

The U.S. Role in a Changing World

Student Text



THE
CHOICES
PROGRAM
BROWN UNIVERSITY

Copyright and Permissions

This document is licensed for single-teacher use. The purchase of this curriculum unit includes permission to make copies of the Student Text and appropriate student handouts from the Teacher Resource Book for use in your own classroom. Duplication of this document for the purpose of resale or other distribution is prohibited.

Permission is not granted to post this document for use online. Our Digital Editions are designed for this purpose. See www.choices.edu/digital for information and pricing.

The Choices Program curriculum units are protected by copyright. If you would like to use material from a Choices unit in your own work, please contact us for permission.

PREVIEW
Not for Distribution

Faculty Advisers

Faculty at Brown University and other institutions provided advice and reviewed this curriculum. We wish to thank the following scholars for their invaluable input to this and previous editions:

THOMAS BIERSTEKER

Gasteyger Professor of International Security
The Graduate Institute, Geneva

JAMES G. BLIGHT

CIGI Chair in Foreign Policy Development
Balsillie School of International Affairs and Department of History
University of Waterloo

NETA CRAWFORD

Professor of Political Science
Boston University

P. TERRENCE HOPMANN

Professor of International Relations
Johns Hopkins University
Professor Emeritus of Political Science
Brown University

JANET LANG

Research Professor
Balsillie School of International Affairs and Department of History
University of Waterloo

LINDA B. MILLER

Professor Emerita of Political Science
Wellesley College

CHARLES NEU

Professor Emeritus of History
Brown University

JANET STURGEON

Adjunct, Department of Geography
Simon Fraser University

NINA TANNENWALD

Senior Lecturer, Department of Political Science
Watson Institute for International Studies, Brown University

KAY WARREN

Tillinghast Professor in International Studies
Professor Emerita of Anthropology
Brown University

Contributors

The curriculum developers at the Choices Program write, edit, and produce Choices curricula. We would also like to thank the following people for their essential contributions to this curriculum:

GUSTAF MICHAELSEN

Cartographer

TANYA WALDBURGER

Video and New Media Producer

We wish to thank the Carnegie Corporation of New York for its generous support of this curriculum. The statements made and views expressed are solely the responsibility of the Choices Program.

Front cover graphic includes images by Ron Przysucha, U.S. Department of State, Public Domain; Mason Vank, used with permission; Gabriel Civita Ramirez, CC BY-SA 2.0; Virginia National Guard, Public Domain.

The Choices Program

SUSANNAH BECHTEL

Assistant Director, Curriculum
Development

ANDY BLACKADAR

Curriculum Development Director

EMILIA FIGLIOMENI

Video Producer

JO FISHER

Marketing and Communications Specialist

KEVIN HOSKINS

Curriculum Developer

KATHLEEN MAGIERA

Administrative Manager

REBECCA NEDOSTUP

Faculty Director

CHRISTINE SEGUIN

Administrative Assistant

MIMI STEPHENS

Professional Development Director

Contents

| | |
|--|---------------|
| Introduction: Global Issues and U.S. Policy | 1 |
| Part I: A Changing World | 2 |
| The International System after World War II | 2 |
| The Cold War | 4 |
| U.S. Role in the World: 1990s to 2001 | 8 |
| Part II: Globalization | 11 |
| Economy | 12 |
| Public Health and the Environment | 15 |
| International Relations | 22 |
| Human Rights | 25 |
| Part III: The Post-9/11 Wars | 31 |
| The Afghanistan War | 32 |
| The Bush Doctrine | 34 |
| The Iraq War | 35 |
| The Syrian Civil War and the Rise of ISIS | 38 |
| Methods and Consequences of the War on Terror | 40 |
| Part IV: Four Security Issues | 43 |
| Global Power Competition | 43 |
| Nuclear Weapons | 46 |
| Terrorism | 50 |
| Cybersecurity and Warfare | 54 |
| Options for U.S. Policy | 57 |
| Option 1: Lead the World to Democracy | 58 |
| Option 2: End Wars and Prioritize Justice and Equality | 60 |
| Option 3: Put America First | 62 |
| Option 4: Protect U.S. Global Interests | 64 |
| Supplementary Resources | 66 |
| Videos | Online |

Introduction: Global Issues and U.S. Policy

We live in a complex and interconnected world. Much of the planet is connected by a web of trade, technology, and common political values. In this globalized world, traditional dividing lines based on borders and cultures have blurred. However, the problems that have haunted humanity throughout history have not disappeared. Violence continues to erupt over questions of land, power, and identity. Billions of people live in poverty. Tyrannical governments use fear and intimidation to maintain their authority. The United States is one of many actors that shapes and navigates this complex world.

Since the creation of the United States, the country has evolved to become the wealthiest and most powerful country in the world. Throughout their history, the people of the United States have been compelled to rethink the U.S. role in the world. Changes in the United States—rapid economic growth, increasing global power, waves of immigration, and social and political changes—have caused generations of Americans to wrestle with conflicting foreign policy ideas. Americans have argued about what objectives and values should shape U.S. relations with other countries, and how the United States should act internationally.

Today, the United States is considering its domestic needs and reassessing its international

relationships. A range of economic, political, and social transformations are taking place both at home and abroad. Agreement about how to address these issues is hard to achieve. Nevertheless, a healthy democracy requires debate and discussion about the values and policies that shape the United States' place in the world.

The readings in this text discuss the forces that shape the U.S. role in the world. Part I explores how the U.S. role in the world shifted after World War II and the Cold War (1947-1991). Part II examines how globalization shapes several important issues facing the United States and the world today: the economy, public health and the environment, international relations, and human rights. In Part III, you will read about the al Qaeda terrorist attacks on September 11, 2001, the U.S. wars in Afghanistan and Iraq, and the broader conflict known as the “global war on terror.” Part IV explores four security issues affecting the United States today: global power competition between the United States and China, nuclear weapons, domestic and international terrorist threats, and cybersecurity and cyberwarfare.

After the readings, you will consider four distinct alternatives for U.S. foreign policy. Finally, you will be asked to offer your own policy recommendations that reflect your personal beliefs and opinions.

Note about Disturbing Content

This period in history is marked by oppression and violence and has had lasting repercussions for many groups. Please be advised that this text includes descriptions of conflict, violence, terrorism, torture and other human rights abuses, racism, Islamophobia, the COVID-19 pandemic, the climate crisis, and other challenging topics. It is important to be sensitive to your classmates and the ways in which this history might be a difficult topic to study.

The U.S. Role in a Changing World

Teacher Resource Book



THE
**CHOICES
PROGRAM**
BROWN UNIVERSITY

Contents

| | |
|--|---------------|
| Note to Teachers | 2 |
| Part I: A Changing World | |
| Study Guides and Graphic Organizer | 3 |
| Lesson: American Exceptionalism | 7 |
| Lesson: What Now? U.S. Foreign Policy After the Cold War | 18 |
| Part II: Globalization | |
| Study Guides and Graphic Organizer | 25 |
| Lesson: Interpreting Political Cartoons | 29 |
| Part III: The Post-9/11 Wars | |
| Study Guides and Graphic Organizer | 36 |
| Lesson: The Constitution and the War on Terror | 40 |
| Part IV: Four Security Issues | |
| Study Guides and Graphic Organizer | 45 |
| Lesson: Exploring International Relations | 49 |
| The Options Role Play | |
| Lesson: Organization and Preparation | 58 |
| Options: Graphic Organizer | 62 |
| Lesson: Debate and Discussion | 63 |
| Synthesis | |
| Lesson: Expressing Your Views | 66 |
| Supplemental Materials and Videos | Online |

Interpreting Political Cartoons

Objectives

Students will: Interpret political cartoons about current international issues.

Identify the message and point of view of the cartoons.

Consider alternative opinions about issues portrayed in political cartoons.

Required Reading

Students should have read Part II of the reading and completed “Study Guide: Facts and Information—Part III” (TRB 25-26) or “Study Guide: Analysis and Synthesis—Part III.” (TRB-27).

Resources

“Political Cartoons” (TRB 30-34)

“Political Cartoon Techniques” (Optional) (TRB-35)

A slideshow of the cartoons is available at www.choices.edu/usrole.

In the Classroom

1. Getting Started—Divide the class into groups of three or four. Distribute “Political Cartoons” to each student. Have the students discuss each cartoon in their groups and answer the questions provided. As an alternative, you may wish to divide the cartoons among the groups and have students report back to the class on their assigned cartoons.

Optional: You may wish to challenge your students to complete a more in-depth analysis of the cartoons. Before distributing the cartoons to

students, distribute “Political Cartoon Techniques” and review the techniques as a class. Distribute the cartoons. In addition to answering the questions that accompany the cartoons, ask students to identify at least two techniques that each cartoonist used and explain what ideas are conveyed through each technique.

Note: It may be helpful to analyze one cartoon together as a class before sending students off in their groups.

2. Drawing Connections—Select several cartoons from the collection. Discuss how the points of view of the cartoonists are reflected in the cartoons. Were the students surprised by any of the perspectives in the cartoons? Which cartoons did students find most interesting? Did students think that any of the cartoons were difficult to interpret? Which ones? Why? Do students agree or disagree with the perspectives of any particular cartoons?

Extra Challenges

1. Have the students draw cartoons presenting their own views on a specific issue or about the U.S. role in the world more broadly.

2. Choose two cartoons in the collection that present opposing views. How do the messages differ?

Homework

Students should read Part III of the reading and complete “Study Guide: Facts and Information—Part III” (TRB 36-37) or “Study Guide: Analysis and Synthesis—Part III” (TRB-38).

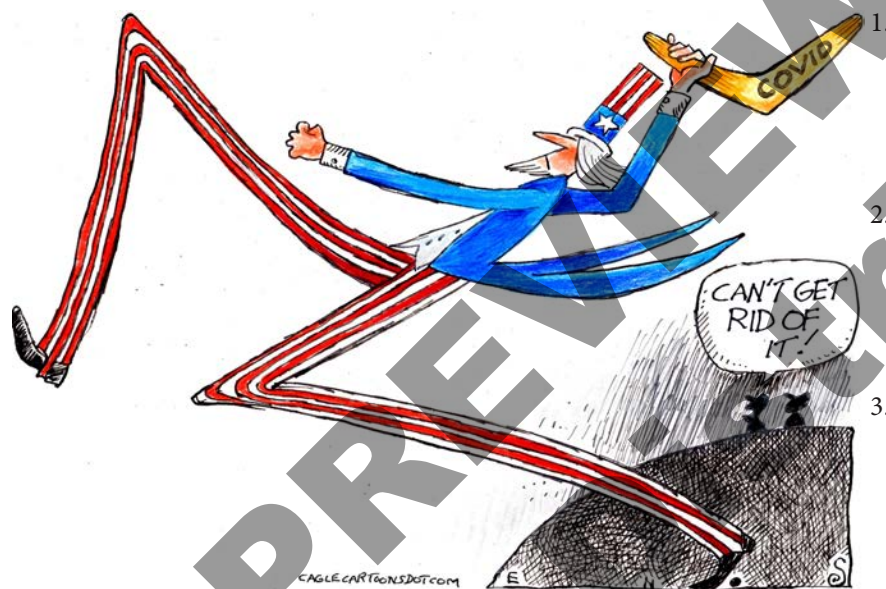
Political Cartoons

Introduction: The strong feelings raised by international issues inspire political cartoonists in the United States and around the world. Cartoons not only reflect the events of the times, but also offer interpretations and express strong opinions about these events. These cartoons come from cartoonists both in the United States and abroad.

Answer questions 1-3 in the space beside each cartoon.

1. Who or what is depicted in the cartoon?
2. Does the cartoon have a message or point of view? What is it?
3. What alternative opinions about the message presented in the cartoon might someone have?

©Copyright 2021. All Rights Reserved. Covid Boomerang by Randall Enos, Easton, CT.



1.

2.

3.

©Copyright 2011 Randy Bish. All Rights Reserved.



1.

2.

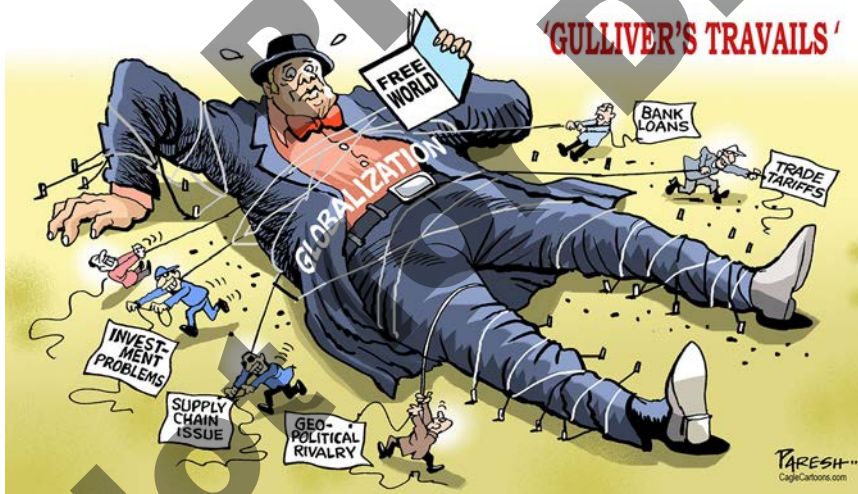
3.

©Copyright 2013. All Rights Reserved. America's Biggest Export, Our Jobs BW by Keith Tucker, PoliticalCartoons.com



- 1.
- 2.
- 3.

©Copyright 2019. All Rights Reserved. Globalization in trouble by Paresh Nath, The Khaleej Times, UAE.



- 1.
- 2.
- 3.

©Copyright 2021. All Rights Reserved. Feverish on Earth Day by R.J. Matson, CQ Roll Call.



1.

2.

3.

©Copyright. All Rights Reserved. Vaccine SOS by Rayna Suprani, CagleCartoons.com.

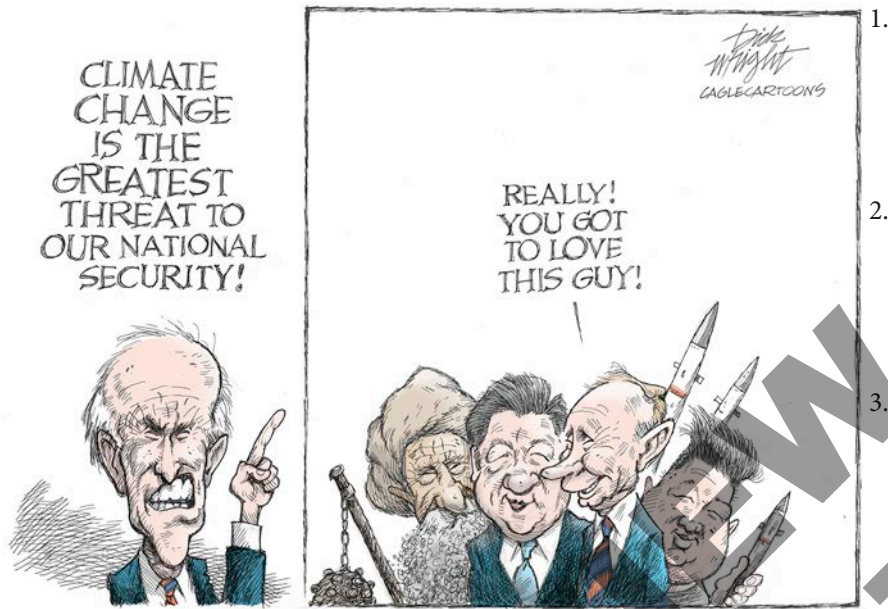


1.

2.

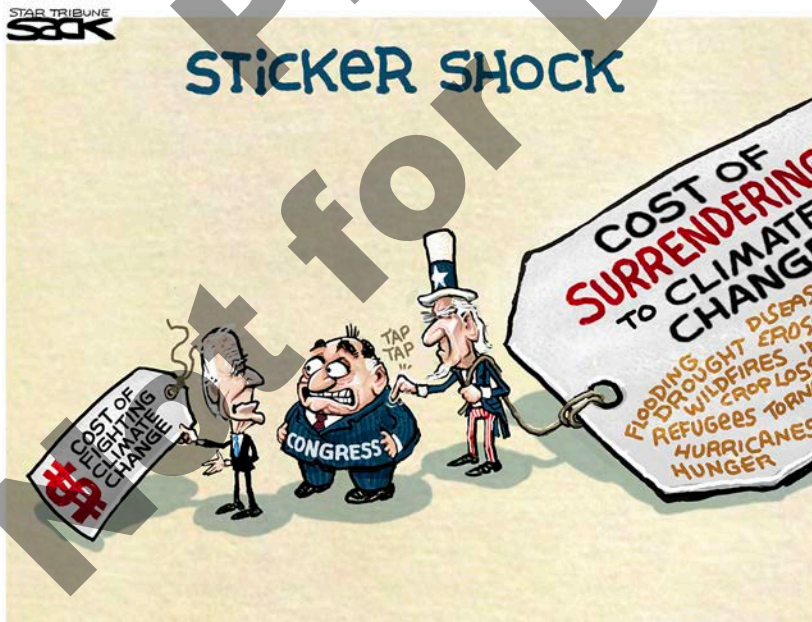
3.

©Copyright 2021. All Rights Reserved. Biden Climate Change Threat by Dick Wright, PoliticalCartoons.com.



- 1.
- 2.
- 3.

©Copyright 2021. All Rights Reserved. Climate Bill by Steve Sack, The Minneapolis Star-Tribune, MN.



- 1.
- 2.
- 3.

BOLIGAN
EL UNIVERSAL
Mexico City
MEXICO



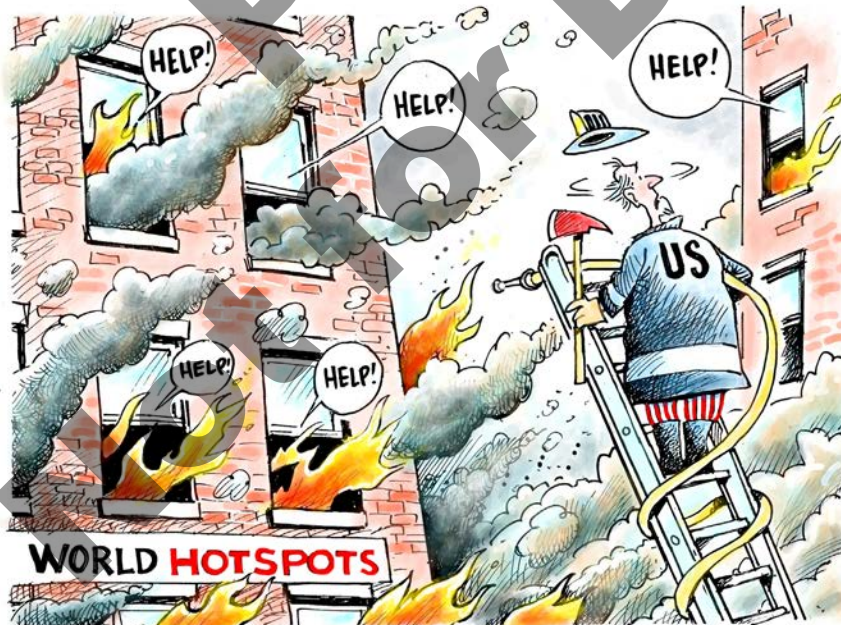
1.

2.

3.

CARTOONISTS & WRITERS SYNDICATE <http://CartoonWeb.com>

Boligan in El Universal, Mexico. CWS/Cartoonists International. Reprinted with permission.



1.

2.

3.

©Copyright 2011 Dave Granlund. All Rights Reserved.

DAVE GRANLUND © www.davegranlund.com

Political Cartoon Techniques

Introduction: Cartoonists use a variety of methods to convey their ideas. The techniques they use include:

- Labels:** Cartoonists often identify or name certain things in their cartoons so that it is clear what the things represent.
- Symbolism:** Cartoonists use simple objects to represent larger ideas or concepts.
- Analogy:** Cartoonists compare a simple image or concept to a more complex situation in order to help the viewer understand the situation in a different way.
- Irony:** Cartoonists express an opinion on a topic by highlighting the difference between the way things are and the way things should be, or are expected to be.
- Exaggeration:** Cartoonists may exaggerate objects, people, or ideas to make a point.
- Stereotype:** Cartoonists may use a stereotype or generalization about a group of people (even though it is not true about everyone, or perhaps anyone, in that group).

Instructions: Work with your group to analyze your assigned cartoons. You will be asked to identify the techniques each cartoonist used. The following questions will help guide your thinking.

- If the cartoonist used **labels**, what things in the cartoon are labeled? Why do you think the cartoonist chose to label those things?
- If the cartoonist used **symbolism**, what things in the cartoon are symbols? What do they stand for?
- If the cartoonist used an **analogy**, what two ideas or situations are compared? How does this comparison help the viewer see the complex situation in a different way?
- If the cartoonist used **irony**, what does the cartoonist show about the way things are? How does the cartoonist think things should be?
- If the cartoonist used **exaggeration**, what objects, people, or ideas are exaggerated? What point is made by exaggerating them?
- If the cartoonist used **stereotypes**, what stereotypes are presented? How do these add to the message of the cartoon?