

AMERICAN DREAM -- THE FOREIGN POLICY DEBATE GAME

INTRODUCTION:

The purpose of this game is to examine alternative foreign policy decisions in the period from the 1890's through the 1920's. Each session will focus upon a series of historical events in which the President opted for the United States to intervene in the affairs of the world. These decisions will be defended by the interventionist team as "right and necessary." The isolationist team will argue that each decision was "wrong and unnecessary." An objective commission will decide in each case which side made the more effective presentation and who won each debate. There will be five separate daily sessions as follows:

1. Should the U.S. have gone to war with Spain? (1898)
2. Should the U.S. have pursued a policy of imperialism in the Caribbean? (1898-1914)
3. Should the U.S. have interfered in the affairs of Asia? (1898-1914).
4. Should the U.S. have entered World War I? (1914-1917)
5. Should the U.S. have joined the League of Nations? (1920's)

ASSIGNMENT OF ROLES:

Each student has been assigned to both a team and a specific debate. An asterisk (*) in front of a name indicates a team leader.

HOW TO WIN THE GAME:

During each of the five sessions an objective commission will be determining who won each round. The commission will base its decision on the following criteria:

1. The clarity and logic of the arguments.
2. The factual, historical data presented. (Statistics, charts, economic figures, specific events, cartoons, historical opinions, primary sources, pictures, books....)
3. The discussion of each of the specific events as outlined in the instructions for each session.
4. The ability of each team to present all political, economic, and social considerations for their decisions.
5. The creativity and originality of the presentation.
6. The ability to defend criticisms of your positions from both the other team and the commission.

Note: There will be a winner of each session and a grand winner.

DAILY PROCEDURES:

1. The interventionists shall begin each session. In each instance they will defend a position that in actuality was the stance taken by the President of the U.S. and probably supported by a majority of Americans at that time. Except for session five, they will be defending a policy adopted by the United States. The team will have 7-10 minutes (depending on the length of the band) to make their presentation.

2. The isolationists shall then reply. They will take the opposing view that the U.S. should not involve itself in these foreign policy actions. Many Americans at that time supported these views. Except for session five, they will be attacking a position adopted by the United States. The team will have 7-10 minutes (depending on the length of the band) to make their presentation.
3. The Commission will then ask for questions from everyone in the class to be directed at the debaters. Each entire team will be debating each other in this phase of the game. This will be known as the "open debate" and shall last 7-10 minutes.
4. The Commission can at any time ask questions of any of the debaters in order to clarify information and enlighten the learning experience.
5. The Commission shall make their decision on who won each session based on the criteria in the "How To Win The Game" section on the proceeding page. There will then be an immediate debriefing by the teacher. (10 minutes +)
6. Note: These debates will be staged as if they were taking place during the time periods enumerated for each session. Therefore, no one will have knowledge of events that took place after that time. For example, for the first debate, no information after 1898 can be introduced. In effect, you will be recreating the debates that actually took place at that time.

Preparation:

1. Each student will submit the required foreign policy homeworks before the debate takes place. Failure to do this will result in your exclusion from the class for that day. (You will be assigned to the Social Studies Resource Center and receive an "R" for the day.)
2. For the specific debate assigned, the student with the asterisk (*) next to his/her name is responsible for coordinating the presentation for that day. Any team member that does not cooperate fully with the leader will receive an "R" for the game.
3. The debaters for each session will determine the most effective way to make their presentation. There can be one presenter or several. (Note: Past experience shows that more than one presenter can be very confusing.)
4. During the presentation students are not allowed to read lengthy prepared statements. As in a formal debate, you can refer to note cards to make relevant points or cite specific points of evidence.)

ELECTION OF 1989 -- MAYOR OF NEW YORK CITY

The mayoralty election of 1989 is an important event facing all New Yorkers. We have a responsibility to familiarize ourselves with the positions of the candidates and their visions for our city.

Would you support David Dinkins, Rudolph Giuliani, or Ronald Lauder for mayor of New York? Support your choice in a well-written essay of 3-5 typed pages. Consult newspapers, magazines, nightly news programs, and any televised debates for information.

You should consider the past performance and present policies of the candidates on as many of the following issues as possible:

- a. Crime
- b. Drugs
- c. Education
- d. Civil Rights
- e. Corruption
- f. Visions for the future of the city
- g. Relationship to political party
- e. Housing and the homeless
- f. Taxes
- g. Race relations
- h. A.I.D.S.
- i. Leadership qualities
- j. Friends and advisors
- k. Women's issues

Special Notes:

1. All papers are to be double-space typed, or neatly printed.
2. The first page must be the title page.
3. Use one side of a page only.
4. Proofread for grammatical, spelling, and typing errors.
5. Indicate on the title page which candidate you support for mayor.
6. The last page must be a bibliography page in which you will list a minimum of 3 newspaper articles that you consulted in order to write this paper. Here are some examples of proper bibliographic form:

For a newspaper article with an author:

Weiss, Paul, "Why I Would Have Been A Much Better Mayor Than These Clowns," The New York Post, October 27, 1989
p. 5.

For a newspaper article without an author:

"Enormous Write-In Vote For Paul Weiss," New York Daily News,
November 7, 1989, p. 1.

DUE DATE: _____

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