

Syllabus for POLS 2274 U.S. Foreign Policy

Course Description

POLS 2274 U.S. Foreign Policy is a class on POLICY ANALYSIS that is specific to foreign policy. You will learn about foreign policy, and through a capstone simulation experience you will engage in the U.S. foreign policy process and craft your own policy for a topic chosen by the class. Prior to the capstone experience, you will be introduced to how foreign policy in the U.S. is formulated, as it is distinct from domestic policy that goes through the normal legislative process within the U.S. government. You will also learn about the consequences of U.S. foreign policy today and in the past for the U.S. and the rest of the world (ROW). We will also apply key concepts from the course to the current elections, analyzing the foreign policy issues that come up in real-time in the campaigns for President, Vice-President, and/or Congress. It's always the perfect time to study U.S. foreign policy!

Student Learning Outcomes

By the end of this course, you should:

1. Gain a basic understanding of U.S. foreign policy, including its role in America's history and current position in the world, the process of how it is shaped, the key actors who are involved, and how it is implemented.
2. Think critically about U.S. foreign policy, meaning that you learn how to analyze and critically evaluate ideas, arguments, and points of view about U.S. foreign policy.
3. Identify and evaluate various models of foreign policy decision-making in the U.S.
4. Identify explain the role of key stakeholders in the U.S. foreign policy process
5. Identify and evaluate the interests of key stakeholders
6. Explain and critically evaluate major foreign policy decisions of previous Administrations
7. Apply a futures perspective to identify and explain the possible, probable, and preferred future scenarios of specific foreign policy issues
8. Evaluate contemporary debates in U.S. foreign policy, including the role of the U.S. in the global economy, violent conflict and war, reducing terrorism, alleviating poverty and income inequality by improving economic development, the system of international trade, global governance in environmental issues, enforcing existing human rights laws, and more.
9. Develop a sense of global empathy, that is how aspects of the world system affect groups of people differently and how most people experience the world from outside the Western lens.
10. Learn to adapt to change, meaning develop an ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.

Required Course Materials

- 1) *U.S. Foreign Policy: The Paradox of World Power*, 6th Edition, ISBN: 9781506396910, Author: Hook
- 2) Free Companion Website: <https://edge.sagepub.com/hook6e>
- 3) Council on Foreign Relations (CFR) [Model Diplomacy](#) & [World101](#) (these sources are built into Blackboard and/or will be included in class activities & discussions)
- 4) Blackboard: this is your online “home” for this course. Do not share your Blackboard username and password. All content in Blackboard belongs to the course and may not be recorded, copied or provided to others. Review the available [tutorials](#) to help you navigate Blackboard. If you are planning to access Blackboard with a mobile device, download the app from the [App Store](#) (iphone/iPad) or from [Google Play](#) (Android phones and tablets). The Blackboard app permits you to view course content, take quizzes, and obtain your grades.

Course Assignments

Title or Category	Explanation (overview of assignment)	Percentage of final grade
Quizzes	There will be a series of 4 in-person quizzes throughout the courses that are based 100% on the assigned chapters. They will be in-person and timed.	30% (makeups allowed)
Chapter Discussion Questions	For each chapter, you are asked to answer 1 essay question from a list of several options. These are designed to help you think about the topics discussed in the chapter. These will be posted in Blackboard and graded on a check +, check, or check- basis	10% (lowest 1 will be dropped)
“In the News” Assignments	For each chapter, you are asked to read the news and select any news article related to *something* in the assigned chapter. Instructions and a rubric are posted in Blackboard. (see Appendix A following the course schedule)	20% (lowest 1 will be dropped)
Other Weekly Assignments	Following our weekly in-person class session, you will be asked to complete assignment(s) for that week. Clear instructions and a rubric (where appropriate) will be posted in Blackboard.	20% (lowest 1 will be dropped)
Model Diplomacy Capstone Experience	This capstone experience at the end of the semester includes a simulation of the U.S. foreign policy process, where the class will select a case and then come up with a policy decision for what the U.S. should do about this case. Roles are assigned and students run these live class meetings, where you will deliberate. It’s foreign policy in action! Here are the graded components: <ol style="list-style-type: none"> 1. The National Security Council (NSC) Guide Assessment (worth 5%) 2. Case Assessment (worth 5%) 3. Policy Memo (worth 10%) 4. Policy Review Memo (worth 7.5%) 5. Overall participation including attendance at all Model Diplomacy live meetings (worth 2.5%) 	30%

Extra Credit	Attend virtual events and complete extra credit reaction Google form available on Blackboard . You can complete up to 5 events at 2 points each (10 raw points or 2% of course grade).	Up to 2% of your course grade.
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Course Schedule & Deadlines

Please complete the assignments before **midnight** on the dates listed below. **There is a 48 hour grace period with no penalties. After 48 hours, assignments will automatically receive a 0.** Note that technical assistance is NOT available at night, so if you experience issues you may need to wait until the next day for a response. I understand and will accommodate documented technical issues, if you contact the Help Desk and/or me.

Week	Topic	Class Schedule
Week 1 Sept 8-11	Introduction to the class Part I: The Setting of U.S. Foreign Policy Chapter 1: The U.S. in a Turbulent World	Tuesday: First day of class at 10:30am in our assigned classroom. <ul style="list-style-type: none"> - General to do items: Get your book, Review Blackboard - Overview of syllabus - Read the Preface & Chapter 1 by the end of the week Items due on Sunday after the weekend at midnight: <ol style="list-style-type: none"> 1. Survey: All About You 2. Syllabus Quiz 3. In the News Chapter 1 4. Chapter 1 Discussion Question
Week 2 Sept 13-17	Chapter 2: Expansion of U.S. Power	Monday is the Drop Deadline for All Classes. Dropping the class in add/drop week means that the course will NOT show up on your transcript Tuesday: Meet at 10:30am in our assigned classroom. <ul style="list-style-type: none"> - Read Chapter 2 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. - Class Activity- origin & debates regarding U.S. expansion through military intervention Items due on Sunday (after the weekend) at midnight in Blackboard: <ol style="list-style-type: none"> 1. In the News Chapter 2 2. Chapter 2 Discussion Question 3. "Fog of War" Film & Questions (see Appendix B following the course schedule)

<p>Week 3 Sept 20-24</p>	<p>Chapter 3: Dynamics of Decision-making</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Read Chapter 3 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 3 2. Chapter 3 Discussion Question 3. Study for the Quiz!
<p>Week 4 Sept 27 - Oct 1</p>	<p>Part II: Inside - Out: Government Sources of Foreign Policy</p> <p>Chapter 4: Presidential Power</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Quiz #1 for Chapters 1-3 (60 minutes) - Chapter 4 (second half of class). Read Chapter 4 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 4 2. Chapter 4 Discussion Question 3. "The War Behind Closed Doors" PBS Frontline Film & Questions (see Appendix C following the course schedule)
<p>Week 5 Oct 4-8</p>	<p>Chapter 5: Congress Beyond the "Water's Edge"</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Read Chapter 5 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 5 2. Chapter 5 Discussion Question 3. "Cheney's Law" Film & Questions (see Appendix D following the course schedule)
<p>Week 6 Oct 11-15</p>	<p>Chapter 6: Foreign Policy Bureaucracy</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Read Chapter 6 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. - Class activity: Diversity in foreign policy <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 6 2. Chapter 6 Discussion Question 3. Study for the Quiz!

<p>Week 7 Oct 18-22</p>	<p>Part III: Outside-In: External Sources of FP</p> <p>Chapter 7: Public Opinion at Home and Abroad</p> <p>Chapter 8: The Impact of Mass Communications</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Quiz #2 for Chapters 4-6 (60 minutes) - Chapter 7 & 8 (second half of class). Read Chapter 7 & 8 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 7 & 8 (choose one chapter) 2. Chapter 7 & 8 Discussion Questions 3. Assignment TBA
<p>Week 8 Oct 25-29</p>	<p>Chapter 9: Social Movements and Interest Groups</p>	<p>Tuesday: No Class! Precepting Day</p> <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 7 & 8 (choose one chapter) 2. Chapter 7 & 8 Discussion Questions 3. Study for the Quiz!
<p>Week 9 Nov 1-5</p>	<p>Part IV: Policy Domains</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom. <i>Wednesday Nov 3rd Second Precepting Day</i></p> <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 9 2. Chapter 9 Discussion Question 3. Study for the Quiz!
<p>Week 10 Nov 8-12</p>	<p>Chapter 10: National Security and Defense Policy</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Quiz #3 for Chapters 7-9 (60 minutes) - Chapter 10 (second half of class). Read Chapter 10 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 10 2. Chapter 10 Discussion Question 3. "America After 09/11" Film & Questions (see Appendix E following the course schedule)
<p>Week 11 Nov 15-19</p>	<p>Chapter 11 Economic Statecraft</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Read Chapter 11 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class.

		<p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 11 2. Chapter 11 Discussion Question 3. “Trump's Trade War” Film & Questions (see Appendix F following the course schedule)
<p>Week 12 Nov 22-26 (Thanks-giving)</p>	<p>Chapter 12 Transnational Policy Problems</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Quiz #4 for Chapters 10-12 (60 minutes) - Overview of Capstone Experience, Selection of Case, & Role Assignments (second half of class)
<p>Week 13 Nov 29 - Dec 3</p>	<p>Capstone Experience: Model Diplomacy</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom. Overview of NSC, the Case, & Policy Memos. NOTE: DRONES IN PAKISTAN was selected by this class</p> <p><i>Additional resources for the case:</i></p> <ol style="list-style-type: none"> 1. Al Jazeera interactive titled “Pakistan’s tribal areas: ‘Neither faith nor union found’” 2. Jerusalem Post article titled “The Pakistani angle on the Taliban victory” 3. Foreign Policy Magazine article by Abdul Basit (@basitresearcher) titled “Pakistan Needs a Homegrown Counterterrorism Policy: The ‘war on terror’ is an American idea that only made matters worse.” <p><i>Primary resources for memo-writing:</i></p> <ol style="list-style-type: none"> 1. CFR Model Diplomacy guidelines for the policy memo 2. How to Write a Policy Memo Harris School of Public Policy 3. Additional writing tools that may be useful here and in other classes: <ul style="list-style-type: none"> - Plain Writing at the Department of State (scroll down for the plain writing tips & examples) - Choosing What to Leave Out in Writing (McPhee) - Grammar Girl Quick and Dirty Tips - Steven Pinker on Grammar Rules You Can Break <p>Items due on Sunday (after the weekend) at midnight:</p> <ol style="list-style-type: none"> 1. Assessment #1 for Model Diplomacy NSC Guide [note: this is the “assessment” in Model Diplomacy at the end of the “NSC Guide” section online]. Before you do this, you should review Model Diplomacy Section 1: NSC Guide; read entire section, watch all videos, take notes 2. Assessment #2 for Model Diplomacy “The Case” [note: this is the “assessment” in Model Diplomacy at the end of “The Case” section]. Before you do this, you should review Model Diplomacy Section 2: The Case; read entire section, watch all videos, take notes

		<p>Items due on Monday (after the weekend) at midnight:</p> <ol style="list-style-type: none"> 1. Model Diplomacy Policy Memo
<p>Week 14 Dec 6 - 10</p>	<p>Capstone Experience: Model Diplomacy</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom. This class will include the following and be run by the President(s) and whomever they choose as co-hosts of the meeting (note: I will help, but will not interfere):</p> <ul style="list-style-type: none"> - Model Diplomacy Round One: Your presentation of Opening Positions - Model Diplomacy Round Two: Your Debate and Deliberation of Different Options <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. Any work assigned by me or the President(s) for our final NSC meeting 2. *Presidential Directive if available
<p>Week 15 Dec 13 - 17 Finals Week</p>	<p>Capstone Experience: Model Diplomacy</p>	<p>Final Exam Session TBA (during our finals session):</p> <ul style="list-style-type: none"> - Model Diplomacy Round Three: Presidential Decision - Model Diplomacy Round Four: Wrap Up & Debrief (see Appendix G following the course schedule) <p>* Presidential Directive will be due within 24 hours of the exam session if not submitted prior</p> <p>*Due on Friday Dec 17th at midnight: Model Diplomacy Policy Review Memo</p>

APPENDIX A: LMS INSTRUCTIONS for “In the News Assignments”

INSTRUCTIONS: Select a news article from a source identified below that relates to a topic or concept covered in the assigned chapter. For the first week, it can be anything related to foreign policy. If you are confused and unsure of what that means, check out the table of content for the assigned book and see if you can find an article pertaining to something in the book. The point in the first week is to learn how to do this assignment, so I will not be as concerned about the article you select for Week 1.

Using the format below, write your post in a separate document first. This way you don't lose your work and you can edit your post before you submit. Click on "Respond" below to submit your work.

What is the purpose of this discussion post/assignment? To become immersed in what is happening in U.S. foreign policy and global issues and apply what you're reading in the textbook to the real world. You are also getting practice writing in a condensed format, which is the style of writing frequently used to communicate in the foreign policy world.

Format for your post:

- Title = The headline for your article (e.g. "Japan votes today on benefits for its older population")
- Part 1: Just the facts, please. Identify at least four facts you learned from the article.
- Part 2: Analyze and Explain its Relevance. How does this article relate to a specific topic or concept in the assigned chapter? Take 1-2 paragraphs to do this, and be sure to be specific and precise, avoiding vague language. You need to describe exactly the concept or topic in the chapter that you're referencing here.
- Part 3: Summarize. Write a brief summary of the article in 2-4 sentences. This is practice for how to explain something in a very condensed way, as these 2-4 sentences should summarize the entire article.
- Part 4: Predict. Identify and briefly describe your rationale for at least two of the following possible future outcomes for the event or issue described in the article. You can choose from "possible", "probable", or "preferable" futures. Part 4 is based on what you think these future outcome scenarios are, and I want to see you develop an argument.

Here is more information about the three distinct future scenarios that you are asked to consider in your In the News Blog Post:

- **Possible Future Scenarios:** Almost anything is possible in the future! Possible futures are limited only by the lack of imagination or nerve of those imagining possible futures.
- **Probable Future Scenarios:** Some futures are more probable or more likely to occur than others. These futures are often arrived at by the extrapolation of past and current trends, for example long-term changes in sea levels and average temperatures, the probability of

war, changes in economic development, and more. Forecasts are then made about what is probably, or most likely, going to happen, based on what we know today.

Preferable Future Scenarios: What is a preferable future outcome, why, and for whom? When you identify what is preferable, you are making assumptions about who benefits from that particular scenario. It is useful to consider multiple preferable scenarios to better understand different perspectives. What is preferable for the U.S. for example, might not be at all for other people in other countries. Think carefully about who benefits, and who does not, with preferable future scenarios.

To learn more about predicting the future, please watch this video:

<https://www.youtube.com/watch?v=5FRrv0IcQhE>

You can choose from any of the following sources for your news article:

- [Foreign Policy Magazine](#): As suggested by its name, this is a top source for news in this area
- [Monkey Cage at the Washington Post](#): This series is edited and run by political scientists, not the main WaPo editors. You should be regularly reading this series for all political science classes!
- [The Hill](#)
- Any other news outlet that meets specific criteria for Reliability and Bias in the [Ad Fontes Interactive Media Chart](#). Basically, aim for the upper middle box: you can change the following settings on the left hand side of the interactive chart. Accuracy Range: Move the slider on the left to 40, for an accuracy range of 40 to 64. Bias Range: Move both sliders over to -18 and +18, for a bias range of -18 to +18.
- An international news outlet that is respected and NOT state-owned. For example, the BBC, Al Jazeera, Economist, or Japan Times are good choices, while Russia Times (RT) is not.

Sources: Dennis Falk, University of Minnesota, Duluth, [AASCU Global Engagement Initiative](#)

APPENDIX B: LMS Instructions & Worksheet for “Fog of War” Film & Questions Assignment

1. **Review the questions in the attached worksheet and listed below first.** Optional: You can download the .docx version of these questions to take notes as you watch the film (they are the same as below):

2. **Watch The Fog of War (2003) documentary.** This film brings you from WWII through Vietnam, covering a lot of history through the decision-making process for foreign policy. Pay attention to the key players and how decisions were made throughout the film. Enjoy, this is one of my favorite documentaries on US foreign policy! The documentary is available on multiple streaming services and will also be posted here through the library **or is available from other sources:** <https://watchdocumentaries.com/the-fog-of-war/> (free); **Stream on Amazon Prime (subscription required); Stream on Apple TV (subscription required); Rent on You Tube**

3. **Come back here to type in your answers** to the questions below:

- Question 1: McNamara says that empathy was present in the Cuban Missile Crisis but absent in Vietnam. What examples of empathy (or lack thereof) does McNamara mention for each case? What are the consequences?
- Question 2: What factors led Kennedy to address only the October 26 letter while ignoring the October 27 letter? Assume Khrushchev’s perspective in considering Kennedy’s response. Should Khrushchev have accepted Kennedy’s offer? Why or why not?
- Question 3: Why did the Tonkin Gulf incident represent a turning point for U.S. policy in Vietnam?
- Question 4: What lesson does Robert McNamara draw from the events of the Tonkin Gulf?
- Question 5: What lessons do you draw from this chapter of our history in terms of how the President, Congress, and/or other actors should work together when making decisions to use force?
- Question 6: Was the destruction of the Japanese cities described in the film indiscriminate killing? Could the end (victory over Japan) have been achieved with fewer Japanese deaths? What role does intent play in this? Does it matter if the civilian deaths are accidental?
- Question 7: McNamara quotes LeMay as saying he would have been accused of war crimes if the United States had not won the war. Were LeMay’s actions more moral because he was on the winning side?
- Question 8: Do you believe that the context of killing matters? What do you think McNamara means by proportionality? Does proportionality matter more or less depending on whether you win or lose a war? Do morals have a place in war? Write 2-3 paragraphs on these questions:

Source for most questions: [Fog of War website & instructor guide](#)

APPENDIX C: LMS Instructions & Worksheet for The War Behind Closed Doors PBS Frontline Documentary <https://www.pbs.org/wgbh/frontline/film/showsiraq/>

1. **Download the attached worksheet (see a copy in Appendix B at the end of the syllabus)** and complete it on your computer as a separate file.

2. **Watch "The War Behind Closed Doors"** PBS Frontline Documentary: <https://www.pbs.org/wgbh/frontline/film/showsiraq/> (note: this is free to watch, you will need to confirm you local public station first). The purpose of this documentary is to trace who and what shaped George H.W. Bush’s grand strategy & foreign policy as expressed in his 2002 National Security Strategy (NSS), and to see how the White House, Congress, and Bureaucracy interacted to shape the foreign policy of this president.

3. **Attach your completed worksheet below.**

WORKSHEET:

Purpose of this documentary: To trace who and what shaped Bush’s grand strategy & foreign policy as expressed in his 2002 National Security Strategy (NSS), and to see how the White House, Congress, and Bureaucracy interacted to shape the foreign policy of this president.

OPTIONAL: Find the Bush 2002 NSS here:
https://history.defense.gov/Portals/70/Documents/nss/nss2002.pdf?ver=oyVN99aEnrAWijAc_O5eiQ%3d%3d

Part 1: Use the table below throughout the film to identify key players who shaped Bush’s foreign policy (there are many!) It’s okay if you miss a few here and there.

Key Players & Decision Makers	Their Interest(s)	Their Policy Position(s)

Part 2: One viewer said this about the film: The program, "The War Behind Closed Doors," provided insight into how the 1992 "Defense Policy Guidance" draft, written by Paul Wolfowitz and Lewis Libby, segued into the 2002 Bush administration's National Security Strategy. This document asserts the right of the United States to use pre-emptive force against possible threats, and thus, offers justification for invading Iraq."

Answer This Question: Using your notes from the film, write 2-3 paragraphs explaining how the film demonstrates that the idea of pre-emptive force was developed long before Bush's presidency and pre-dated the U.S. invasion in Iraq in March of 2003. Include at least 4 of the key events from the film, all of which are listed below.

You Can Take Notes about these events here, and then answer the question at the end of the document:

- Feb. 28, 1991: The Gulf War's Ragged Ending; U.S. Decides on Containment Policy for Iraq
- 1992: First Hints of a Preemption Strategy
- Jan. 20, 1993: Bill Clinton Becomes President; Iraq Containment Policy Continues
- Jan. 26, 1998 Hawks Send Open Letter to Clinton
- Summer-Fall 1998: Saddam Blocks Weapons Inspectors
- Dec. 16-19, 1998: Operation Desert Fox
- March 1999: George W. Bush Considers Presidential Run
- Jan. 20, 2001: The Second Bush Presidency Begins
- Sept. 11, 2001: Terrorists Attack World Trade Center and Pentagon
- Sept. 13, 2001: Wolfowitz v. Powell
- Sept. 15, 2001: Camp David Meeting: Iraq Debated
- Sept. 20, 2001: Speech to Joint Session of Congress
- Jan. 2002: State of the Union Speech Signals Possible Action in Iraq
- June 2002: Bush Calls for a Policy of Preemption
- August 2002: Within Administration, Open Debate on Iraq
- Sept. 12, 2002: Bush U.N. Address on Iraq
- Sept. 17, 2002: U.S. National Security Strategy Released

Put Your Answer Here:

Source: originally developed questions & <https://www.pbs.org/wgbh/frontline/film/showsirac/>

Appendix D: LMS Instructions & Worksheet for Frontline Documentary “Cheney’s Law”

<https://www.pbs.org/wgbh/frontline/film/cheney/>

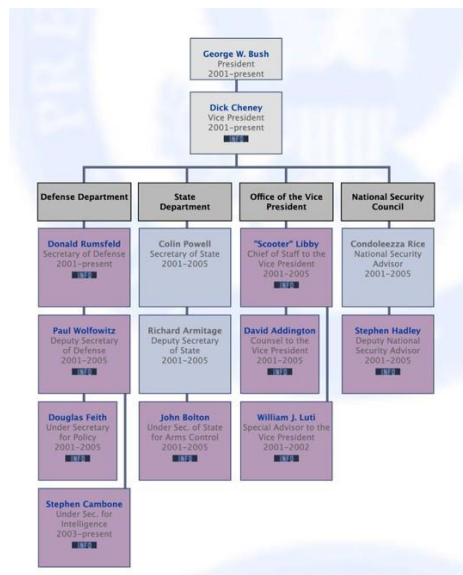
1. Watch "Cheney's Law", a 2007 PBS Frontline Documentary:
<https://www.pbs.org/wgbh/frontline/film/cheney/> (note: this is free to watch, you will need to confirm your local public station first). I will say the same thing as last week, that you may be interested in the Frontline Documentary "The Dark Side", also about Vice President Cheney:
<https://www.pbs.org/wgbh/frontline/film/darkside/>. While not required, it is another excellent film on Cheney and the Iraq War that was produced a year earlier in 2006.

2. Download the attached worksheet, and either complete it on your computer or print a copy to take handwritten notes

3. Upload your completed worksheet as either a file or images of your handwritten work (you can put those in a single .pdf file)

WORKSHEET

Diagram of Vice President Cheney's network from
<https://www.pbs.org/wgbh/pages/frontline/darkside/etc/network.html>



Questions from the Section of the film on "The Battle of the Lawyers"

1. How did the Abu Ghraib incident affect Congress in the terms of prisoner interrogation policy?
2. What action did Congress take?

3. What was the vice president's reaction to Congress's action? How did he justify his reaction?
4. Why did the president's veto threat fail and how did the administration reconcile with Congress?
5. What effect did the president's signing statement on the torture ban have on the law itself? How did the signing statement affect the balance of power between the executive branch and Congress?

Part 2: General Questions from the Film to Complete After Viewing

1. What events during the Ford, Reagan and George H.W. Bush administrations shaped Dick Cheney's views of executive branch powers?
2. David Addington and Dick Cheney have worked together for two decades and share similar views on executive power. Explain these views.
3. What did Vice President Cheney hope to accomplish by expanding presidential power after the Sept. 11 attacks?
4. What role did the Justice Department under Attorney General John Ashcroft play in deterring the Bush administration's policies on interrogation and intelligence gathering?
5. What is a signing statement? How does a signing statement affect a congressional law? What effect does a signing statement have on the checks and balances between Congress and the executive branch?
6. In which areas discussed in the program (torture, domestic wiretapping, redefining presidential authority and the use of signing statements) do you feel the president and vice president are justified in their actions? Why or why not?

Source: <https://www.pbs.org/wgbh/pages/frontline/teach/cheney/>

Appendix E: LMS Instructions for “America After 09/11” Film & Questions

1. **WATCH** the Frontline documentary "American After 09/11" here:

<https://www.pbs.org/wgbh/frontline/film/america-after-9-11/> It was released in September 2021.

2. **WRITE** your post with these three paragraphs:

- **Paragraph 1: Summarize the documentary in your own words in 4-7 sentences.** Include the 1-2 things that surprised you the most. Hint: cite details and avoid copying from online reviews.
- **Paragraph 2: Answer this question:** What are the top 3 things that surprised you the most from the film? Include details from the film.
- **Paragraph 3: Answer this question:** Did anything in this documentary change your views on the War on Terror, our invasion and wars in Iraq and Afghanistan, the use of torture or targeted killings, security strategies of any of the last 4 presidents, or anything else that came up in the film? Why or why not? Explain and include details in your post. This should be longer than the previous paragraph.

3. **REVIEW** at least 5 other posts.

4. **REPLY** to at least 2 different posts with a comment that adds to the discussion, asks additional questions, cites from the documentary, and more. In other words, try to make your comment substantive.

Appendix F: LMS Instructions & Worksheet for PBS Frontline- "Trump's Trade War":
<https://www.pbs.org/wgbh/frontline/film/trumps-trade-war/>

1. **Download the .docx with questions** for this film before you watch
2. **Watch "Trump's Trade War"** here: <https://www.pbs.org/wgbh/frontline/film/trumps-trade-war/>
3. **Upload a file** with your completed questions below!

WORKSHEET: Sources from [Mike's Social Studies Store](#) and author's own questions

Appendix G: Model Diplomacy Debriefing

Your Name:

Your Role:

Debriefing is an essential component of a successful learning experience. During debriefing, you are brought out of your simulated world of the NSC and made to focus, again, on reality.

Instructions: Please answer the following questions with approximately 1-2 long paragraphs each, with as much detail as you can.

Part I: Answer every question below

1. What are the three most important things you learned about the specific topic you discussed in the meeting (be specific!)?
2. How happy would the real officials in your assigned position be with the outcome of the simulation? What about American citizens? Why? Or why not? Be specific.
3. Your Preparation & Training for the NSC meeting:
 - a. What were your Successes?
 - b. What could you have done better?
 - c. What were your favorite aspects of the meetings?
 - d. What recommendations do you have for future classes?
4. While IN THE NSC MEETINGS in class:
 - a. What were your Successes?
 - b. Failures?
 - c. Favorite aspects?
 - d. Frustrations or dislikes?
5. While in the NSC meeting, did you find that certain stakeholders, (i.e., specific roles, or people) made it difficult to adequately address the challenge/topic at hand? Please explain.
6. What particular negotiation skills or strategies did you use to try to achieve your goals? How effective do you think they were? What types of negotiation strategies did other officials use? Which negotiation tactics were most effective?
7. What were your goals in the meetings? Did they change throughout the meetings?
8. How did the lack of reliable wifi (if applicable), the lack of preparation by yourself or other students, and/or other “hiccups” affect negotiations/deliberations? Are there some

issues on which the group might have achieved agreement if there had been more access to research tools or more knowledge about the case and/or your assigned roles? *Hint: this demonstrates the need for skilled and well-informed officials in these positions!!!*

9. What did you learn about the topics, negotiation strategies, and your experience in the NSC meetings that relate directly and/or indirectly to your major?
10. How did time constraints affect the work of the NSC? Are there some issues on which the group might have achieved agreement if there had been more time in committee?
11. Working Together: How did everyone work together as a group? Was there conflict in your decision-making processes that impeded progress towards a good outcome?
12. Discuss the role of the other students. Why did other students behave as they did? (Examples: Personality? Lack of information? Accurate portrayal of a role's character?)
13. Discuss the flow of information in the NSC meeting: Was it difficult keeping up with the discussions in your working group or other working groups? How did you and other students discern important from less important messages and/or speeches? Were certain communications automatically given priority or ignored? How does this compare with the flow of information in the real world?
14. After this experience, do you feel that being actively involved in foreign affairs and public service is your responsibility? Why or why not?
15. After this experience, do you think it's important to hear others' ideas even if I find their ideas very different from your own? Why or why not?
16. After this experience, do you think it is more or less difficult for you to relate to people whose views on the role of the U.S. in the world are quite different from your own? Why or why not?
17. After this experience, do you feel more motivated now to help promote changes that improve the standing or position of the U.S. in the world? Why or why not?

Sources:

Bachen, Christine M., Pedro F. Hernández-Ramos, and Chad Raphael. "Simulating REAL LIVES: Promoting global empathy and interest in learning through simulation games." *Simulation & Gaming* 43.4 (2012): 437-460.

Zappile, Tina M., Daniel J. Beers, and Chad Raymond. "Promoting global empathy and engagement through real-time problem-based simulations." *International Studies Perspectives* 18.2 (2017): 194-210.