

LESSON 15

Foreign Policy

LESSON ASSIGNMENTS

Pay very close attention when watching the video program. Review the video objectives and be prepared to record possible answers in abbreviated form, as you view the video. The titles and numbers of the textbook chapters may differ from the video program. Keep in mind that the video program examines contemporary examples to illustrate your government in action. An attempt is made to show how you can participate in the political arena and bring about changes in the political process.

Video:

“Foreign Policy,” from the series, *Voices in Democracy: United States Government*.

Activities:

One or more activities may be assigned to this lesson. Refer to your syllabus.

OVERVIEW

This lesson examines the key actors and issues in U.S. foreign policy. The development of U.S. foreign policy over time is traced, highlighting the dominant foreign policy issues and themes. We examine the delineation of the power to conduct foreign policy and the cooperation and conflict between the president and Congress in using these powers. Other key actors and institutions are identified and their roles in the process are evaluated. Additionally, the impact of the American public and political parties on foreign policy is explored. This lesson also discusses the defense establishment and traces the development of its policy on strategic arms.

Because of the end of the Cold War between the Soviet Union and the United States, foreign policy strategies are evolving. The North Atlantic Treaty Organization (NATO) is examined as to whether it does or does not meet the needs of our foreign policy. New coalitions have formed to deal with crises such as the Gulf War and the world’s concern about Iraq’s weapons of mass destruction.

LESSON GOAL

Describe the roles of the president, his or her advisors, and Congress in influencing the decision making of foreign policy and explain the power of organized citizen groups in affecting it.

VIDEO OBJECTIVES

The following objectives are designed to assist the you in identifying the most significant aspects of the video segment of this lesson. You should take succinct notes while viewing the video.

1. Describe the development and demise of the Cold War.
2. Using the Persian Gulf War as an example, explain the post-Cold War shift in U.S. foreign policy that includes effective use of U.S. intelligence and a military coalition.
3. Describe the changes in NATO and European partnerships following the Cold War.
4. Explain the power of organized citizen groups in affecting foreign policy.

WEB ACTIVITIES

These activities are not required unless your teacher assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

Visit the Department of State's Web page at <http://www.state.gov>. Go through the "Democracy, Human Rights, and Labor Home Page" link at http://www.state.gov/www/global/human_rights/index.html. Under "Annual Human Rights Reports," you will find the most recent State Department Country Reports and a "Special Briefing by the Secretary of State" about these reports.

Read the remarks made by the Secretary of State which are usually brief and followed by a fuller discussion by the Assistant Secretary.

Describe in a paragraph how, based on the Secretary of State's brief comments, she links human rights practices to U.S. policy concerning its relations with other countries.

Access the link "Reports" on the left hand side of the screen that contains the most recent "Country Reports." For example, in 2000 the most recent reports are listed as "1999 Country Reports on Human Rights Practices." Go through this link and choose a region of the world which interests you and then select a country to report on. For example, if you would like to report on Algeria you would select "Near East and North Africa" and then "Algeria."

Read the overview of the country which usually covers the first page and a half. Then, scan the report's subtitles and identify the types of human rights that are evaluated.

Next, select one of the six sections of rights that interests you and read this section of the report thoroughly. For example, if you choose Section 1, "Respect for the Integrity of Person," you would then read the subsections on political and other extra judicial killing and the five subsections that follow it.

Write a report, based on the overview, that would explain the general situation in your chosen country and that would analyze the particular section of human rights you have selected. Again, if you selected the "Integrity of the Person" section, explain to your reader that the kind of human right that falls in this category is the freedom from being killed or tortured for one's political beliefs, etc.

Evaluate how well your chosen country protects these rights, based on the information in your report. You might choose to illustrate with examples from the reports.

Think for a minute about the general issue of a country's human rights behavior. Are there conditions that would make it more or less likely for countries to abuse the rights of their citizens? What might some of these conditions be? From your reading about your selected country, can you identify any conditions that you think might contribute to the country's human rights behavior? If so, what were they?

PRACTICE TEST

After watching the video and reviewing the objectives, you should be able to complete the following Practice Test. When you have completed the Practice Test, turn to the Answer Key to score your answers.

MULTIPLE-CHOICE

Select the single best answer. If more than one answer is required, it will be so indicated.

1. At the end of World War II, the world's two remaining "superpowers" were...
 - A. Great Britain and the United States
 - B. the United States and West Germany
 - C. the Soviet Union and NATO
 - D. the Soviet Union and the United States
2. In January 1991, the U.S. military target was not communist aggression but rather the protection of...
 - A. Middle East oil
 - B. Russian nuclear weapons
 - C. Egypt's Suez Canal
 - D. Saudi Arabia's water supply
3. The Gulf War demonstrated that the U.S. military could be used in a new way, even...
 - A. with a co-ed military
 - B. in the absence of a communist threat
 - C. in peaceful negotiations
 - D. without congressional approval
4. In 1998, the North Atlantic Treaty Organization invited three new countries to join the organization; the newly invited countries had once been...
 - A. adversaries, allied with the former Soviet Union
 - B. members of the Allied Forces under General Eisenhower
 - C. allies with Nazi Germany
 - D. known as the hub of the Axis powers
5. The Clinton Administration has been involved with Ireland by ...
 - A. giving a U.S. visa to Gerry Adams, head of Sein Fein
 - B. mediating an IRA cease-fire
 - C. establishing peace talks and possible agreement
 - D. all of the above

ESSAY/PROBLEM QUESTIONS

6. What effect did the Persian Gulf War have on the shift in the United States foreign policy-making?
7. Explain the major differences in the North Atlantic Treaty Organization (NATO) during the Cold War and after the Cold War. What proposals are made to expand NATO?
8. Explain how the Cuban-American Foundation has affected the United States foreign policy with Cuba? How do the Canadians view our policy with Cuba? How should the United States policies with Cuba be handled with the end of the Cold War?

ANSWER KEY

The following provides the answers and references for the practice test questions. Video objectives are referenced using the following abbreviation: V=Video Objectives.

1. D Ref: V 1 (Video)
2. A Ref: V 2 (Video)
3. B Ref: V 2 (Video)
4. A Ref: V 3 (Video)
5. D Ref: V 4 (Video)
- 6 Ref: V 2 (Video)
- 7 Ref: V 3 (Video)
- 8 Ref: V 4 (Video)