

## Assignment Overview: Essay #3 Evaluative Essay (Argumentative)

**NOTE: PAGE REFERENCES TO I&C WILL BE OFF – THIS IS COPIED FROM A PREVIOUS EDITION OF I&C.**

### What You'll be Doing for Our Third Essay Assignment

Abstraction.

How do you understand an idea? A concept? A way of looking at the world? And why? Why is it necessary to do this?

On one level, the “how to” is easy: first read up on the subject and then, to truly understand it, write about it; for the second, you have to want to understand the idea or concept.

Why is that desire to understand so important? Because without it, you will not devote the necessary mental energy needed to feed your imagination. And your imagination and intellect – the left and right side of your brain – are necessary to fire off the neurons that will get you to understand abstractions. That understanding lies at the core of the college endeavor. It is this ability to understand connections between seemingly disparate ideas or evidence that mean the difference between a job with a corner office (“I’m presenting at the London conference”) – and a job in a grease trap (“Where does this used lard go?”)

### Purpose of Essay

This next assignment is designed to get you in that corner office. It will show you how to understand, form an opinion on, and then write about an abstract concept.

### Topic of Essay

For the last seven years or so, our country has been involved in various overseas operations, mainly as a reaction to the terrorist attack on 9/11. These operations can be loosely classified under the name America’s foreign policy.

Since “foreign policy” often generates a blank stare, definitions are in order:

#### Foreign policy

From Wikipedia, the free encyclopedia

A country's foreign policy is a set of goals that seeks to outline how that particular country will interact with other countries of the world and, to a lesser extent, non-state actors. Foreign policies generally are designed to help protect a country's national interests, national security, ideological goals, and economic prosperity. This can occur as a result of peaceful cooperation with other nations, or through aggression, war, and exploitation. It may be assumed that foreign policy is as ancient as the human society itself. The twentieth century saw a rapid rise in the importance of foreign policy, with virtually every nation in the world now being able to interact with one another in some diplomatic form.

Nominally, creating foreign policy is usually the job of the head of government and the foreign minister (or equivalent). In some countries the legislature also has considerable oversight. As an exception, in France, Finland and in America, it is the head of state who is responsible for foreign policy, while the head of government mainly deals with internal policy.

[http://en.wikipedia.org/wiki/Foreign\\_policy](http://en.wikipedia.org/wiki/Foreign_policy)

Accessed 8/17/07

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#### Foreign policy analysis

Stages in foreign policy decision making

The making of foreign policy involves a number of stages:

- Assessment of the international and domestic political environment - Foreign policy is made and implemented within an international and domestic political context, which must be understood by

a state in order to determine the best foreign policy option. For example, a state may need to respond to an international crisis.

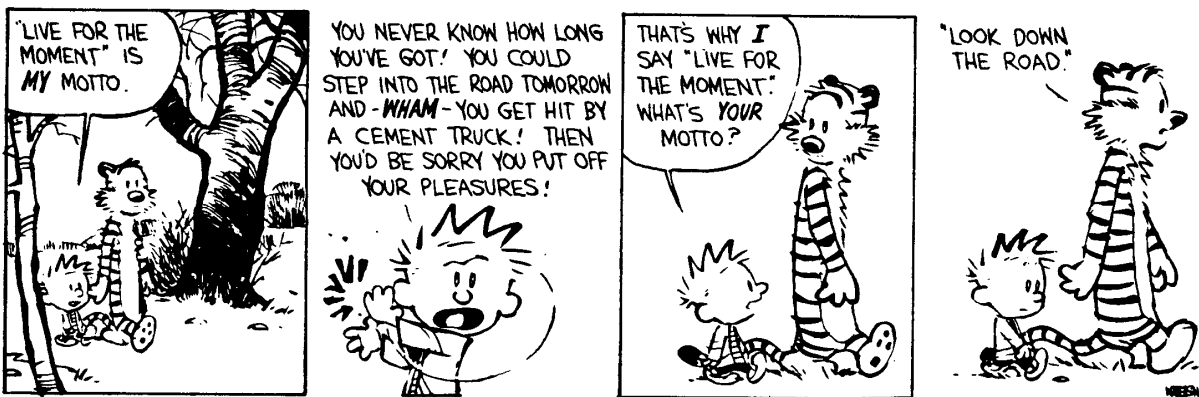
- Goal setting - A state has multiple foreign policy goals. A state must determine which goal is effected by the international and domestic political environment at any given time. In addition, foreign policy goals may conflict, which will require the state to prioritise.
- Determination of policy options - A state must then determine what policy options are available to meet the goal or goals set in light of the political environment. This will involve an assessment of the state's capacity to implement policy options and an assessment of the consequences of each policy option.
- Formal decision making action - A formal foreign policy decision will be taken at some level within a government. Foreign policy decisions are usually made by the executive branch of government. Common governmental actors or institutions which make foreign policy decisions include: the head of state (such as a president) or head of government (such as a prime minister), cabinet, or minister.
- Implementation of chosen policy option - Once a foreign policy option has been chosen, and a formal decision has been made, then the policy must be implemented. Foreign policy is most commonly implemented by specialist foreign policy arms of the state bureaucracy, such as a Ministry of Foreign Affairs or State Department. Other departments may also have a role in implementing foreign policy, such as departments for: trade, defence, and aid.

[http://en.wikipedia.org/wiki/Foreign\\_policy\\_analysis](http://en.wikipedia.org/wiki/Foreign_policy_analysis)  
accessed 8/17/07

These two definitions provide a quick overview of the basic tenets of foreign policy. The first reading, "Rethinking Foreign Policy," will provide the specific details that will help you understand the topic in enough detail to begin your thinking – and writing.

Begin thinking early – and asking classmates, other professors, family, friends, random people on the street, etc., questions about this topic. You'll find that most people blithely ignore our foreign policy and its consequences.

There's a problem with that. And it involves the Cement Truck of Life



In life you have to make choices. You can live the unexamined life, like Calvin (the little boy in the cartoon) above. But why not do both? Why not live for the moment and watch the road (a cement truck is one of the best examples of kinetic energy – particularly when it hits a pedestrian). Hobbes's (that oh so intelligent tiger) motto "Look down the road" suggests that foresight and knowledge are necessary to truly enjoy life – and to avoid being buried in an envelope.

These choices often involve examining ideas that make your brain tingle. Just how safe are we? Is a military solution the best option to pursue? Is American democracy the best for governing system for all countries? What are the costs, both in money and in lives, of our foreign policy?

Of course, mentioning the words “foreign policy,” and most people think of the Iraq war – the most visible example of our current FP. You can examine that issue, or look at other aspects of our FP. Unfortunately, too many take the passive way out. “What’s it matter” they might say with a jaded air, “I can’t do anything” or “It doesn’t really effect me.” Too many people, like Calvin, try to avoid issues by ignoring them. But the problem is the Cement Truck of Life has a way of rumbling through and nailing you just when you think everything was going fine.

Why am I talking about cement trucks and showing you pictures of dead possums you ask? Well, it’s to show how something as seemingly distant and removed as the America’s foreign policy effects every decision you make in life. Notice that I used the verb “make” here. It’s better to make decisions then to have them foisted upon you by the powers that be . . . whether these powers are the government, your boss, friends or family.

**Discourse**

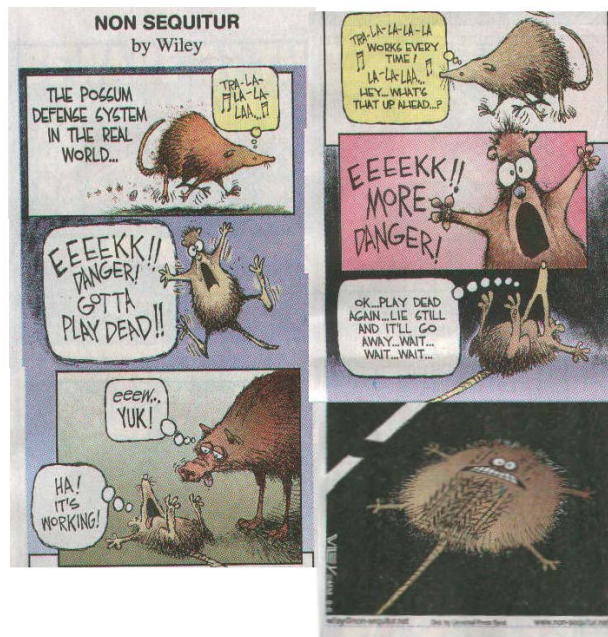
Jihad, imperialism, American exceptionalism, islam

These are some of the terms you’ve heard about: now you’ll get a chance to understand them.

**Definition of Terrorism**

“[An] act of terrorism, means any activity that [A] involves a violent act or an act dangerous to human life that is a violation of the criminal laws of the United States or any State, or that would be a criminal violation if committed within the jurisdiction of the United States or of any State, and [B] appears to be intended [i] to intimidate or coerce a civilian population; [ii] to influence the policy of a government by intimidation or coercion; or [iii] to affect the conduct of a government by assassination or kidnapping.”

*United States Code Congressional and Administrative News, 98<sup>th</sup> Congress, Second Session, 1984, Oct. 19, volume 2; par. 3077, 98 STAT. 2707*



**The Writing Assignment: Essay #3**

Write an essay which 1) describes the current state of an issue, in this case, American foreign policy, and then 2) argues why this policy will benefit or harm America.

This is an academic essay, so the tone is formal, but remember that you need to keep the reader interested. Follow the suggestions for planning, revision, and proofreading in *I&C* (7+). As stated in the Assignment sheet for essay #1, for this and all essays, assume your audience is college educated (or getting there).

**Requirements**

Final draft, minimum of 1,150 words. In addition to at least three of the assigned essays, you need to include a minimum of one other source (which means a minimum of four works cited entries and at least four in-text citations): most good essays use five-six sources. That said, the emphasis is on your reasoning: it’s what you actually do with the sources that makes a good essay. Essay must include introduction (with thesis and division statement), body paragraphs, counter-arguments and rebuttal, and conclusion.

**Note on sources**

See “How Do I Find Sources” (check *I&C* table of contents) for help on, well, finding sources. If taken from the internet, sources MUST be from the libraries databases, which can be accessed through the “Library Links” on the course site through our library’s home page. ANY other internet source MUST (that’s MUST) be approved by me *before* (that’s BEFORE) you include them in your essay. The penalty? A substantially lowered grade (i.e. in the “D” range).

## Learning Objectives

After successfully completing this assignment you will have learned how to

1. Articulate the differences and similarities between several different abstract concepts
2. Move from abstraction (foreign policy) to the concrete (examples of each)
3. Develop a narrow topic for an essay from a broader subject.
4. Finding, selecting, and evaluating sources (information literacy)
5. Turn information into knowledge by using current events, statistics, and/or historical examples to prove an argument
6. Develop engaging introductions and conclusions
7. Develop a single idea (division) over the course of two or more paragraphs
8. Understand the advantages of revising your work in stages (paragraph by paragraph)
9. Use more sophisticated punctuation (dashes, colons, semi-colons)
10. Proofread your work so that it does not interfere with reader's comprehension of your argument
11. Manage your time and complete each draft by the assigned due date

## Directions

Follow suggestions in the following pages of *I&C*. For general suggestions, see “Directions for Rough Draft of Argumentative Essay” (check *I&C* table of contents).

## Grading Criteria

To receive a passing grade, you must successfully complete the following:

**Organization:** A thesis statement which clearly states the subject, your position and the divisions of your essay. A counter-argument and rebuttal.

**Content:** Overview of issue you're discussing; clear and balanced arguments, developed with examples, descriptions and narratives, and a full and persuasive development of the reasoning behind each of the examples.

**Proofreading:** Sentences that are clear and no more than 5 major errors (major errors include sentence fragments, run-on sentences, verb-tense error, subject-verb agreement error, unclear phrasing, documentation and spelling/wrong word error).

## Things to Watch for

Lack of explanation. Your examples do not speak for themselves – in fact, your argument lies not in the evidence, but in why and how the evidence supports your point. And since examples can't speak, it's up to you to connect them to the point of your paragraph and the larger point of your essay.

Counter-arguments usually work best when they seem to naturally flow from your argument: avoid the “stuck-on-at-the-end-because-I-have-to-include-one” type of counter-argument.

**Writer's Worksheet for Essay #3 Readings (see course site for download)**

For each of the authors used in the sheets above, essay, set up a bibliography:

Name of author: \_\_\_\_\_  
Title of Essay/page of website: \_\_\_\_\_  
Source (i.e. title of magazine, book, website name, etc.) of essay: \_\_\_\_\_  
Name of editor: \_\_\_\_\_  
Name of publisher/database/website (if applicable) \_\_\_\_\_  
Date essay/book was published: \_\_\_\_\_  
pages of essay from beginning to end: \_\_\_\_\_  
Online information (URL and date you accessed): \_\_\_\_\_

What is foreign policy?

Why should we care about it?

Describe America's current foreign policy

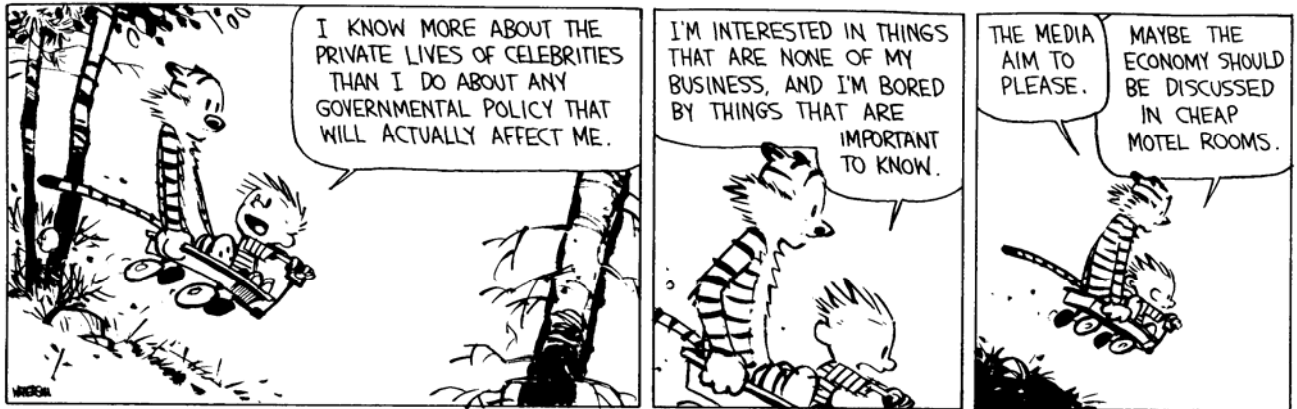
What are some positive aspects of America's current foreign policy?

What are some problems with America's current foreign policy?

Foreign policy discourse: (words associated with discussion of foreign policy and/or issues)

## Parts of Argumentative/Evaluative Essay

### Introduction:



Get the reader interested in topic – as in expository essays, you can start with a story or a vivid example.

Ideas? Sure, go to **Error! Bookmark not defined.** of *I&C* for a handy list. You should also look over each of the essays you've already read. How did those writers open their work?

### Define the Issue: Provide Background/Context

Help reader understand the topic. What background information on foreign policy is needed? Why is it important for citizens to understand this issue?

### Thesis and Divisions

State your argument (thesis) and then list the reasons that will support it (divisions).

### Argument

For this essay, you'll be thinking deeply and considering the short and long term results of specific actions. Keep asking yourself, "what will happen as a result of this?" This kind of mental probing will result in thoughtful and substantial essays.

Remember that your goal is to argue, not merely report on America's foreign policy: just stating a fact – trade imbalance, soldiers are dying; terrorists are being killed – is not making an argument. That's reporting information.

### Counterarguments

Unlike an in-class essay where you include the arguments against your position in a single paragraph, here you should work in counterarguments throughout your essay. Just sticking them in at the end will make your essay too rote, too formulaic.

### Conclusion

End with a bang, not with a whimper. See the suggestions on *I&C* (check *I&C* table of contents) for more specifics

Now that you understand the parts of this kind of essay (which after essay one and two shouldn't look unfamiliar), it's time to begin planning your essay.

### Planning Ideas: Essay #3

The main thing that holds back students on this essay is lack of preparation: you need to have read enough essays to understand the issue and have taken notes. If you have done so, you'll have no problems. If you haven't completed the research, do it now and then get to work on the essay.

### Basic Drafting Plan

1. Look over homework and class work and write a paragraph defining America's current foreign policy
2. Make a list of 5 pros and cons on your topic.
  - a. Look over "How Do I Come Up With Reasons?" (check *I&C* table of contents) and home/group work to prime your mental pump and get you thinking about possible pros and cons
  - b. Ask the following question if you're having trouble getting started:
    - i. America's foreign policy is \_\_\_\_\_. I think this is good/bad for America because \_\_\_\_\_.
3. Decision time: decide whether America's FP will help or hurt America: this will be your thesis.
4. Look over list and
  - a. group related ideas:
  - b. Choose three reasons from these as divisions.
5. Craft thesis and division statement (see below for thesis statement format)
6. Use Reasons and Evidence sheet or outline to organize your thinking and prepare to notes – get quotes from readings to support your assertions.
7. Use paragraph from #2 above to define the issue.
8. Develop topic sentences that build from divisions
9. If necessary, define divisions in body paragraphs
10. Use evidence and then explanation of evidence to flesh out your paragraphs.
11. Discuss how the other position would not help America.
12. Get feedback on draft.

### Developing Reasons and Choosing a Stance

It ain't easy, is it? If you're not a demagogue, you should have conflicting opinions here: this is as it should be. Your goal now is to winnow out the positives and negatives and decide, on the whole, if America's current foreign policy will be positive or negative for America.

"How do I winnow?" Glad you asked. Remember essay #2? After some pre-writing you generated a list of different reasons for and against a topic. Same thing here. Using the ideas in the readings, your new-found (or tried and tested) knowledge of current events, the "How Do I Come up With Reasons" in *I&C* (check *I&C* table of contents), and considering both short and long term effects, generate a list of reasons for and against America's foreign policy.

### Divisions/Thesis statement

The main point here is to choose your divisions and practice persuading your reader why these divisions prove your argument. Again, try, whenever possible, to relate your position to "real-life" to illustrate its relevancy.

A general idea? Okay.

America's current foreign policy will help/hurt us because of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

### Sample Thesis statements

The current foreign policy harms the American people through its policies with trade and the current war in Iraq.

However, America's unilateralist nature is having negative consequences both at home and abroad. Relationships within the UN have been manipulated, as it has become an instrument of the US. The US acts alone in rejecting or not participating in treaties that are crucial to world issues and/or safety. American unilateralism also causes other countries to distrust, and sometimes dislike the US.



The failures of the Iraq War, unratified world treaties, and widespread anti-Americanism are all the results of a unilateral foreign policy, and need to be reformed.

### Reasons and Evidence Sheet

The reasons and evidence sheet for this essay should help you organize your thinking into a coherent essay. Using your pre-writing and notes, fill in the blanks, put it next to your computer, and begin typing. You should soon come up with a thesis statement.

### Words and Sentence patterns to use

When introducing (providing a context for) your examples or explaining them, use the verb list in the “Citing Sources” section of *I&C* (check *I&C* table of contents) to shift your language into an argumentative discourse.

You could also try the following:

The problem with \_\_\_ is that \_\_\_\_\_.

This \_\_\_\_\_ helps American workers/bankers/rich/citizens/business because \_\_\_\_\_

The advantage/s of \_\_\_\_\_ is/are \_\_\_\_\_.

### Developing Body Paragraphs

You’ve already used the Reasons and Evidence sheet for essay #2. On the following page you’ll find another Reasons and Evidence sheet set up especially for essays on foreign policy.

Consider, as well, a more traditional outline such as the example below

- I. Introduction
- II. Definition paragraph
- III. Thesis
- IV. Body paragraph #1
  - a. Topic sentence
  - b. Connect division to thesis
  - c. Reason why division will help or harm (i.e. current foreign policy will lead to economic losses or gains – and why these losses are bad, or gains or good) America
  - d. Counterargument on division? Rebuttal if counterargument added.
- V. Body paragraph #2 etc.
  - a. Topic sentence
  - b. Connect division to thesis
  - c. Reason why division will help or harm America
  - d. Counterargument on division? Rebuttal if counterargument added.
- VI. Body paragraph #3 etc.
  - a. Topic sentence
  - b. Connect division to thesis
  - c. Reason why division will help or harm America
  - d. Counterargument on division? Rebuttal if counterargument added.
  - e.
- VII. Conclusion (Connect back to introduction?)
- VIII. Shout “Wa Hoo!” (note that this is shouted – do not include in essay)

**Reasons and Evidence Sheet: Essay #3 (Page 1)**

<p>1. One advantage/disadvantage of America's foreign policy is</p> <p>_____.</p>	<p>Example: Specific examples, personal anecdotes, descriptions, etc. which support your reason</p> <p>a. _____</p> <p>_____</p> <p>Explanation of example</p> <p>a. _____</p> <p>_____</p> <p>Example</p> <p>b. _____</p> <p>_____</p> <p>Explanation of example</p> <p>b. _____</p> <p>_____</p>
<p>2. Another advantage/disadvantage of America's foreign policy is</p> <p>_____.</p>	<p>Example</p> <p>a. _____</p> <p>_____</p> <p>Explanation of example</p> <p>a. _____</p> <p>_____</p> <p>Example</p> <p>b. _____</p> <p>_____</p> <p>Explanation of example</p> <p>b. _____</p> <p>_____</p>
<p>3 Another advantage/disadvantage of America's foreign policy is</p> <p>_____.</p>	<p>Example</p> <p>a. _____</p> <p>_____</p> <p>Explanation of example</p> <p>a. _____</p> <p>_____</p> <p>Example</p> <p>b. _____</p> <p>_____</p> <p>Explanation of example</p> <p>b. _____</p> <p>_____</p>

**Reasons and Evidence Sheet: Essay #3 (Page 2)**

<p>4 Another advantage/disadvantage of America's foreign policy is</p> <p>_____.</p>	<p>Example</p> <p>a. _____</p> <p>_____</p> <p>Explanation of example</p> <p>a. _____</p> <p>_____</p> <p>Example</p> <p>b. _____</p> <p>_____</p> <p>Explanation of example</p> <p>b. _____</p> <p>_____</p>
<p><b>Counter-argument</b></p> <p>One argument against my position is</p> <p>_____</p> <p><b>Rebuttal</b></p> <p>But/Yet/However _____</p>	<p>Example for counter-argument</p> <p>a. _____</p> <p>_____</p> <p>Rebut or qualify: why is the example wrong or why isn't it important/misleading</p> <p>a. _____</p> <p>_____</p> <p>Example for counter-argument</p> <p>b. _____</p> <p>_____</p> <p>Rebut or qualify: why is the example wrong or why isn't it important/misleading</p> <p>b. _____</p> <p>_____</p>

## Peer Review for Essay #3 (Argumentative/evaluative)

Remember that your goal isn't to answer "yes" to every question: it's to make suggestions. Try using "Consider \_\_\_\_\_" or "Try \_\_\_\_\_" to preface your comments.

### 1. Introduction

- a. What changes could be made to help the intro grab your attention?
- b. Does it provide enough background information to set up the issue? Do you understand what will be argued/evaluated?
- c. Are two or more paragraphs needed to provide more information?
- d. Do readers understand why this important?
- e. Is the background material cited?

### 2. Thesis

Copy out what you think is the thesis and division statement.

- a) Comment on its clarity
  - can you tell the position of the writer?
  - Are the divisions really distinct and separate, or could two of them be combined into one?

### 3. Support your position

For each paragraph complete the following:

#### b) Topic Sentences

- Does the topic sentence set up an argument based on the divisions?
- Is there a focus word which connects back to the division in the first sentence (or so)?

#### c) Evidence/Details

- Where can more specific information from the readings to connect the division to your position be included?

#### d) Explanation

- The #1 item that usually needs work is the explanation: where can a more specific explanation on why \_\_\_\_ (topic of paragraph) suggests our foreign policy helps or hurts America?
- Where can more explanations – analogies to other events, reference to economic, social, political, moral arguments, etc. (check *I&C* table of contents) – be included? Remember that it is the explanation, not the evidence, that shows your reasoning.

### 4. Counterargument and Rebuttal

- Could these be worked more smoothly into the essay?
- Does it need to be treated separately at the end, or could it be included in more detail throughout essay?
- Is the counter argument a specific argument or is it general?
- Is it cited?

### 5. Conclusion

Avoid merely repeating the thesis.

- Does the writer refer back to the introduction?
- Does the writer address the question "What's it all mean?"?

## Revision Ideas: Essay #3

### Overview of Revision Strategies

Okay, you have a rough draft . . . now what? Follow the suggestions below to sharpen your opinion, gain new insights, and come up with new examples.

1. **Organize: focus divisions and body paragraphs**
  - a. Make sure body paragraphs follow divisions.
  - b. Work on one paragraph at a time. (This is the key to successfully revising this [and any] essay). See Roadmap exercise (check *I&C* table of contents)
2. **Titles and Introductions**
  - a. Using the suggestions in your handbook or in *I&C* (check *I&C* table of contents), develop a new introduction. NOTE: do not try to reinvent the wheel – try out one of the specific patterns in *I&C* or the ideas in the textbook. Review the sample introductions as well on the pages which follow.
3. **Supply Overview Context**
  - a. Have I cited all the information about foreign policy?
  - b. Do readers understand why I'm writing this essay?
4. **Connect and explain**
  - a. For each division you have two responsibilities:
    - i. Supply information from the readings to ground your divisions in fact.
    - ii. Explain, in detail, why/how these facts show that our foreign policy helps/harms America (see "How do I come up with/explain reasons" (check *I&C* table of contents)).
5. **Specific Examples**
  - a. Work on providing a specific example – a word picture, a description of an interaction – in each ¶ or for each idea. See Revision Ideas Essay #3, "Specific Examples" paragraphs for, well, examples of specific paragraphs.
6. **Repetition**

We've already talked about the importance of repetition (remember in essay #1?), now use it in your paragraphs

  - a. Generate a list of synonyms or words associated with your divisions: use 'm in the appropriate paragraphs
7. **Word Choice**
  - a. Use argumentative wording: use Verb List for Citing Sources (check *I&C* table of contents)
  - b. Help readers see the inferences of your arguments by adding phrases such as "This could . . ." "This will . . ."
8. **Library Research**
  - a. Remember to include specific facts.
  - b. Review search material in "Uh . . . Dr. Bordelon. How do I find sources?" (check *I&C* table of contents)

### Introduction and Overview

Susan combined her introduction and overview

#### Is it Really Helping Us?

Imagine this story. Joe was a businessperson in New York City. He had two kids and a loving wife named Trish. One year Joe and his wife went on a trip to Paris. They were the typical American couple who thought they knew everything, especially because they lived in New York. They experienced many different situations, as well as encountered hundreds of different people. However, when they arrived in Paris, it was a completely different world. Joe never knew that people could act so differently. They saw how other people actually view the American society and its people. One day the couple overheard a Paris couple say, "Those Americans are so ignorant, they think

everyone loves them and they are the greatest people of the world. Little do they know they are not!" When Joe and his wife Trish heard this, they were in complete shock. They thought that Americans were loved by all, they never thought of themselves as ignorant. However, when they arrived home in the United States, they began to notice how other Americans act. They saw bumper stickers on people's cars that said, "America is the greatest", "No one else compares", and many more. However, not only did they see bumper stickers they heard American people say "No one in the world compares to us!". Joe and his wife encountered many situations such as these. After arriving home, they saw how Americans actually believe they are better than everyone else, through their actions as well as their words. Joe and his wife Trish, like the couple in Paris, began to view the American people as ignorant.

Americans tend to be very ignorant, as Dinesh D'Souza states in *America the Beautiful*, Americans believe "they are special: that their country has been blessed by God, that the American system is unique, that Americans are not like people else where" (D'Souza 716). Ignorance such as this causes others to look down upon the United States especially when it come to it foreign policy. America's foreign policy is designed to help and protect the county in ways such as national security and economically through trade. However, at times, it does not protect Americans; it shields them from reality and causes the people to think everything is okay, when really it is not. At times America's current foreign policy tends to harm Americans, more than it helps them. The current foreign policy harms the American people through its policies with trade and the current war in Iraq.

Heather makes the distinctions between introduction, background information, and thesis clear by breaking them into separate paragraphs

#### The World Police

Turning the pages of a Newsweek before going to bed, it is easy for one to see how foreign policy affects and shapes the lives of Americans and those in other nations. The pages are filled with articles discussing America's relationship with North Korea, economic relationships with China, and updates on the American invasion of Iraq.

The term foreign policy is generally used to refer to any relations dealing with any outside countries. While many people may instantly think of war as foreign policy, it also constitutes any economic or social relations outside America's borders. The term unilateral is almost synonymous with individual, as it refers to acting alone with little outside influence. Unilateralism, in terms of foreign policy, means that a country will act without the consensus of other countries, and often act alone.

America is, without a doubt, unilateralist. This can be seen in Bush's rather famous statement, " 'Either you are with us, or you are the terrorists' " (Hertsgaard 730). However, America's unilateralist nature is having negative consequences both at home and abroad. Relationships within the UN have been manipulated, as it has become an instrument of the US. The US acts alone in rejecting or not participating in treaties that are crucial to world issues and/or safety. American unilateralism also causes other countries to distrust, and sometimes dislike the US.

What's missing in the following introduction and overview of the issue?

#### The Land of Opportunity...For Terrorists

Imagine a prosperous United States of America, where there is no national debt, no worries that social security will run out, and where all

other countries around the world do not hate us for our actions in foreign nations. Even though it was a reality at one time, that is not the reality of today. As of December 2006, America's national most recent national debt totals at "\$8,654,899,673,142.81" and has continued to rise approximately on "an average of \$1.34 billion per day since September 29, 2006" (clock). The national debt of America endangers the citizens because it directly affects the availability of the military. America's foreign policy jeopardizes the country's citizens by spreading troops too thin around the globe, leaving the country open for attack. Furthermore, the United States jeopardizes it's relationships with the United Nations by not considering the political standpoints of other countries before taking action.

### Developing divisions over two or more paragraphs

For this essay, you'll work on stretching out your arguments, exploring a particular point in more detail and at greater length.

Below is Kelly's thesis and then paragraphs developing one of her divisions.

The failures of the Iraq War, unratified world treaties, and widespread anti-Americanism are all the results of a unilateral foreign policy, and need to be reformed.

While the war in Iraq is a large, tangible problem, a more important, but less obvious one exists: global warming. As reporter James Pethokoukis discusses, it is widely accepted that the world is changing for the worse, and something needs to be done about it. That is where the Kyoto Protocol comes in. This agreement, among over 160 countries, states that they will all attempt to reduce their green house gas emissions. While there is a threat of permanent global climate change, the government focuses its attention instead on terrorists thousands of miles away.

All of the major nations of the world have ratified the protocol, except for a few that have declined ratification, including the US and Australia. This is probably because of the Bush administration's connection to business, namely oil companies, who do not want their products use reduced in the least. One of the countries with the most hazardous emissions refuses to comply with a globally accepted treaty. This refusal shows the defiance of the US to help the world remain safe for the good of everyone. All it cares about is its own economic ties. This is yet another example of America supporting itself over other countries.

How can you tell the topics of the paragraphs? How does Kelly keep readers focused within her paragraphs?

### Using Specific Details

Heather uses a specific example – the ABM treaty – to set up an explanation of the problems with America pursuing a unilateralist foreign policy.

Some of these potentially dangerous issues can be seen in the treaties or negotiations which are either completely rejected or ignored. A perfect example of this is the Anti-Ballistic Missile Treaty, which the United States withdrew from. As Joel Andreas, a political activist, wrote in a graphic text, "[...] the U.S. unilaterally scrapped the treaty" (749). Part of the reason for rejection was that the US did not like new terms issued in it. Andreas suggests that one of the reasons America refuses is "because it would require international inspections of its biological weapons research facilities, where it is creating deadly new strains including highly lethal powdered anthrax" (749). It appears that America expects weapons restrictions

to be placed on other countries, while she herself should be able to manufacture weapons as she pleases. This contributes to fear in other countries, making them want to build weapons of their own as protection against the United States. It's entirely possible that American withdrawal from the ABM treaty contributed to fear of those in other countries. The US demonstrated, exclusively in this instance, that it does not see itself as equal with the other nations of the world. Hertsgaard adds that "The United State delegation walked out of the negotiations because the Bush administration refused to accept the same rules it demands for Iraq and other 'rogue states': international inspections of potential weapons production sites" (733). Walking out of the ABM treaty because of this inspection requirement leaves other nations to wonder exactly what the US is manufacturing, and will force these other countries to also break arms treaties, leaving the world a more dangerous place.

The details and particularly the explanations of the problems associated with not following the treaty make for a convincing argument.

### **Making Analogies**

A particularly effective way of adding detail is to make analogies; this involves finding a comparison with a given fact, event, or idea and connecting it to something more familiar to readers.

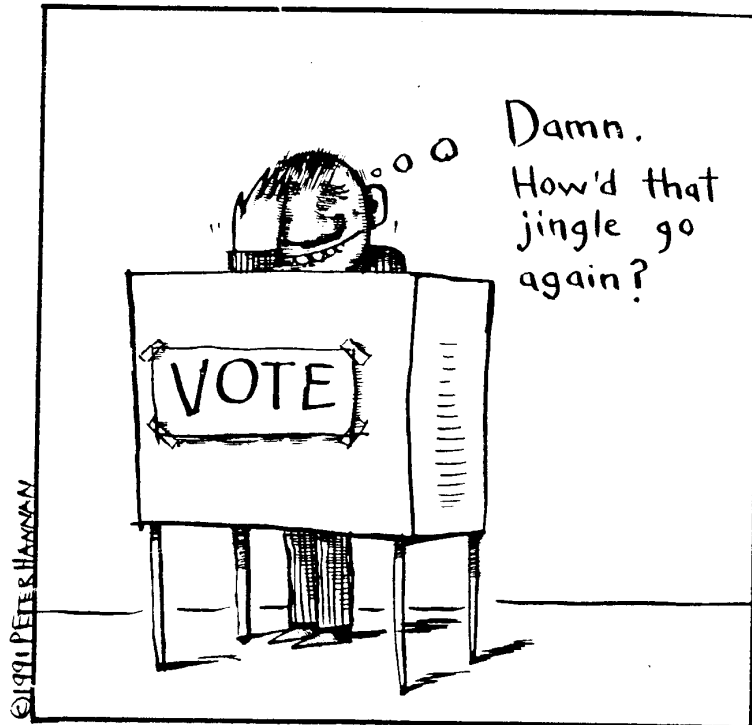
Thomas Peregman used three analogies in a paragraph describing some of the problems with the Iraq war.

One major problem with the Iraq war is the human cost. A life is irreplaceable. Unlike pieces of machinery that can be fixed and replaced, once a person has died, there is no repair or replacement. Unfortunately, many soldiers and civilians have been killed in Iraq. By early 2007, over three thousand coalition troops had been killed, and by October 2006, at least 655,000 Iraqi soldiers and civilians had been killed (Aliprandini, Ricks). Those people unfortunate enough to lose their lives to war include, fathers, sons, uncles, best friends, sisters, cousins and mothers. For an idea of the number of people this involves, the casualties would fill the New York Giants football stadium eight times over.

The opening analogy comparing a person to a machine is effective because it clearly shows that death is final. The second analogy, with the list of different categories of personal relationships appeals to our emotions: we all have people who fall into the categories and whose deaths would cause grief. The final analogy helps us comprehend a large number. I found this particularly effective, because if a number is over a thousand, it's difficult to really get a mental picture of its size. Filling a stadium eight times provides a picture of people filling in, vanishing, and being replaced – eight times. Taken together, these analogies help flesh out the ideas and facts Thomas used in his argument.



## Democracy in Action?



### Proofreading Essay #3

It's the details that count . . . Each error breaks the illusion of communication with the reader. In a good essay, the voice of the writer comes through and it seems as if the person is actually talking to you. In an essay filled with good ideas but marred with proofreading errors, the voice comes through like a cell phone at the edge of its calling area, breaking up and misheard through the static – which leads to aggravation instead of communication.

How do you proofread? For starters, you have to read your essay differently than before. Instead of reading for organization or content, you have to slowly read aloud, paying attention to word choice and experimenting with each sentence until you're satisfied with the sound. This is tedious work, but it pays off; instead of static, your reader will hear your voice clearly.

Look over the suggestions on "Overview on Proofreading" (check *I&C* table of contents) for some pointers – and be sure to come into class on the proofreading day with a "finished" essay.

## Proofreading Check List

1. Delete: Take out any words which aren't needed
2. Clarify: Change any phrases that do not read clearly; check punctuation
3. Engage reader: Add analogies (see below), descriptions, examples, sharp phrasing to help readers "see" your point. Vary the sentence structures: use colons to set up a point. Work, as well, on including short transitional/descriptive phrases in your sentence (be sure to separate them from the main sentence with commas). Grab the reader. Try short sentences to get the reader's attention – and use dashes to add a quick additional comment at the end of sentence. Dashes – in moderation – can also be used to set off a quick aside within a sentence.
4. Cohesion: Use repetition to keep reader focused. Supply introductory phrases to quotes and use transitions to move readers through your ideas

## Before and After Essay #3

Before proofreading:

Unilateralism has damaged the American reputation along with the safety of the American people and relationships with other countries. According to Noam Chomsky, Americans are seen as one of the greatest threats to world peace. "An opinion poll in Canada found that more than '36 percent of Canadians viewed the US as the biggest threat to world peace, against just 20 percent naming Al Qaeda, 17 percent choosing Iraq, and 14 percent North Korea' " and "An informal poll run by Time magazine found that more than 80 percent of respondents in Europe regarded the US as the greatest threat to world peace" (41). The Pew Research center states that, " [...] there is an equally strong global consensus that the United States disregards the views of others in carrying out its foreign policy " (Overview). Some of this is not taken as surprise, considering past records with the UN. "This sentiment in strongest in France, where charges of American dominance are longstanding" (Overview). However, even the citizens of England, who Americans would expect to support them, especially with their records in the UN, feel unaccounted for in American foreign policy. "Even in Great Britain, perhaps the most reliable US ally in the war on terror, half (52%) say the United States disregards British views in carrying out its foreign policy" (Overview). People in Eastern Europe, " [...] overwhelmingly view the U.S. as unilateralist, with no more than three-in-ten saying the U.S. takes their country's interests into account" (Overview).

Unilateralist actions in American foreign policy have given America the reputation of being the "world police," leaving foreigners to feel that their interests are not taken into account and decisions will generally be made for them. These feelings, however, are not to be confused with "anti-Americanism." Most foreigners feel that America's ideals are in place, yet its actions abroad are generally not guided by them. " [...] antipathy toward the U.S. is shaped more by what it *does* in the international arena than by what it *stands* for politically and economically " (Overview). However, any amount of "antipathy" is something to be worried about. It is not safe for America to police a world in which its policies are resented for not taking into account the interests of others. It is also not safe for foreigners to be policed by a country which ignores their interests and makes many decisions for them. Resentment and hatred of the US could lead to more terror attacks, or even more wars. It could also cause countries to be frustrated and not support the US when the support is needed.

After proofreading:

Unilateralism has damaged America's reputation abroad and thus endangered the safety of its people and relationships with other countries. According to social critic Noam Chomsky, Americans are considered one of the greatest threats to world peace. He writes that "An opinion poll in Canada found that more than '36 percent of Canadians viewed the US as the biggest threat to world peace, against just 20 percent naming Al Qaeda, 17 percent choosing Iraq, and 14 percent North Korea'" (41). When our closest neighbor rates America as more of a threat than terrorists, how can we work with them to make our borders more secure? Instead of working with us, they will view Americans as the threat they need protection from. Even the citizens of England, who Americans would expect to support them given our close social and economic ties, feel abandoned by America's foreign policy. A Pew Center survey notes that "in Great Britain, perhaps the most reliable US ally in the war on terror, half (52%) say the United States disregards British views in carrying out its foreign policy" (Overview). It is not safe for Americans abroad when our policies are resented for not taking into account the interests of others. It is also not safe for foreigners to be policed by a country which ignores their interests and makes many decisions for them. Resentment and hatred of the US could lead to more terror attacks, or even more wars. It could also cause countries to be frustrated and not support the US when the support is needed.

As you can see, proofreading can look a lot like revision – with an emphasis on deletion.

It can also be short and sweet.

Before

The nation's safety is at risk, and that is apparent due not only to vocal attacks on the US, but also violent attacks such as the terrorist attack on September 11, 2001.

After

The nation's safety is at risk not only because of vocal attacks on the US, but because of possible physical attacks similar to the those of September 11, 2001.

## Punctuation Workout

The power of a colon – From Lynne Truss's *Eats, Shoots and Leaves*

A woman, without her man, is nothing.

A woman: without her, man is nothing.

## Colons

Consider these two versions of the same sentence:

Americans should have the right to choose the lives they want to lead. Lives that may include drug use, prostitution, freedom from safety laws, and most other personal freedoms.

The second sentence – "lives that may" – isn't really a sentence, but an explanation/definition of the "lives" in the first sentence. To set this up more clearly for the readers (and avoid a sentence fragment), try a colon: AKA the emphaziser.

Americans should have the right to choose the lives they want to lead: lives that may include drug use, prostitution, freedom from safety laws, and many other personal freedoms.

A bit more forceful, and definitely grammatically correct.

Consider the following original sentence and then revision as well.

While money is something that is important to every American, there is another issue equally as important to any member of our society, health care.

While money is something that is important to every American, there is an equally important issue: health care.

Colons also come in handy when setting up a list:

There are many different civic stances, but I will be concentrating on the three most popular stances in America: liberalism, conservatism, and libertarianism.

And I am proud that for all the mention of colons, I avoided any cheap “poop” jokes.

### Dashes

When making a more offhand comment, dashes can separate and emphasize a point:

Liberals agree with the libertarian stance on individual rights to an extent.

Liberals agree with the libertarian stance on individual Rights - to an extent.

### Comma(kazi)

The two main uses of commas in this essay will be with an introductory phrase,

If the federal government stopped making and enforcing so many rules and regulations, the American people would be free to make choices in our society.

and to separate a dependent from an independent clause – usually in a descriptive phrase.

The core of libertarianism, as described by David Boaz, revolves around “a society of liberty under law in which individuals are free to pursue their own lives so long as they respect the equal Rights of others” (qtd. in Cooper and Peck MacDonald 284).

### Transitions

How do you move the reader from paragraph to paragraph? Do you just drop them off and say “I’m starting a new topic so pay attention!”? One technique is the mention a main idea or key word from a previous paragraph in the first sentence of a new paragraph.

Example: *The two sentences below are topic sentences from body paragraphs*

1. Not only will liberalism create more jobs, it also promotes individual freedom.

or

2. But tyrants and dictators are not the only people who like conservatism. Many American politicians who want to keep the working class oppressed also follow conservative doctrines.

For one, the previous paragraph dealt with creating jobs; for two the previous paragraphs dealt with \_\_\_\_\_?

### **Checking Previous essays**

Now is the time to pull out your previous essays, look over the kinds of errors you made, and work on avoiding them. Did you forget to include introductory phrases with direct quotes on the previous essay? Do so for this essay. Did you forget to put quotation marks around quotes in your previous essay? Carefully review the readings and your essay and be sure you separate the words from your sources from your own words with quotation marks. Review the overview of proofreading and the proofreading instructions in *I&C*: follow the directions.