

3-28-2013

American Foreign Policy POL S 321

Spring 2013
Professor Aseem Prakash

Teaching Assistants: Anthony Sanford: 8:30 (AA) and 9:30 (AD)
Emily Kalah Gade: 9:30 (AC) and 10:30 (AE)
Hyo Won Lee: 11:30 (AH) and 12:30 (AI)
Kendra Dupuy: 10:30 (AF) and 12:30 (AJ)

Class Time: Tuesday & Thursday, 1200 - 0120
Class Location: Kane 220
Office Hours: By appointment
Office: 39 Gowen
Email: aseem@uw.edu
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. 2013. *American Foreign Policy Since World War II*. 19th 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 "[POL S 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 expect 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 (portions of) 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 in the documentaries, we will have several unannounced quizzes. It would be a 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 succinctly respond 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 include a Bibliography or a 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 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)s; 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 (please do not include Canada, Mexico, Germany, and the UK). 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. There may be situations when the newspapers publishes nothing positive (or negative) about the United States. Please discuss this issue with your TA in advance. The paper is due April 23.

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 is due May 9. 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. 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 30.

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 its 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 refugee policy, global warming, and trade liberalization (which have not been examined in your assigned readings). Examine the key challenges President Obama faces in dealing with these issues and how has 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

I don't accept late submissions. There are two exceptions, however. 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 Writing Center is located in Gowen 111. On their website, <http://depts.washington.edu/pswrite/>, students can reserve a 45-minute session with an undergraduate tutor. They can also find additional resources (including several 'how-to' guides) 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.

Class Schedule

Session 1, Tuesday, April 2

Introduction

Session 2, Thursday, April 4

World in Crisis?

- Chapter 14: The Balance of Power in Flux.
- 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://dawn.com/2012/03/07/united-against-iran>
- 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.

Session 3, Tuesday, April 9

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 Wway? *Foreign Policy*, 184.
- Walter Mead. 2011. The Tea Party and American Foreign Policy. *Foreign Affairs*, Mar/April: 28-44
- Barry Pozen. 2013. Pull Back: The Case of a less Activist Foreign Policy, *Foreign Affairs*, 92, 116-129
- Brooks, Stephen G., Ikenberry, G. John, Wohlforth, William C. 2013. Lean Forward: In Defense of American Engagement. *Foreign Affairs*, 92(1): 130 to 142.

Session 4, Thursday, April 11

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, Volume 2: Iron Curtain 1954-1947

Session 5, Tuesday, April 16

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, Volume 5: Korea 1949-1953

Session 6: Thursday, April 18

New Theatres?

- Chapter 5: Détente and World Order politics
- Chapter 6: Revival of Superpower Confrontation
- Jean Kirpatrick, 1979, Dictatorships and Double Standards, *Commentary*, Nov, 34-45.
<http://www.commentarymagazine.com/article/dictatorships-double-standards/>
- CNN Disc 6, volume 17, Good Guys, Bad Guys, 1967-1978

Paper 1 due

Session 7, Tuesday, April 23

End of the Cold War

- Albert Hirschman. 1993. Exit, Voice, and the Fate of the German Democratic Republic: An Essay in Conceptual History. *World Politics*, 45(2): 173-202.
- Chapter 7: The End of the Cold War.
- CNN Volume 8, Volume 2. The Wall Comes Down 1989

Session 8, Thursday, April 25

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.

Session 9, Tuesday, April 30

Afghanistan

- Restrepo [videorecording] : one platoon, one valley, one year, National Geographic Entertainment
- Chapter 12: Hot wars in Afghanistan and Iraq.
- Robert Blackwill. 2011. Plan B in Afghanistan: Why a de facto Partition is the Least Bad Option. *Foreign Affairs*. Jan-Feb.
- Stephen Krasner. 2012. Talking Tough to Pakistan: How to End Islamabad's Defiance. *Foreign Affairs*, 91(1): 87-96.

Session 10, Thursday, May 2

Environmental Politics

- Peter Oosterveer and Gert Spaargaren. 2011. Organising Consumer Involvement in the Greening of Global Food Flows. *Environmental Politics*, 20(1): 97 – 114.
- Jennifer Clapp and Linda Swanston. 2009. Doing away with plastic shopping bags: international patterns of norm emergence and policy implementation, *Environmental Politics*, 18(3): 315-332.
- Keohane, Robert O. and David G Victor. 2011. The regime complex for climate change. *Perspectives on Politics* 9,1:7-23.
- A Story about Electronics: http://www.youtube.com/watch?v=sW_7i6T_H78

Session 11, Tuesday, May 7

Perceptions of US Policies in Germany

Lecture by Dr. Christian Thauer, Free University, Berlin.

- Kagan, Robert. 2002. Power and Weakness: Why the United States and Europe see the World Differently?, Policy Review, n113, The Hoover Institution, June & July 2002.
- Hoffmann, Stanley, US-European Relations: Past and Future?, International Affairs 79 (5), 1029-1036).
- Stelzenmueller, Constanze, 2008. Transatlantic Power Failures. America and Europe, seven years after 9/11: Hard power humbled, soft power exposed, and a loser, more pragmatic relationship,? Brussels Forum Paper Series, March 2008.

Paper 2 due

Session 12, Thursday, May 9

Women's Rights

- Saving Face, a Documentary; DVD WMM 059
- Joshua Eastin and Aseem Prakash. 2013. Economic Development and Gender Equality: Is there a Gender Kuznets Curve? *World Politics*, 65(1): 156-184,
- Mona Eltahawy. 2012. Why Do they Hate US? *Foreign Policy*, May/June
http://www.foreignpolicy.com/articles/2012/04/23/why_do_they_hate_us
- See the responses to this article
http://www.foreignpolicy.com/articles/2012/04/24/debating_the_war_on_women?page=0,

Session 13, Tuesday, May 14

Lecture by Dr. Christian Thauer, Free University, Berlin

Governance in Failing States?

- Tanja Börzel, Jana Hönke and Christian Thauer. 2012 Does it Really Take the State? *Business and Politics*. 14(3): 1-34.
- Thomas Risse. 2011. Governance in Areas of Limited Statehood: Introduction and Overview, In *Governance without a State? Policies and Politics in Areas of Limited Statehood*, New York: Columbia.
- James Traub. 2010. Surge Incapacity. Let's face it: America Just Isn't Very Good at Nation-Building. *Foreign Policy*, March 8, 2010:
http://www.foreignpolicy.com/articles/2010/03/08/surge_incapacity

Session 14, Thursday, May 16

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.

Session 15, Tuesday, May 21

US-UK Relations

Lecture by Alistair Burt MP

Parliamentary Under Secretary of State for Foreign and Commonwealth Affairs

<https://www.gov.uk/government/people/alistair-burt>

Session 16, Thursday, May 23

Terrorism

- Peter Neumann. 2007. Negotiating With Terrorists. *Foreign Affairs*, January/February.
- S. Paul Kapur, Sumit Ganguly. 2012. The Jihad Paradox: Pakistan and Islamist Militancy in South Asia. *International Security*. 37(1): 111-141
- Patrick Johnson. 2012. Does Decapitation Work?: Assessing the Effectiveness of Leadership Targeting in Counterinsurgency Campaigns. *International Security*. 36(4): 47-79.
- State of the Talib, VHS LUCM 004

Session 17, Tuesday, May 28

Promoting Democracy via Civil Society?

- Guest Lecture by Dean Chahim
- Dean Chahim and Aseem Prakash. NGOization, Foreign Funding, and the Nicaraguan Civil Society, *Voluntas*, 2013, forthcoming.
- Bob. 2002. Merchants of Morality. *Foreign Policy*, March-April: 36-45.
- Chambers and Kopstein. 2001. Bad Civil Society. *Political Theory*, 29 (6): 837-865

Paper 3 due

Session 18, Thursday, May 30

Backlash against Civil Society

- Jude Howell et al. 2008. The Backlash Against Civil Society in the Wake of the Long War on Terror. *Development in Practice*, 18(1): 82-93.
- Sarah Henderson. 2011. Civil Society in Russia: State-Society Relations in the Post-Yeltsin Era. *Problems of Post Communism*. 58(3): 11-27.
- Kendra Dupuy, James Ron, Aseem Prakash. Reclaiming the Political Terrain: The Regulatory Crackdown on Overseas Funding for NGOs. SSRN Working paper: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2165634

Session 19, Tuesday, June 4

Middle East and the Arab Spring

- Hicham Ben Abdallah El Alaoui. 2011. The Split in Arab Culture. *Journal of Democracy*, 22(1).
- Matthew Kroenig, 2012. Time to Strike Iran, *Foreign Affairs*, 91:76.
- Seth Jones. 2013. Mirage of the Arab Spring: Deal with the Region You Have, Not the Region You Want. *Foreign Affairs*, 92(1), 55-63.
- Sheri Berman. 2013. Promise of the Arab Spring: In Political Development, No Gain without Pain, *Foreign Affairs*. 92(1),

Session 20, Thursday, June 6

Future

- Chapter 13, A World of Trouble
- Joseph Nye. 2010. The Future of American Power. *Foreign Affairs* 89.6.
- 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 23, 2013

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. In the event this paper has some sort of a bias (for example, it is always negative about the US), in consultation with your TA, you may use another paper, or examine the existing newspaper over a longer period of time.

Format: Your paper should be five full pages, double-spaced in Times New Roman size 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

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 bibliography at the end (which does not count toward the page count). This means that you need to identify the author, article title, newspaper, and the URL. 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 9, 2013

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 9. 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 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 30, 2013

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.

Format: Your paper should be five full pages, double-spaced in Times New Roman size 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 6, 2013

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 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.