

American Foreign Policy

POL S 321

Spring 2012
Professor Aseem Prakash

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Class Time: Tuesday & Thursday, 0900 - 1020
Class Location: Gowen 201
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E-Syllabus: faculty.washington.edu/aseem/americanforeignpolicy.pdf

Course Objective

This course examines the evolution of American foreign policy since World War II. We will investigate the crucial decisions and debates that have shaped the course of America's dealings with the world to illuminate the change and the continuity in policies and policymaking. Hopefully, this course will provide you with the background and the perspective required to understand contemporary issues and future challenges for American foreign policy.

Readings

Book:

Steven W Cook and John Spanier. 2010. *American Foreign Policy Since World War II*. 18th edition. CQ Press.

Articles:

The readings are located on the course webpage. To access them:

- Please go to <https://catalyst.uw.edu/workspace/jboire/20601/124183>
- OR
- Go to your Catalyst Tools (catalyst.uw.edu)
- Log on using your UW NetID
- Select "POLS 321 - American Foreign Policy" from your Catalyst tools

Once you are on the course webpage, simply click on "Readings" (left-hand side) and select the readings you would like to see.

Course Expectations

This course explores various dimensions of American Foreign Policy since World War II. The idea is to sensitize you regarding the multiple challenges America has faced (and currently faces) in dealing with other nations and how it has sought (and is seeking) to cope with these challenges. I want you to appreciate both the continuities and changes in American foreign policy. While I want all of you to be forward looking, we ignore history at our own peril. Some of the problems we face today are a consequence of past choices. You will hear more about this theme in the course.

By the end of the course, I hope all of you will develop a more nuanced understanding of American Foreign Policy and feel empowered to contribute to policy debates. Remember, participation by informed citizens in policy debates, including foreign policy debates, is essential for sustaining our democracy. Because America is the world hegemon (notwithstanding the serious economic and military problems it faces) and its policies significantly impact the course of politics in other countries. The effects of American foreign policy choices can be experienced well beyond its physical borders. We will also go beyond a state-centric view of foreign policy and examine the roles of NGOs in this regard.

Eventually, my hope is that this course and the broader UW experience will motivate you to think of politics and public service as your career. And if not as a career (yes, politics is not everybody's cup of tea), then this course should provide you with the confidence and background to examine complex policy issues in an informed way.

I adopt a non-traditional teaching style that includes (along with the traditional lectures) class discussions, guest lectures, and audio-visual delivery of knowledge via documentaries. In essence, you are expected to be actively involved in the class. This course might be less useful for those who like the traditional format in which the professor lectures, the students take notes, and there is little discussion.

I strongly believe in the efficacy of visual delivery of knowledge. Our library has a fabulous collection of documentaries that are germane to the study of foreign policy and world politics. I will screen several documentaries which will provide you a better understanding of the past, which is extremely important to understand the current and future trajectory of American foreign policy. All documentaries will also be placed on course reserve. To create incentives for you to pay close attention to the information provided by the documentaries, we will have several unannounced quizzes. It would be a very good idea to be attentive while you watch these fascinating films. I will typically not allow make-up quizzes unless you have a documented medical emergency or you have taken TA's permission prior to the class regarding your absence from the class.

I strongly encourage (informed) class discussion. To maximize your learning from this course, you should read the required texts in advance and actively participate in the discussions in the class as well as in the quiz sections. Your performance will be graded on the basis of the following:

Writing Assignments

In general, your papers should be a well-thought, grammatically-correct, and succinct response to the prompt. You don't want to turn in your first draft; give yourself time to complete a polished paper. Take advantage of the POL S/LSJ/SIS Writing Center. To avoid plagiarism, make sure to include citations of all quoted and paraphrased material, and submit a works reference page (not included in the page count) with each paper. Each paper should be five pages, double-spaced (~1250 words) in Times New Roman size 11-12 font with 1 inch margins; please do not fudge any of these formatting requirements. Please turn in the printed copy at the beginning of the lecture class. Email submissions will not be accepted.

In order to get a high assessment, be sure to do the following: make a clear argument; present and cite appropriate evidence (from in-course and out-of-course reading); address counterarguments; logically structure your argument; and edit for grammatical mistakes.

Paper 1: How does the world think of the United States?

Identify a prominent newspaper (which has an English edition and is available online) in a foreign country. For one full week, keep a track of news items, editorials, or Op-Eds that examine or provide commentary on American policy in relation to the country or the region. Make a list of these items to include in your Works Reference page. After reading these articles, summarize how, on average, this country views American policies. Identify both the negative and positive aspects of American policy (in terms of its consequences for this foreign country/region) reported in this newspaper. Your paper should be five pages, double-spaced in Times New Roman size 11-12 font with 1 inch margins. It is due April 19.

Paper 2: Continuity and Change in Current American Foreign Policy

Assess foreign policy of President Obama. Pick any two issue areas, one in which he broadly continued the policies of his immediate predecessor and one in which he undertook *substantive* changes (not merely symbolic changes). These policies might relate to a given issue area (e.g. arms control), a particular country (e.g. North Korea), or an international organization (e.g. the World Bank). On the basis of this comparison, examine the reasons for continuity and change in American foreign policy. Your paper (five pages, double-spaced) is due May 8. Cite the sources you draw from, and note that Wikipedia is not an acceptable source in academic work.

Paper 3: Military Interventions

Military intervention is an important tool of foreign policy. American intervened in Iraq and Afghanistan, "lead from behind" in Libya, and does not want to get militarily involved in Syria or Iran. Under what conditions should the United States intervene militarily in the affairs of other countries? Specifically, discuss various types of military interventions and their costs and benefits for the United States. In doing so, examine the role of domestic politics, international factors, and the perceived strategic value of the foreign country. This paper is due May 24.

Discussion/Quiz Section

Discussion sections provide a small group setting to discuss the text, the documentaries, and current events relevant to class topics. You have very talented Teaching Assistants who will structure and coordinate the discussion (and grade your participation as well - and this is important). How to make the best use of this great opportunity? First and foremost, please carefully review the assigned readings and turn up for the discussion section. For every session, students should review a national newspaper or magazine known for their international

coverage (*The New York Times*, *The Washington Post*, or *The Economist*). To maximize your learning from this course, you must participate energetically in the Quiz section.

In the discussion section, you will be involved in a group project (3-4 students per group) which includes an in-class presentation and a written report. The presentation will be scheduled in the last two weeks of the quarter. The group report should be turned in on the last day/meeting of your quiz section. Your project may pertain to the following two themes.

- The first theme deals with U.S. foreign policy during the various presidencies since Woodrow Wilson. You will examine continuities and changes in key policies and identify the key crises or decision moments. Finally, provide a sense about the “success” of the president you are studying in the realm of foreign policy.
- The second theme deals with contemporary US foreign policy in specific policy domains such as foreign aid, refugee policy, global warming, and trade liberalization. Examine the key challenges President Obama faces in dealing with these issues and how his administration responded to them.

Evaluation

Paper 1	20 points
Paper 2	20 points
Paper 3	20 points
Pop Quizzes	20 points
Quiz section participation	10 points
Group project	10 points
Total	100 Points

Late submissions

Typically, I don't accept late submissions with two exceptions. First, there is a documented medical emergency. Second, for some compelling reason you anticipate not turning in your paper on the due date and you have taken your TA's permission in advance (merely sending an email informing that you will not turn in the paper on time will not suffice). The TAs have full discretion whether or not to accept late submissions.

Plagiarism

I will follow UW's policy on plagiarism:

<http://depts.washington.edu/grading/issue1/honesty.htm#plagiarism>

Syllabus changes

I reserve the right to change the syllabus without prior notice.

Writing Center

The Political Science/Law, Societies, and Justice/School of International Studies Writing Center is located in Gowen 111 and online at <http://depts.washington.edu/pswrite/>. On their website, students can sign up to reserve a 45-minute session with an undergraduate tutor as well as find additional resources (including several 'how-to' guides, handouts, and guidelines) via the "For Students" link. Any students registered in a POLS class or in a class cross-listed with a POLS class is welcome at the Writing Center for assistance with that class. The Writing Center is open from

9:30 am to 4:30 pm Monday through Thursday, and 9:30 am to 2:00 pm on Friday, and will open for Spring Quarter on April 4.

Class Schedule

Tuesday, March 27

Introduction

Thursday, March 29

World in Crisis?

- Simon Johnson. 2009. The Quiet Coup. *The Atlantic*, <http://www.theatlantic.com/magazine/archive/2009/05/the-quiet-coup/7364/>
- Murtaza Haider, 2012. United Against Iran, *Dawn* <http://www.dawn.com/2012/03/07/united-against-iran.html>
- Chrystia Freeland. 2011. The Rise of the New Global Elite. *Atlantic Magazine*, Jan/Feb.
- Martin Feldstein. 2012. The Failure of the Euro, *Foreign Affairs*. 105 2012
- The Risks Exposed: Japan's Nuclear Industry. *The Economist*, 19 March, 2011.

Tuesday, April 3

Elections and Democracy

Lecture by Stephan Hamberg

- Bekoe, Dorina. 2010. Trends in Electoral Violence in Sub-Saharan Africa?, *Peace Brief 13*, United States institute of Peace.
- Roessler, Philip G. 2005. Donor-Induced Democratization and the Privatization of State Violence in Kenya and Rwanda?, *Comparative Politics*, 37(2): 207-227.
- *New York Times*, 2012. Russian Elections: <http://www.nytimes.com/2012/03/05/world/europe/russian-vote-draws-thousands-of-election-observers.html?pagewanted=all>

Thursday, April 5

American Foreign Policy: An Overview

- Chapter 1: The American Approach to Foreign Policy.
- Stephen Walt 2011. Where do bad ideas come from and why don't they go away? *Foreign Policy*, 184.
- Walter Mead. 2011. The Tea Party and American Foreign Policy. *Foreign Affairs*, Mar/April: 28-44
- Andrew Bacevich. 2011. The Tyranny of Defense Inc. *The Atlantic Magazine*. Jan/Feb.

Tuesday, April 10

The Cold War

- Chapter 2: From World War to Cold War
- George Kennan. 1947, The Sources of Soviet Conduct, *Foreign Affairs*, July <http://www.historyguide.org/Europe/kennan.html>
- CNN Disc 1: Iron Curtain (Videorecord WHV 125)

Thursday, April 12

US-Soviet Rivalry

- Chapter 3: Containment
- Chapter 4: North-South Tensions and the Vietnam war
- Eisenhower's Farewell Address to the Nation, January 17, 1961
<http://coursesa.matrix.msu.edu/~hst306/documents/indust.html>
- CNN Disc (2): Korea (Videorecord WHV 125)

Tuesday, April 17

The Berlin Wall

- Albert Hirschman. 1993. Exit, Voice, and the Fate of the German Democratic Republic: An Essay in Conceptual History. *World Politics*, 45(2): 173-202.
- Berlin Wall: 20 Years Later:
- <http://www.nytimes.com/interactive/2009/11/09/world/europe/20091109-berlinwallthennow.html>
- The structure of the Wall,
- <http://www.nytimes.com/imagepages/2009/11/06/world/08berlinwallgrfxB-ready.html?ref=europe>
- CNN Volume 3(3): The Wall, 1958-1963 (Videorecord WHV 125)

Paper 1 due

Thursday, April 19

NGOs

A lecture by Dean Chahim

- Dean Chahim and Aseem Prakash. Grass without Roots: Foreign Funding and the (Under) development of Nicaraguan Civil Society.
- Aseem Prakash and Mary Kay Gugerty. 2010. Trust but Verify? Voluntary Regulation Programs in the Nonprofit Sector. *Regulation & Governance*, 2010, 4(1): 22-47.
- Ronelle Burger, 2012. Reconsidering the Case for Enhancing Accountability Via Regulation. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*. 23(1): 85-108 DOI: 10.1007/s11266-011-9238-9

Tuesday, April 24

Transatlantic Environmental Politics

Guest Lecture by Anne Burriel

- Woolcock, Stephen. (2002): The Precautionary Principle in the EU & Its Impact on International Trade Relations. CEPS Working Document No. 186, October 2002. <http://aei.pitt.edu/1822/>
- Wirth, David A. (): The EU's New Impact on U.S. Environmental Regulation. *The Fletcher Forum of World Affairs*, Vol 31:2, summer 2007, pg. 91 - 110
http://uwashington.worldcat.org/oclc/1430161784487&referer=brief_results

Thursday, April 26

How Individuals Matter?

- Chapter 5: Détente and World Order politics
- Jean Kirpatrick, 1979, Dictatorships and double standards, *Commentary*, Nov, 34-45.
- Documentary: The Trials of Henry Kissinger (DVD FRF 024)

Tuesday, May 1

End of the Cold War

- Chapter 6: Revival of Superpower Confrontation.
- Chapter 7: The End of the Cold War.
- CNN Volume 8(2). The Wall Comes Down (Videorecord WHV 125).

Thursday, May 3

Nongovernmental sources of influence on foreign countries

Guest Lecture by Morgan Currier, UW United Students Against Sweatshops

- Brian Greenhill, Layna Mosley, and Aseem Prakash. 2009. Trade and Labor Rights: A Panel Study, 1986-2002. *American Political Science Review*, 2009, 103(4): 669-690.
- Richard Locke and Monica Romis. 2010. The Promise & Perils of Private Voluntary Regulation: Labor Standards and Work Organizations in Two Mexican Factories. *Review of International Political Economy*, 17(1).

Paper 2 due

Tuesday, May 8

1990s and Beyond

- Chapter 8: America's Unipolar Moment.
- Chapter 9: Old Tensions in a New Order.
- Chapter 10: The Shifting European Landscape.
- Chapter 11: America under Fire.

Thursday, May 10

Iraq and Afghanistan

- Chapter 12: Hot wars in Afghanistan and Iraq.
- Richard Haas and Martin Indyk. 2009. Beyond Iraq. *Foreign Affairs*, 88(1).
- Robert Blackwill. 2011. Plan B in Afghanistan: Why a de facto Partition is the Least Bad Option. *Foreign Affairs*. Jan-Feb.
- CNN Volume 7 (2): Soldiers of God (Videorecord WHV 125)

Tuesday, May 15

Demography and Public Health

- Goldstone, Jack. 2010. The New Population Bomb. *Foreign Affairs*, Jan/Feb.
- Nicholas Eberstadt, 2010. The Demographic Future. *Foreign Affairs*, 89.6.
- Laurie Garrett. 2007. The Challenge of Global Health. *Foreign Affairs*, January/February.
- *New York Times*, May 10, 2010, At Front Lines AIDS War is Falling Apart
<http://www.nytimes.com/2010/05/10/world/africa/10aids.html?scp=10&sq=may%2010,%202010&st=cse>

- Nicolas Eberstadt. 2012. Dying Bear: Russia's Demographic Disaster. *Foreign Affairs*. 91: 95.
- Documentary: A Closer Walk [DVD DCL 001](#).

Thursday, May 17

Failed States

- Robert Trager and Dessislava Zagorcheva. 2006. Deterring Terrorism: It Can Be Done. *International Security*, 30(3).
- Peter Neumann. 2007. Negotiating With Terrorists. *Foreign Affairs*, January/February.
- Gal Luft and Anne Korin. 2004. Terrorism Goes to the Sea, *Foreign Affairs*, 83(6).
- Larry Diamond. 2011. Why Democracies survive, *Journal of Democracy*. 22(1).
- Steven Radelet. 2010. Success Stories from "Emerging Africa." *Journal of Democracy*. 21(4)
- Fareed Zakaria. 2009. Learning to Live with Radical Islam, *Newsweek*, <http://www.newsweek.com/id/187093/page/1>
- State of the Talib, VHS LUCM 004

Tuesday, May 22

Foreign Aid

- Hans Morgenthau. 1962. A Political Theory of Foreign Aid. *The American Political Science Review*, 56(2).
- Ronald Ingelhart and Christian Welzel. 2009. How Development Leads to Democracy. *Foreign Affairs*, 88(2).
- Sijeong Lim, Victor Menaldo, and Aseem Prakash. 2012. Aid, Globalization, and Pollution. Draft.
- Nicholas Kristof. Foreign Aid: Can It Work? <http://www.nybooks.com/articles/19374>
- Documentary: The Price of Aid (PUBLIC AFFAIRS 533)

Paper 3 due

Thursday, May 24

Environment

- Peter Oosterveer and Gert Spaargaren. 2011. Organising Consumer Involvement in the Greening of Global Food Flows. *Environmental Politics*, 20(1): 97 – 114.
- Xun Cao and Aseem Prakash. 2010. Trade Competition and Domestic Pollution: A Panel Study, 1980-2003. *International Organization*, 64 (Summer): 481-503.
- Ford Fox. 2011. Nuclear 2.0: Japan Shouldn't Stop Us From Embracing It. *The Atlantic*. <http://www.theatlantic.com/national/archive/2011/03/nuclear-20-japan-shouldnt-stop-us-from-embracing-it/72422/>
- Freed Zakaria. How to Escape the Oil Trap, *Newsweek* <http://www.thedailybeast.com/newsweek/2005/08/28/how-to-escape-the-oil-trap.html>

Tuesday, May 29

Middle East and the Arab Spring

- Karim Sadjadpour . 2010. The Sources of ~~Soviet~~ Iranian Conduct: How George Kennan is Still the Best Guide to Today's Villain inside a Victim Behind a Veil. *Foreign Policy*, 182, November.
- Robert Danin. 2011. A Third Way to Palestine: Fayyadism and its Discontents. *Foreign Affairs* 90.1
- Hicham Ben Abdallah El Alaoui. 2011. The Split in Arab Culture. *Journal of Democracy*, 22(1).
- Fares Braizat. 2010. What Arabs Think. *Journal of Democracy*, 21(4):131-138.

- Matthew Kroenig, 2012. Time to Strike Iran, *Foreign Affairs*, 91:76.
- Menaldo, Victor, 2012. The Middle East and North Africa's Resilient Monarchs. *Journal of Politics*: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1548222

Thursday, May 31

Future

- Chapter 13, A World of Trouble
- Chapter 14: Conclusion: America's Reckoning
- Joseph Nye. 2010. The Future of American Power. *Foreign Affairs* 89.6.
- Andre Shleifer and Daniel Treisman. 2011. Why Moscow says No: A Question of Russian interests, not Psychology. *Foreign Affairs*. Jan-Feb 2011.
- Francis Fukuyama. 2012. Can Liberal Democracies Survive the decline of the Middle Class? *Foreign Affairs*, 91: 53
- Scott Thomas. 2010. A Globalized God: Religion's Growing Influence in International Politics. *Foreign Affairs*, 89.6.

Grading Rubric for Paper 1

Due Date: April 19, 2012

Topic: How does the world think of the United States?

Prompt: Identify a prominent newspaper (which has an English edition and is available online) in a foreign country. For one full week, keep a track of news items, editorials, or Op-Eds that examine or provide commentary on American policy in relation to the country or the region. Make a list of these items to include in your Works Reference page. The point of the assignment is to follow foreign press for a week, so please don't use Lexis-Nexis. After reading these articles, summarize how, on average, this country views American policies. Identify both the negative and positive aspects of American policy (in terms of its consequences for this foreign country/region) reported in this newspaper.

Format: Your paper should be five full pages, double-spaced in Times New Roman size 11-12 font with 1 inch margins. This is about 1125-1375 words.

Grading Criteria (Totals 20 points):

	Points
Essay Structure/Organization	2
Overall Assessment of American policies Does the newspaper portray American policies in a + or – light)? Why? How do you make this assessment?	5
Detailing Positive Aspects of U.S. Foreign Policy	5
Detailing Negative Aspects of U.S. Foreign Policy	5
Grammar/Style	3

In order to get a good or excellent assessment, make sure the following elements are reflected in your paper:

Argument/Evidence: All elements of the assignment are completed with an in-depth examination of the issues. The essay contains a clear thesis that is adequately supported by evidence. The student thoroughly addresses counterarguments, and the central claims of the paper are well supported. Also, the student delineates between short-term and long-term foreign policy goals for each policy area.

Quality of Research: Evidence comes from a variety of academic sources that are properly cited. The essay has a complete bibliography at the end (which does not count toward the page count). Wikipedia and blogs are not acceptable academic sources.

Structure/Style: The paper is well-organized: paragraphs have clearly defined topic sentences and logically follow from and build on each other. The paper is succinct in that it does not contain tangential information (e.g.: filler). The paper is well-written and largely free of grammatical, punctuation, and spelling errors.

It is highly recommended that you have a draft of your final paper reviewed by the departmental writing center; visit <http://depts.washington.edu/pswrite/>.

Grading Rubric for Paper 2

Due Date: May 8, 2012

Topic: Continuity and Change in Current American Foreign Policy

Prompt:

Assess foreign policy of President Obama. Pick any two issue areas, one in which he broadly continued the policies of his immediate predecessor and one in which he undertook *substantive* changes (not merely symbolic changes). These policies might relate to a given issue area (e.g. arms control), a particular country (e.g. North Korea), or an international organization (e.g. the World Bank). On the basis of this comparison, examine the reasons for continuity and change in American foreign policy. Your paper (five pages, double-spaced) is **due May 8**. Cite the sources you draw from, and note that Wikipedia is not an acceptable source in academic work.

Format: Your paper should be five full pages, double-spaced in Times New Roman size 11-12 font with 1 inch margins. This is about 1125-1375 words.

Grading Criteria (Totals 20 points):

	Points
Essay Structure/Organization	3
Issue Area #1: Detailing Issue Area / Evidence of Continuity	4
Issue Area #1: Reason for Continuity	4
Issue Area #2: Detailing Issue Area / Evidence of Change	4
Issue Area #2: Reason for Change	4
Grammar/Style	1

In order to get a good or excellent assessment, make sure the following elements are reflected in your paper:

Argument/Evidence: All elements of the assignment are completed with an in-depth examination of the issues. The essay contains a clear thesis that is adequately supported by evidence. The student thoroughly addresses counterarguments, and the central claims of the paper are well supported. Also, the student delineates between short-term and long-term foreign policy goals for each policy area. The best work will include reading from the course.

Quality of Research: Evidence comes from a variety of academic sources that are properly cited. The essay has a complete bibliography at the end (which does not count toward the page count). Wikipedia is not acceptable academic sources.

Structure/Style: The paper is well-organized: paragraphs have clearly defined topic sentences and logically follow from and build on each other. The paper is succinct in that it does not contain tangential information (e.g.: filler). The paper is well-written and largely free of grammatical, punctuation, and spelling errors.

Grading Rubric for Paper 3

Due Date: May 24, 2012

Topic: Military Interventions

Prompt: Military intervention is an important tool of foreign policy. Under what conditions should the United States intervene militarily in the affairs of other countries? Specifically, discuss various types of military interventions and their costs and benefits for the United States. In doing so, examine the role of domestic politics, international factors, and the perceived strategic value of the foreign country. This paper is due May 24.

Format: Your paper should be five full pages, double-spaced in Times New Roman size 11-12 font with 1 inch margins. This is about 1125-1375 words.

Grading Criteria (Totals 20 points):

	Points
Essay Structure/Organization	3
Clear Argument: When should U.S. Militarily Intervene?	3
Types of Military Intervention; When/Why Used?	3
Dom Politics, International Factors, Strategic Value	3
Costs of Military Intervention (Provide Examples)	3
Benefits of Military Intervention (Provide Examples)	3
Grammar/Style	2

Note: There are several ways to structure your paper. You may want to focus on two-to-four different examples of military (non-)intervention and discuss the “why” of each, including costs and benefits of the choice made. You may, however, choose to focus on the types of intervention and provide specific examples to support costs and/or benefits to each type of intervention.

In order to get a good or excellent assessment, make sure the following elements are reflected in your paper:

Argument/Evidence: All elements of the assignment are completed with an in-depth examination of the issues. The essay contains a clear thesis that is adequately supported by evidence. The student thoroughly addresses counterarguments, and the central claims of the paper are well supported. Also, the student delineates between short-term and long-term foreign policy goals for each policy area. The best work will include reading from the course.

Quality of Research: Evidence comes from a variety of academic sources that are properly cited. The essay has a complete bibliography at the end (which does not count toward the page count). Wikipedia is not acceptable academic sources.

Structure/Style: The paper is well-organized: paragraphs have clearly defined topic sentences and logically follow from and build on each other. The paper is succinct in that it does not contain tangential information (e.g.: filler). The paper is well-written and largely free of grammatical, punctuation, and spelling errors.

Grading Rubric for Group Project

Paper Due Date: June 1, 2012

Prompt: In the discussion section, you will be involved in a group project (3-4 students per group) that includes both an in-class presentation and a written report. Your project may pertain to the following two themes.

Theme 1: U.S. Foreign Policy during a President since Woodrow Wilson (not Obama)

You will examine continuities and changes in key policies and identify the key crises or decision moments. Provide a sense about the “success” of the president you are studying in the realm of foreign policy.

Theme 2: Contemporary U.S. Foreign Policy

Looking at specific policy domains, such as foreign aid, refugee policy, global warming, or trade liberalization, examine the key challenges President Obama faces in dealing with the issues and how his administration has responded.

Report Format: Your final group report should be 8-10 pages, double-spaced in Times New Roman size 11-12 font with 1 inch margins.

Presentation Format: Your final group presentation should be 10-12 minutes, and you are encouraged to use classroom aids, like PowerPoint, an overhead projector, or handouts. Each person in your group is expected to make a substantive contribution to the presentation; the expectation is that each person will talk for at 2-3 minutes.

Peer Evaluation: Each student will complete a peer evaluation sheet on other groups’ presentations. This is to encourage active participation in viewing other groups’ projects; it also encourages presentations that are succinct, well-organized, and tailored to the appropriate audience.

Team Peer Evaluation: Each student will complete a peer evaluation sheet on their own team participants. The average response will be included in the student’s project grade. This is to encourage active participation by all group members. If you have a problem with a group member, please contact your TA sooner than later, and he/she will make the appropriate adjustments.

Grading Criteria (Totals 10 points):

	Points
Group Report	Totals 4 points
Structure/Organization/Style/Grammar	1
Response to Prompt: Argument & Evidence	3
Group Presentation	Totals 4 points
Structure/Organization	1
Content	2
Peer Evaluation	1
Team Peer Evaluation	Totals 2 points

Note: The best work will include reading from the course and outside research.