

Topic: Foreign Policy Part I**What Are You Learning:**

- The evolution of American foreign policy over time
- The names of the departments and organizations that craft US foreign policy
- Historic Background on the role of espionage during wartime
- Comparative study on nations around the globe

Background and Context:

As far back as 1956, the United States actively intervened (economically and diplomatically) against the actions of their closest allies, Britain and France, in Suez. During a few tense weeks that fall, Washington actively made common cause with Moscow against Anglo-French efforts to topple the Nasser government in Egypt. More importantly, however, after the French and British troops withdrew, President Dwight Eisenhower quickly pivoted to restore harmony within the Alliance. Indeed, the very first NATO summit in December 1957 was called both to present an image of unity to the broader public and to provide a forum within which NATO countries could work out their differences. In the more than six decades since that first summit, NATO members have argued about how to organize their common defense, how to negotiate with the Soviets about nuclear weapons, and how to manage their economic relations with Russia.

Questions for your Consideration:

- How many countries do you think the United States has military bases in?
- How many other countries do you think have military bases on US soil?
- Why would the United States want to set up military base in another country?
- Why does it always seem the US is involved in other country's business?

Online Resources for Students:

[NATO Archives](#)

[This Map Shows Where in the World the U.S. Military Is Combatting Terrorism](#)

[Office of the Historian](#)

[HISTORY | Watch Full Episodes of Your Favorite Shows](#)

[National Archives](#)

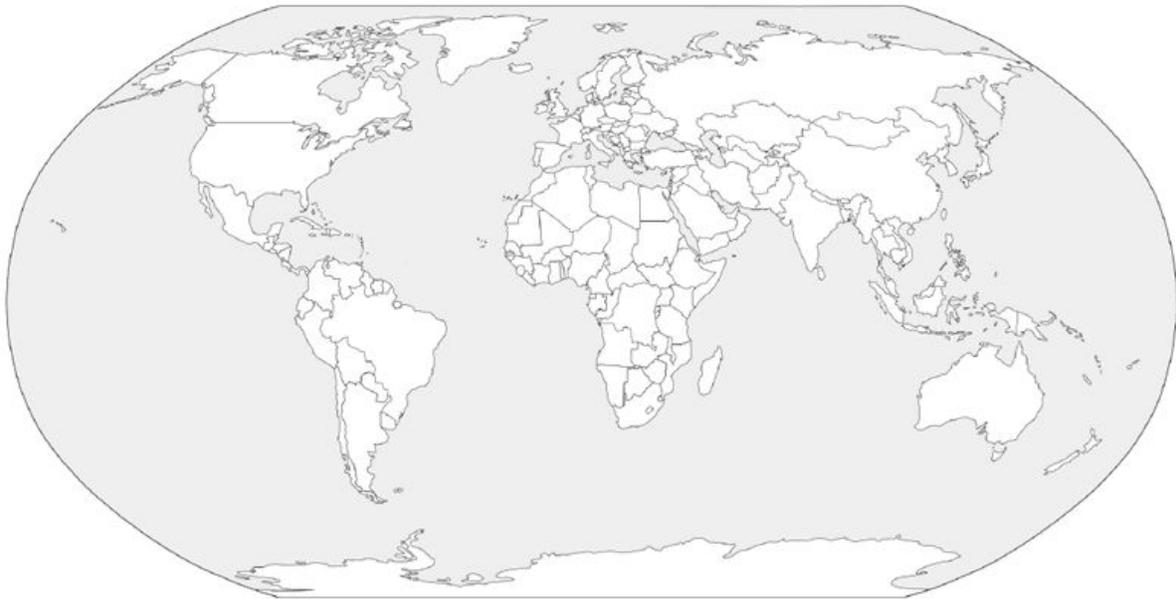
Part I: Working with Maps

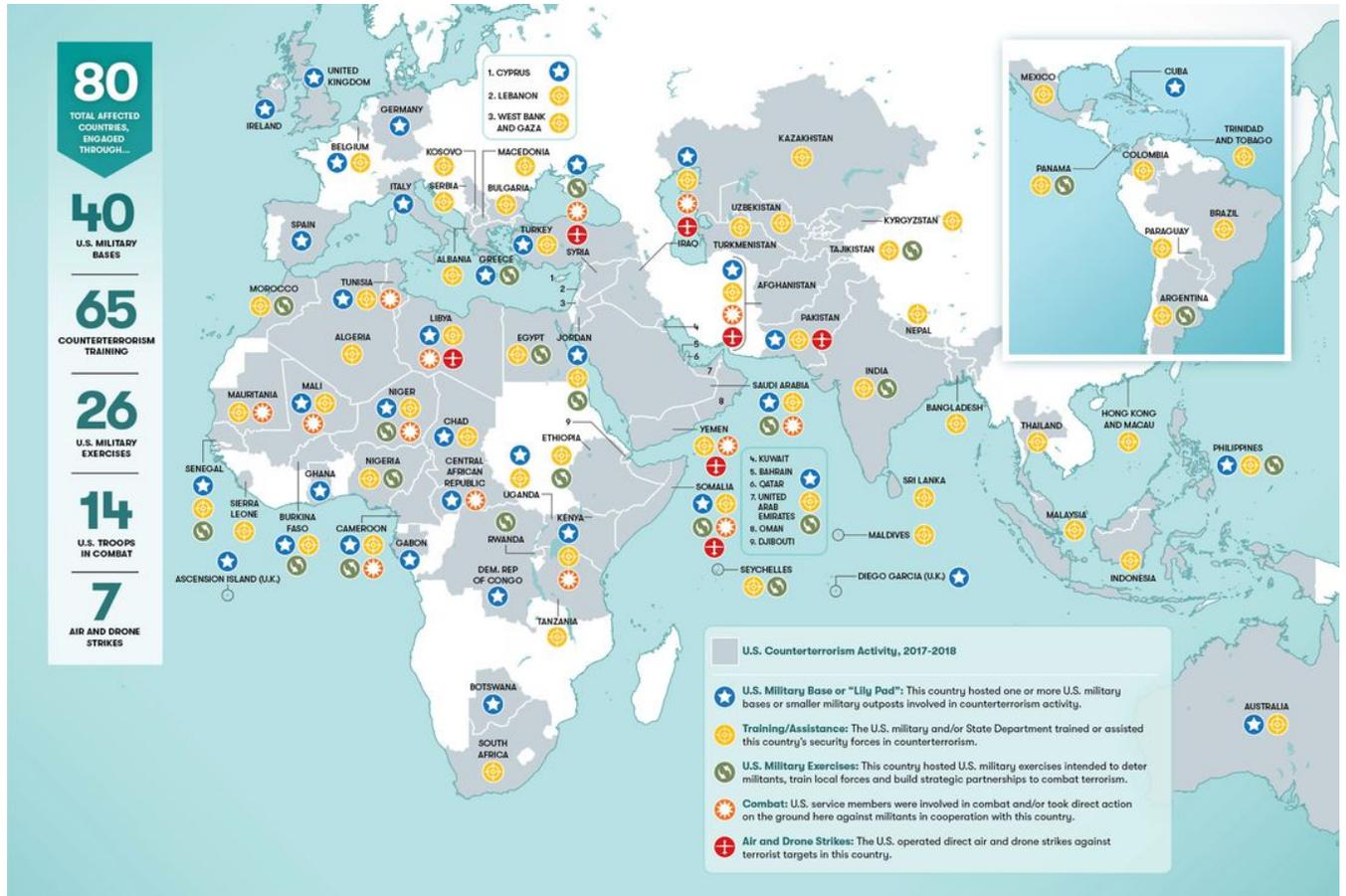
Look at the blank map and try to guess where the US has a military presence and then study the map that follows, paying careful attention to the KEY.

Go to [True Size of Nations](#), and compare a set of countries to see how they measure up in terms of their “true size”. Did any comparisons surprise you?

Pick TWO countries to compare the size of from the above link and go to [World — The World Factbook](#), and compare the countries POPULATION, MATERNAL MORTALITY RATE, DRINKING WATER SOURCE, MILITARY EXPENDITURE, GOVERNMENT TYPE and 3 other modes of comparison of your choosing.

Map of the World Showing Major Countries





Time Out to REFLECT....

How do you think the world feels about the global American military presence? What would be some reasons people in other countries would have a GOOD feeling about it? What would be some reasons they would have a BAD feeling about it?

Part II: The History

VIDEO Break-

Watch the following Crash Course video on what exactly foreign policy is and fill in the chart as you watch: [Foreign Policy: Crash Course Government and Politics #50](#)

Take Note of....	<i>Your Notes Here</i>	<i>Any critiques of this aspect of Foreign Policy you had while learning....</i>
Policies that fall into 'Foreign Policy....		
Goals of Foreign Policy....	1. 2. 3.	
Significance of the President in shaping Foreign Policy....		
Significance of Congress in shaping Foreign Policy....		
Significance of Interest Groups in shaping Foreign Policy....		

Watch the following video on how America became a global superpower and fill in the timeline as you watch with how the event or *organization* was significant to the evolution of American foreign policy:

[How America Became a Superpower](#)

Post Revolutionary Civil War Spanish American War WWI *League of Nations* Great Depression
 War Expansion

Part III: Intelligence Gathering in War

Below are four examples that highlight the use of intelligence from US history and how the successful use of intelligence has shortened conflict or effectively ended wars:

Ben Franklin's Most Successful Intelligence Gambit: Revolutionary War: Knowing French spies followed him, Benjamin Franklin made sure he was observed meeting British government officials shortly after the American revolutionary victory at Saratoga. Worried that the Americans and British would reconcile their differences, the French rushed into an alliance – thanks to Franklin's ploy – with the Americans that helped lead to America's ultimate victory. Discuss Franklin's influence overseas as a diplomat and covert "spy," the political tenor in America before and after the Battle of Saratoga, and French and English relations in the era.

Washington's Surprise Attack: Revolutionary War: In 1776, American spy John Honeyman reported to Gen. George Washington how lazy and unprepared a garrison of Hessian troops in Trenton, New Jersey, had become. Honeyman was involved in persuading the Hessians that the Americans would not attack. Washington and his troops crossed the Delaware River at night and recorded a major victory on Dec. 26, 1777. Discuss American espionage in the Revolutionary War, Hessian troops in the Revolutionary War, Washington's army and their desperate situation at the time of the attack, and how the war turned with the American victory.

Code-Breaking Sets Stage for D-Day: World War II: A Japanese ambassador in Berlin, who was a military man, studied German military deployments and reported them at length back to Tokyo via "Purple"-enciphered messages. He reported troop placements on the Atlantic wall fortifications along the coasts of France and Belgium. Allied forces used the intercepted transmissions to plan the D-Day invasion of Western Europe. Discuss American espionage and intelligence operations in WWII, the German Enigma machine and the use of code-breaking in WWII, and D-Day invasion planning.

Eisenhower's D-Day Deception: World War II: Allied force commander Gen. Dwight Eisenhower chose to land in Normandy, France, because he knew the German command expected the invasion to come in Calais, France. The Germans posted 19 divisions in Calais as Eisenhower built an elaborate fake headquarters across the channel from Calais. Details of a

Calais invasion were deliberately leaked to known German agents. For every aerial scouting mission flown over Normandy, one was also flown over Calais. The Calais area was bombed as heavily as Normandy. The deception worked so well that even after the Normandy invasion began, the German divisions stayed in Calais, sure that Normandy was just a diversion. Discuss American espionage, intelligence, and counterintelligence operations in WWII.

Activity:

Pick ONE of the following people or groups that played a critical role in the Intelligence efforts of previous American wars and create a obituary celebrating their accomplishments:

[Navajo Code Talkers and the Unbreakable Code](#)

[The Legend of Hercules Mulligan](#) (check out the song from *Hamilton* mentioning [Hercules Mulligan](#))

[The Enigma of Alan Turing](#)

Part IV: Would you make a good spy?

Let's test your skills....

Study the Intelligence Cycle learned and practiced by CIA agents: [Intelligence Cycle](#) when gathering intelligence on a subject. Be prepared to be methodical and as objective as possible.

Pick an older person in your household you can interview and write three paragraphs comparing your average day-to-day life to your subject's life at the same age.

What kind of questions should you ask to see the differences in your life compared to your subject's life at the same point.

Some sample questions:

Where did you live? What did you study in school? What did you do after school? What did you do for fun? Where did you go with your friends? How did you communicate with your friends?

****Tip****Family photos can also be sources of information!

Contact two other students from your class and compare the data you found from your subjects and discuss the process for gathering information and analyzing the data. *What would you have done differently? What additional questions should have been asked? What have you learned about their subject's day-to-day lives versus your own?*

Answer the following prompts once all the data is examined and compared:

How important is geography?

Did your subject live in the city, suburbs, or the country growing up?

What role did geography play in how your subject grew up? What about in how you were raised?

How do people decide where to live and raise families?

What role do things like extended family, economics, and personal preference play?

In what way has technology impacted the lives of you and your friends today versus when your subject was growing up?

In what ways have school and education changed from when your subject was in school to your experience now? How has it stayed the same?

Topic: Foreign Policy Part II

What Are You Learning:

- Define the terms “foreign” and “domestic.”
- Distinguish between foreign and domestic policy.
- Identify the three main tools the executive branch uses for foreign policy.
- Determine how the executive and legislative branches share foreign policy powers.
- Categorize current and historical examples of foreign policy in action.

Background and Context:

War’s prevalence in human history is so common as to raise the question whether war or peace is our natural state. Theories abound about what leads to war: greed, need for economic growth, safety and security, nationalism, lack of accountability or responsibility, opportunities for wealth and prosperity, miscalculation of an enemy or circumstance. Historians for centuries have wrestled with these theories, and the varying themes of war have transpired across time and space, and the future likely holds a similar fate.

Questions for your consideration:

- Do you know every military engagement the US military is in right now?
- What do you think are good reasons to go to war?
- What are bad reasons, in your opinion?
- Would you say most wars the US has been involved with are justified?
- Would you join the armed forces because of certain actions of foreign countries? If so, which?

Online Resources for Students:

- [Why did America Go to War in the 20th Century?](#)
- [Thinking About War](#)
- [Milestones: 1914–1920](#)
- [America and World War One](#)
- [Take A Closer Look: America Goes to War](#)
- [The Korean War and American History: How the Conflict Started](#)
- [The Gulf War | FRONTLINE](#)

Part I: Thoughts on War

Study the theories of the major scholars on warfare below.

Thinker	Thinker	Why we go to war
	Thucydides (c. 460-400 BCE)	Societies go to war due to a fear something different and the fears of an external threat. The status quo power goes to war against a rising power out of fear of losing control and power.
	Carl von Clausewitz (1780-1831)	War is nothing but politics by other means. War is an act to force our enemies to do what is in <i>our</i> interests. When diplomacy fails, war is the next answer.
	Theodore Roosevelt (1858-1919)	War has become a necessary evil by which the civilized nations must make the uncivilized peoples of the world fit for self-government.
	Barbara Tuchman (1912-1989)	War is caused by tyranny, decadence, ambition, and self-interest. Nobody causes war, rather they stumble into it by the lure of grandeur and glory.
	Geoffrey Blainey (1930 -)	War is no accident and nations go to war because they think that they will win. Peace is only sought after when one or both sides feel they have more to lose by fighting than by offering up concessions.
	Azar Gat (1959 -)	War is a biological reaction to the scarcity of resources around the world.

Continue studying these big ideas with these interesting videos: [Why Nations Go To War](#), [War & Human Nature: Crash Course World History 204](#), [War and Civilization: Crash Course World History 205](#)

Part II: Why did the United States go to war in the 20th century?

After using a variety of resources (including sources provided here, information from the videos and documentaries in the Resources section, and your own research) to study the four major wars of the 20th century (World War I, World War II, The Korean War, The Vietnam War, The Persian Gulf War), write a well-developed essay in which you answer the following Inquiry Question:

Why did the United States go to war in the 20th Century? Apply the theory of ONE of the thinkers from the above text to the wars of the 20th Century. Explain in your essay, in your own words, the thinker's theory on why nations go to war. Use specific textual evidence to explain why this theory clearly illustrates the reasons why America went to war. You must apply the theory to the causes of each of the wars of the 20th Century.

Cite your sources of evidence. Final Draft must be TYPED, Double-Spaced, Times New Roman Font, Size 12

WORLD WAR I

The nations of Europe blundered into World War I. They did not intend to start a war, but their actions created the conditions that caused one. Although there had been some brief and limited wars in the 19th century, the great powers of Europe – England, France, Germany, Austria-Hungary, and Russia – had enjoyed a century of relative peace before 1914. They had accomplished this through a series of alliances designed to keep a delicate balance of power in Europe.

Study and analyze each of the documents below. For each document, summarize the reasons they give for why the United States entered each war.

DOCUMENT A – The Russian Revolution

The United States entrance into World War I in 1917 found the nation allied with England, France, and Russia. But the year 1917 also saw the revolutionary upheaval in Russia. In the fall, the Bolsheviks (communists), under the leadership of Vladimir Lenin, took control of the country. Within months Russia dropped out of the war. In August 1918, Lenin released a letter to American workers. These are excerpts from that letter.

The results of the four years of war have revealed the general law of capitalism as applied to war between robbers for the division of spoils (benefits); the riches and strongest profited and grabbed most, while the weakest were utterly robbed, tormented, crushed and strangled.

The American multimillionaires . . . have profited more than all the rest . . . They have grabbed hundreds of billions of dollars. And every dollar is sullied [dirtied] with filth; the filth of the secret treaties between Britain and her “allies.”

DOCUMENT B – The Zimmerman Telegram

In January 1917, British intelligence agencies intercepted this message being sent from the German Foreign Minister to the government of Mexico. It was turned over to the US State Department and released to the newspapers in mid-March.

In the event [that the United States is drawn into the war] we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona.

DOCUMENT C – President Woodrow Wilson’s war message to Congress, April 2, 1917.

Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce [trade] is a warfare against mankind. The German policy has swept every restriction aside. Ships of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom of the ocean without warning. American ships have been sunk, American lives taken.

I advise that the Congress declare the recent actions of the Imperial German Government to be, in fact, nothing less than war against the Government and people of the United States. Neutrality is no longer feasible [possible] or desirable where the peace of the world is involved.

The world must be made safe for democracy. We have no selfish ends to serve. We desire no conquest, no dominion [control or domination]. We seek not material compensation [money] for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind.

It is a fearful, but right thing to lead this great peaceful people to war. We shall fight for the things which we have always carried nearest our hearts – for democracy, for the right of [people] to have a voice in their own government, for the rights and liberties of small nations.

DOCUMENT D – Excerpts from Howard Zinn’s *A People’s History of the United States*

Howard Zinn was a historian and activist who is best known today as the author of A People’s History of the United States, a book that tells American history from the perspective of people of color, women, and poor people. The book is very critical of the United States government.

President Woodrow Wilson had promised that the United States would stay neutral in the war. . . . But in April of 1917, the Germans had announced they would have their submarines sink any ship bringing supplies to their enemies; and they had sunk a number of merchant vessels. Wilson now said he must stand by the right of Americans to travel on merchant ships in the war zone. . . .

As Richard Hofstadter points out (*The American Political Tradition*): “This was rationalization of the flimsiest sort. . . . The British had also been intruding on the rights of American citizens on the high seas, but Wilson was not suggesting we go to war with them. . . . The United States claimed the *Lusitania* carried an innocent cargo, and

therefore the torpedoing was a monstrous German atrocity. Actually, the *Lusitania* was heavily armed: it carried 1,248 cases of 3-inch shells, 4,927 boxes of cartridges (1,000 rounds in each box), and 2,000 more cases of small-arms ammunition. . . . The British and American governments lied about the cargo. . . .

Prosperity depended much on foreign markets, it was believed by the leaders of the country. In 1897, private foreign investments of the United States amounted to \$700 million dollars. By 1914, they were \$3.5 billion. . . .

With World War I, England became more and more a market for American goods and for loans at interest. J.P. Morgan and Company acted as agents for the Allies and when, in 1915, Wilson lifted the ban on private bank loans to the Allies, Morgan could now begin lending money in such great amounts as to both make great profit and tie American finance closely to the interest of a British victory in the war against Germany.

WORLD WAR II

World War II was the most catastrophic war in the history of the world. It killed more people, destroyed more property, and uprooted the lives of more people than any previous war in history. At least 17 million soldiers and more than 35 million civilians were killed. Millions of soldiers were wounded or missing in action. At least 70 million soldiers from more than 70 countries were involved in the conflict.

Study and analyze each of the documents below. For each document, summarize the reasons they give for why the United States entered each war.

DOCUMENT A – Secretary of State Sumner Welles, “Japan and Our National Security,” July 24, 1941

They [Government of Japan] tend to jeopardize the procurement [obtaining or buying] by the United States of essential materials, such as tin and rubber, which are necessary for the normal economy of this country and the consummation [completion] of our defense program.”

DOCUMENT B – Secretary of State Cordell Hull, radio broadcast, May 18, 1941

The production and transfer of essential supplies to those countries which are actively resisting aggression demand sacrifice of time and substance and making of maximum effort, on the part of each and every American citizen...Our greatest possible national effort must be made, not for the sale of other countries, but primarily for the sake of and to insure our own security...our own national existence.

DOCUMENT C – Radio Address from the *U.S.S. Potomac*, May 29, 1941

We Americans realize how tenuous [weak] would be the existence of our party system, our freedom of elections, our freedom of living, if the doctrines of dictatorship were to prevail. For it they were to prevail, it would not be in Europe alone...How long would it be possible to maintain a semblance [appearance] of our two-party system, with free elections, in a Nazi-dominated world?

DOCUMENT D – “The Axis Dove Lays Its Rotten Egg,” cartoon by Cal Alley, written in response to the Japanese attack on Pearl Harbor, December 7, 1941



THE KOREAN WAR

In the late 1800s, Japan was a rising military and industrial power in the Far East. In 1895 it gained control of the Korean peninsula and formally annexed it to Japan in 1910. The defeat of Japan by the Allied forces in World War II forced the Japanese occupation forces to leave Korea. As a result, Soviet troops occupied the area of Korea north of the 38th parallel, and US troops occupied the southern half of the peninsula.

Study and analyze each of the documents below. For each document, summarize the reasons they give for why the United States entered each war.

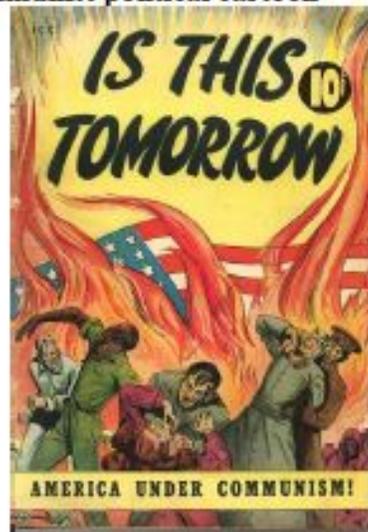
DOCUMENT A – Excerpts from the Truman Doctrine, March 12, 1947

I believe that it must be the policy of the United States to support free people who are resisting attempted subjugation [domination] by armed minorities or by outside pressures. I believe that we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid, which is essential to economic stability and orderly political processes. The world is not static and the status quo is not sacred. But we cannot allow changes in the status quo in violation of the Charter of the United Nations by such methods as coercion [force], or by such subterfuges as political infiltration. In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the Charter of the United Nations.

DOCUMENT B – Korean War Political Cartoon, 1950



DOCUMENT C – American anti-communist political cartoon



DOCUMENT D – President Harry Truman, Radio and Television Address to the American People on the Situation in Korea, July 19, 1950

...Korea is a small country, thousands of miles away, but what is happening there is important to every American. On Sunday, June 25th, Communist forces attacked the Republic of Korea. This attack has made it clear, beyond all doubt, that the international Communist movement is willing to use armed invasion to conquer independent nations. An act of aggression such as this creates a very real danger to the security of all free nations.

The attack upon Korea was an outright breach of the peace and a violation of the Charter of the United Nations. By their actions in Korea, Communist leaders have demonstrated their contempt for the basic moral principles on which the United Nations is founded. This is a direct challenge to the efforts of the free nations to build the kind of world in which men can live in freedom and peace....

Furthermore, the fact that Communist forces have invaded Korea is a warning that there may be similar acts of aggression in other parts of the world. The free nations must be on their guard, more than ever before, against this kind of sneak attack....

DOCUMENT E -- President Harry Truman, Address at a dinner of the Civil Defense Conference, May 7, 1951

... Communist aggression in Korea is a part of the worldwide strategy of the Kremlin to destroy freedom. It has shown men all over the world that Communist imperialism may strike anywhere, anytime.

The defense of Korea is part of the worldwide effort of all the free nations to maintain freedom. It has shown free men that if they stand together, and pool their strength, Communist aggression cannot succeed. . . .

THE VIETNAM WAR

The Vietnam War was the longest war in which the United States was ever involved. US participation began in 1957 and ended in 1975. However, this was really the second stage of a conflict which began in 1946. In the last decades of the 1800s, France had gained control of Indochina (the areas of Laos, Cambodia, and Vietnam) as part of its efforts to set up a colonial empire like England, Germany, and other European powers were doing. Japan conquered and controlled the region during World War II, but the defeat of Japan led to France's attempt to reestablish control over Indochina. Vietnamese nationalists, led by Ho Chi Minh, defeated the French army in 1956 and called for free elections.

Study and analyze each of the documents below. For each document, summarize the reasons they give for why the United States entered each war.

DOCUMENT A – Vietnam War Political Cartoon

Fred Siebel published the cartoon below, "Another Hole in the Dike," in the Richmond Times Dispatch in 1953.

Another Hole in the Dike



DOCUMENT B – The Domino Theory



Interview with President Dwight D. Eisenhower (1954)

“You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences . . . [W]ith respect to more people passing under this domination, Asia, after all, has already lost some 450 million of its peoples to the Communist dictatorship, and we simply can't afford greater losses . . . But when we come to the possible sequence of events, the loss of Indochina, of Burma, of Thailand, of the Peninsula, and Indonesia following, now you begin to talk about areas that not only multiply the disadvantages that you would suffer through loss of materials, sources of materials, but now you are talking really about millions and millions and millions of people . . . It takes away, in its economic aspects, that region that Japan must have as a trading area or Japan, in turn, will have only one place in the world to go -- that is, toward the Communist areas in order to live . . . So, the possible consequences of the loss are just incalculable to the free world.”

DOCUMENT C – President Johnson’s War Message to Congress, 1964.

Last night I announced to the American people that the North Vietnamese regime had conducted further deliberate attacks against U.S. naval vessels operating in international waters, and I had therefore directed air action against gunboats and supporting facilities used in these hostile operations. This air action has now been carried out with substantial damage to the boats and facilities. Two U.S. aircraft were lost in the action. After consultation with the leaders of both parties in the Congress, I further announced a decision to ask the Congress for a resolution expressing the unity and determination of the United States in supporting freedom and in protecting peace in Southeast Asia . . .

This is not just a jungle war, but a struggle for freedom on every front of human activity. Our military and economic assistance to South Vietnam and Laos in particular has the purpose of helping these countries to repel aggression and strengthen their independence.

DOCUMENT C – President Lyndon B. Johnson, Speech at Johns Hopkins University, April 7, 1965

THE NATURE OF THE CONFLICT

. . . The world as it is in Asia is not a serene or peaceful place. The first reality is that North Viet-Nam has attacked the independent nation of South Viet-Nam. Its object is total conquest. Of course, some of the people of South Viet-Nam are participating in attack on their own government. But trained men and supplies, orders and arms, flow in a constant stream from north to south. This support is the heartbeat of the war. . . .

WHY ARE WE IN VIET-NAM? Why are these realities our concern? Why are we in South Viet-Nam? We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Viet-Nam.

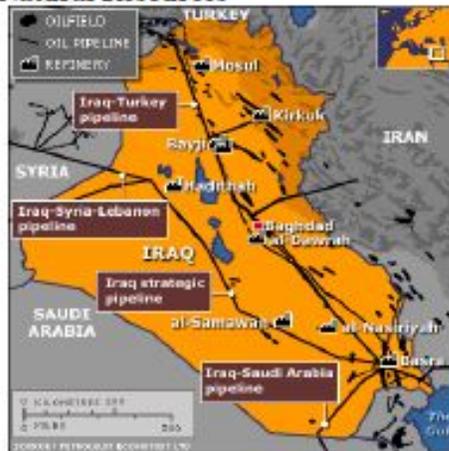
We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Viet-Nam defend its independence. And I intend to keep that promise. . . .

THE PERSIAN GULF WAR

The United States had a rocky relationship with the dictators who ruled Iraq since the 1960s. In August 1990, Iraqi President Saddam Hussein invaded Kuwait in a dispute over oil production, Iraqi debts to Kuwait, and territory. The United States organized and led a United Nations-sponsored coalition of 39 nations to oust Iraqi troops from Kuwait.

Study and analyze each of the documents below. For each document, summarize the reasons they give for why the United States entered each war.

DOCUMENT A – Map of Iraq’s Natural Resources



DOCUMENT B – BBC News Coverage of the Iraqi Invasion of Kuwait, August 2, 1990.

More than 100,000 Iraqi soldiers backed up by 700 tanks invaded the Gulf State of Kuwait in the early hours of this morning. Iraqi forces have established a provisional government and their leader Saddam Hussein has threatened to turn Kuwait City into a “graveyard” if any other country dares to challenge the “take-over by force . . .” Initial reports suggest up to 200 people have been killed in heavy gunfire around the city . . . All communication has been cut with Kuwait and many people, including thousands of foreign nationals, are trapped in the city . . .

In recent weeks, Iraq had accused Kuwait of flooding the world market with oil and has demanded compensation of oil produced from a disputed oil field on the border of the two countries . . .

Kuwait has appealed for international aid but there is no suggestion of any military action from the West at this stage.

DOCUMENT C – President George H.W. Bush, address to Congress, September 11, 1990

We stand today at a unique and extraordinary moment. The crisis in the Persian Gulf, as grave as it is, also offers a rare opportunity to move toward an historic period of cooperation. Out of these troubled times, our . . . objective – a new world order – can emerge: a new era – freer from the threat of terror, stronger in the pursuit of justice, and more secure in the quest for peace. An era in which the nations of the world, East and West, North and South, can prosper and live in harmony.

DOCUMENT D – President George H.W. Bush, Address to the Nation on the Invasion of Iraq, January 16, 1991

Just two hours ago, allied air forces began an attack on military targets in Iraq and Kuwait. These attacks continue as I speak. This conflict started on August 2nd when the dictator of Iraq invaded a small and helpless neighbor. Kuwait – a member of the Arab League and a member of the United Nations – was crushed; its people, brutalized. Five months ago, Saddam Hussein started this cruel war against Kuwait.

Tonight, the battle has been joined. This military action . . . follows months of constant and virtually endless diplomatic activity on the part of the United Nations, the United States, and many, many other countries. Arab leaders sought what became known as an Arab solution, only to conclude that Saddam Hussein was unwilling to leave Kuwait . . .

Our objectives are clear: Saddam Hussein's forces will leave Kuwait. The legitimate government of Kuwait will be restored to its rightful place, and Kuwait will once again be free.

Some may ask: Why act now? Why not wait? The answer is clear: The world could not wait any longer. Sanctions, though having some effect, showed no signs of accomplishing their objective. Sanctions were tried for well over five months, and we and our allies concluded that sanctions alone would not force Saddam from Kuwait.

DOCUMENT E – American Ambassador to Iraq, April Glaspie, to Saddam Hussein, July 25, 1990

I admire your extraordinary efforts to rebuild your country. I know you need funds. We understand that and our opinion is that you should have the opportunity to rebuild your country. But we have no opinion on the Arab-Arab conflicts, like your border disagreement with Kuwait.

DOCUMENT F – Military Analysis

In 1979 political turmoil in the Middle East forever changed the regional strategic landscape. In January of that year a groundswell of Islamist protesters drove the Shah of Iran from the Persian throne, in December the Soviet Union launched its ruinous war in Afghanistan, and in September 1980 Iraq invaded Iran. Thus, the Middle East stage was radically changed as the Reagan Administration entered the White House. In the minds of Ronald Reagan's foreign policy team, US national interests in the oil-rich Persian Gulf now faced two significant threats: communist expansionism by direct military means from the Soviet Union and the spread of anti-US Islamic fundamentalism from Iran. With these two factors in mind, Iraq's sponsorship of international terrorism was seen as the lesser of evils, and therefore Baghdad was perceived as a potential partner that could serve US strategic interests in the region.

Part III: Test your Knowledge:

A) Write down next to each scenario whether it is an example of a TREATY, FOREIGN AID, or MILITARY ACTION:

1	More than 100 U.S. citizens died when the Germans sunk a passenger ship called the <i>Lusitania</i> in 1915, but President Wilson did not want to enter World War I. He convinced Germany to agree to stop the attacks.
2	In 1917, Germany re-started its submarine attacks against unarmed ships even though it had pledged to stop. U.S. President Woodrow Wilson asked the U.S. Congress for a declaration of war, and the U.S. entered World War I.
3	In 1940, Germany, Italy, and Japan signed an agreement forming an alliance. They hoped to keep the U.S. out of World War II. President Franklin Roosevelt asked Congress for aid to help Great Britain fight these powers.
4	On December 7, 1941, Japan attacked Pearl Harbor, Hawaii. The next day, U.S. President Franklin Roosevelt asked the U.S. Congress for a declaration of war against Japan. Congress acted quickly, and the U.S. officially entered World War II.
5	In order to defeat Germany in World War II, President Franklin Roosevelt worked with Great Britain to plan a major invasion of western Europe. In 1943, he appointed General Dwight Eisenhower to lead the attack.
6	In 1949, after World War II, the United States and other democratic western countries formed NATO, the North Atlantic Treaty Organization. It said that if any country was attacked by an outside nation, they would help defend each other.
7	After World War II, the United States gave more than \$13 billion to help rebuild countries and support their democratic governments.

8	During the Cold War, the United States was determined to stop communism from spreading. When communist North Korea invaded South Korea in 1950, President Truman sent U.S. troops to help stop the North Koreans.
9	In 1968, the major countries of the world agreed to the "Nuclear Non-Proliferation Treaty" in order to limit the spread of nuclear weapons.
10	In 1990, Iraqi leader Saddam Hussein invaded and took over neighboring Kuwait. In January 1991, Congress authorized President George H. W. Bush to lead U.S. troops into Kuwait and force the Iraqi troops to leave.
11	In 1993, the United States, Canada, and Mexico agreed to the North American Free Trade Agreement (called "NAFTA"), in order to make trade easier among the three countries.
12	On September 11, 2001, al-Qaeda terrorists attacked the United States. President George W. Bush asked Congress for authority to use military force against those responsible. U.S. troops were sent to Afghanistan, where al-Qaeda leaders were based.
13	In January 2010, a terrible earthquake devastated Haiti. The United States sent food, water, and medical care to help those affected.
14	In 2013, the U.S. Agency for International Development's "Water Supply, Sanitation & Hygiene" program in West Africa helped over 28,000 people get access to a better source for drinking water.

B) The Constitution, the rulebook for the government, says who has which foreign policy powers. Using your notes, see if you can figure out who is responsible for which power and write them in the correct places in the chart below:

<i>Negotiates and Signs</i>	$\frac{2}{3}$ of the Senate must approve	<i>Declares war</i>
<i>Can send troops around the world</i>	<i>Writes and passes bills</i>	<i>Makes</i>
<i>recommends on</i>		<i>and signs/ vetoes bills into law</i>

	 Foreign Aid	 Military	 Treaties
President			
Congress			