) – Debate Day 4

DEBATE 10: Should the US militarily intervene to defend Taiwan against a Chinese attack?

- TBD

DEBATE 11: Should the US withdraw from the Paris Climate Change Agreement?

- TBD

DEBATE 12: Should the US normalize relations with North Korea?

Wed., April 23 (class 43) – Debate Day 5

DEBATE 13: Should the US increase development aid to African states?

- TBD

DEBATE 14: Should Congress repeal the AUMF?

- TBD

DEBATE 15: Should XXX?

- TBD

Fri., April 25 (class 44) – No Class Meeting: SPIA URC

- *Extra Credit Opportunity*

Mon., April 28 (class 45) – Foreign Policy – Looking to the Future

- TBD

****Final Exam – 8am Fri. May 2**

US Foreign Policy Debates

The capstone of this course is a debate on a pressing US foreign policy issue. Each side will debate the merits of their position via written form on ELC, followed by a 15-minute live Q&A with each debate team. While there are assigned readings for each debate that *all students* must

complete to be prepared for the Q&A, debate leaders will need to do extensive research into their issue.

Each debate will have 5 leaders – 4 “Debaters” = two members of the Affirmative Team (A1/A2) and two members of the Negative team (N1/N2) – and a Backgrounder. The Debater in position 1 is responsible for the opening arguments and the response to the opposing side’s questions. The Debater 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 12 debates and thus 12 discussion *forums* in the module (i.e. 1 forum per 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 A1 with their challenge, pointing out the weaknesses of the arguments as well as asking TWO QUESTIONS. 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 **rebutts the challenge** posed by N2 as well as summarizes the points of their position.
- The **NEGATIVE thread**. Similar to the affirmative thread, except laying out the negative position. N1 will start the NEGATIVE thread with their opening, A2 will *REPLY*, challenging N1’s points, pointing out the weaknesses of their arguments, and asking TWO QUESTIONS. N1 will then *REPLY* to the two questions. Finally, N2 will *REPLY* with the closing argument for the thread, **rebutting 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 should start by identifying to which side (or both sides) you’re directing the question. PLAs will pick 4 of these questions for our live debate Q&A.

Debate – Live Q&A

The PLAs will select 4 of the questions your peers posted on the Q&A thread for the group to answer. There will be a max of 3 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.

While you do not know which questions they’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** (each corresponding to the points made in the opening), followed by your **TWO QUESTIONS** (which should be separated out with their own bullet points). Your closing post 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 title 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 (failure to speak regularly during the Q&A will lead to you earning a 0 for that portion of your grade). Remember that your written 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 top 10 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! 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. Write **directly in the dialogue box** on the discussion board (do **NOT** upload a word doc/PDF/G-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. **2% of everyone’s grade in the class comes from asking questions in the Q&A thread.** You will earn 1 point for asking 2 questions of all the other debates. Let’s say you are leading Debate 1 - you can ask a question in any of the debates 2-12. 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 both questions to the poor people in debate #4).
 - b. You may NOT ask more than 2 debate questions.
 - c. You may NOT ask a question that someone else has already asked (**you will not receive credit for a question that repeats a previously asked question*).
 6. **To the debate leaders, 5% 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:

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

- Thread 1: Background Memos 4/8
- Thread 2: Affirmative
 - A1 Affirmative Opening 4/8
 - N2 replies w/ Challenge & Questions 4/9
 - A1 replies w/ Response to Questions 4/10
 - A2 replies w/ Closing 4/11
- Thread 3: Negative
 - N1 Negative Opening 4/8
 - A2 replies w/Challenge & Questions 4/9
 - N1 replies w/Response to Questions 4/10
 - N2 replies w/Closing 4/11
- Thread 4: Q&A
 - Questions posted by 4/12