

## **U.S. Foreign Policy – INTA 3110**

Spring 2024

Monday, Wednesday 11:00 AM – 12:15 PM

Ivan Allen College G17

Instructor: Vince Pedicino

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Office: Sam Nunn International Affairs 157

Office Hours: By appointment

### **This is a Core IMPACTS course that is part of the Social Sciences area.**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

### **Course Description**

Many believe that the 21<sup>st</sup> Century has presented the United States with an especially difficult set of threats and choices. Terrorism, climate change, nuclear proliferation, global financial troubles, and the rise of competitors such as China have all raised questions about America's ability to adapt to a rapidly changing world. In reality, however, there has never been a time when U.S. foreign policy was NOT fraught with great dangers and opportunities. Even as the nature and scope of these challenges has evolved, U.S. foreign policy decisions have continued to define the boundaries of security and prosperity for millions of people throughout the world.

This course aims to provide students with the tools to understand how and why these policies are made, and to what effect. Our principal concern will be how certain people, procedures, and politics have led to specific foreign policy choices. That is, we will consider how a diverse array of actors – e.g., the international arena, public opinion, Congress – drives this process. In short, this course will analyze the formulation and implementation of America's foreign policy roughly from 1914 to the present, stressing economic, political, and strategic factors.

Course readings and assignments will expose students to an important cross-section of research on foreign policy, while also providing first-hand engagement with historical and contemporary foreign policy materials and issues. In-class lectures, discussions, and activities will complement these materials, and will not always be redundant with the readings (i.e., to succeed students should do the readings and also come to class.)

### Learning Objectives

- Develop a basic understanding of the historical debates and competing perspectives inside U.S. foreign policy, paying particular attention to the diverse array of actors that shape the foreign policy process
- Integrate theory and practice through examining current policy arenas and historical cases
- Encourage critical thinking about contemporary policy debates, including the ability to analyze key issues in U.S. foreign policy and offer practical solutions
- Develop an awareness of the cultural, historical, and institutional perspectives that shape the formulation of U.S. foreign policy; cultivate the ability to identify, critically analyze, and trace distinguishing features that have characterized U.S. foreign policy throughout its history, including describing the social, political, and economic forces that influence behavior
- Improve professional skills including clear and effective oral presentation, written argumentation, and policy memo formulation

### Prerequisites

One of the following: HIST 2111, HIST 2112, PUBP 3000, INTA 1200, POL 1101, AP US History.

### Course Readings

This course draws on scholarly articles, book chapters, and news sources for each week's readings. Some of these will be made available through the course Canvas website; the rest are accessible through the University Library's electronic databases. The workload can be heavy, and students should plan accordingly.

Students should read at least one daily source of national and foreign political news, such as *The New York Times*, *The Washington Post*, *The Financial Times*, or *The Wall Street Journal*. They should also become familiar with major foreign policy periodicals such as *Foreign Affairs* and *Foreign Policy*.

The professor maintains discretion to modify readings and topics as necessary. The reading assigned for each session is to be learned **PRIOR** to coming to class.

### Course Requirements

This course will be comprised of one paper, five policy memos, and a simulation. Together these will constitute the entirety of your grade. Brief details are provided below; additional information will be conveyed over the course of the semester.

*Paper (30%)*

Students will examine a current event in US Foreign Policy using one of the theoretical approaches covered in class. The paper will be due March 1. The paper should be between 5-7 pages, in Times New Roman 12pt font with 1-inch margins.

*Policy Writing (45%)*

Students will write five one-page policy memos concerning topics covered in class. More instructions will be given about submission deadlines.

*Simulation (25%)*

Students will participate in a simulation that will occur on the final instructional day and during the final exam period. Each student will have an assigned role as part of the “War Room” in the White House and will address a crisis that is presented to the group.

**Course Grades**

Your final grade will be assigned as a letter grade according to the following scale (with rounding):

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

There are no make-up assignments or additional work to be done so please do not ask.

**Assignments and Point Breakdown**

<i>Assignment</i>	<i>Date</i>	<i>Content</i>
<b>Paper (30%)</b>	March 1 <sup>st</sup>	5-7 page paper analyzing a class topic through a theoretical lens
<b>Policy Writing 45%</b>	Student choice	Details will be forthcoming throughout the semester.
<b>Simulation 25%</b>	April 23 and 26	“War Room” Simulation

**Accommodations for Individuals with Disabilities**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at 404.894.2563 or their website as soon as possible to discuss your needs and obtain an accommodations letter. Then, make an appointment with me as soon as possible to discuss your learning needs.

### **Statement on Inclusion**

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

### **Writing Services**

If you are concerned about your writing, or seek to improve it, I highly recommend contacting the GT Communication Center located in Clough Commons 447.

### **Students with Disabilities**

Georgia Tech is committed to providing accommodation for all students with disabilities through the Office of Disability Services (<http://disabilityservices.gatech.edu/>). Any student in this course who has a disability that may prevent them from fully demonstrating their abilities should contact me as soon as possible to discuss necessary accommodations to ensure full participation and facilitate their educational opportunities. Students with disabilities must be registered with the Disability Services Program prior to receiving accommodations in this course and provide appropriate documentation attesting to their registration. The Disability Services Program is located in Smithgall Student Services Building, phone 404-894-2564 or TDD only 404-894-1664.

### **Additional Student Resources**

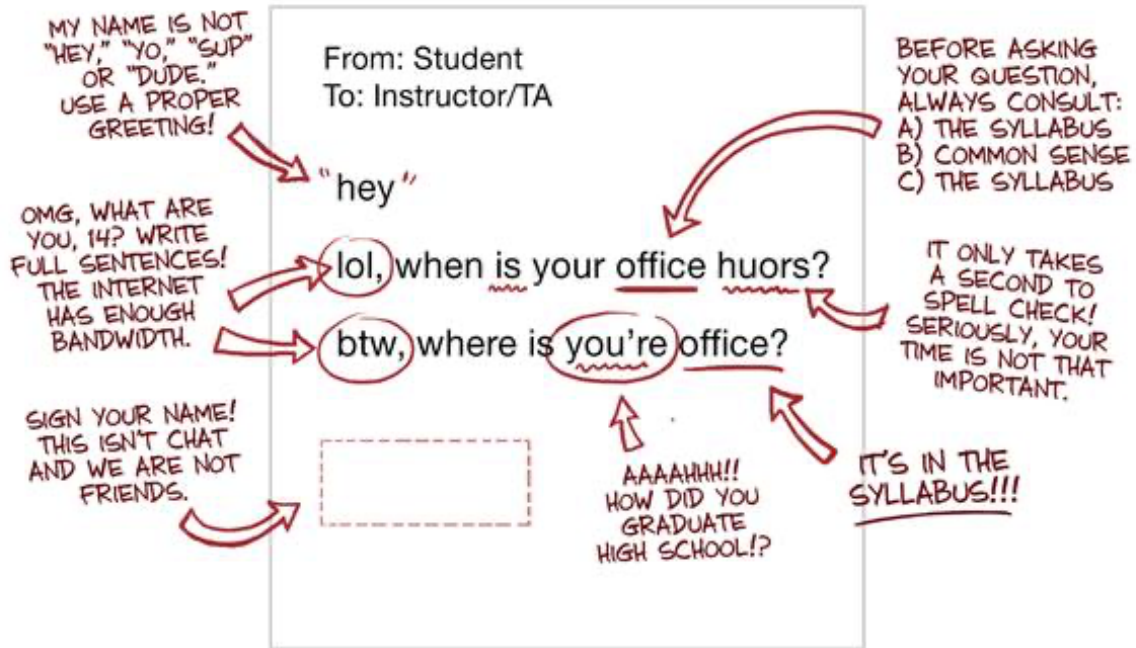
The Center for Academic Success ([success.gatech.edu/](http://success.gatech.edu/)) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.). The Division of Student Life ([studentlife.gatech.edu](http://studentlife.gatech.edu)) – often referred to as the Office of the Dean of Students – offers resources and support for all students in the Tech community. The Counseling Center (<http://counseling.gatech.edu/>) offers free mental health services, as well as stress management and wellness workshops to all currently enrolled students. They are located in Smithgall, 2<sup>nd</sup> Floor, Suite 210.

### **Technology Policy**

The use of laptops, tablets, phones, or other electronic devices is banned during class. Please silence them and put them away as soon as class begins. There is growing evidence that electronic devices hinder learning for you and for those around you. First, recent studies have indicated that students who take longhand notes do better on conceptual questions than those taking notes on laptops. Second, not surprisingly, there is a tendency for anyone to multitask – checking email, watching videos, reading websites, etc. I am guilty of this myself in meetings. Unfortunately, this multitasking inhibits learning. Third, and perhaps most importantly, use of a laptop, cell phone, or tablet can distract those around you, including the professor, and inhibit their learning. For discussion on these points, see, for example:

<https://www.washingtonpost.com/news/national/wp/2014/08/26/ditchthe-laptop-and-pick-up-a-pen-class-researchers-say-its-better-for-note-taking/> and <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

# HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



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**THIS SYLLABUS IS SUBJECT TO CHANGE. ANY and ALL CHANGES WILL BE DISCUSSED PRIOR WITH THE CLASS.**

**Week 1 – 8<sup>th</sup> & 10<sup>th</sup> January**

Introduction to US Foreign Policy

**Week 2 – 17<sup>th</sup> January (No Class on 15<sup>th</sup>)**

Approaches to US Foreign Policy & Tools of US Foreign Policy

- Cox, M. and Stokes, D. (2012). US Foreign Policy. Chapter 1.

**Week 3 – 22<sup>nd</sup> & 24<sup>th</sup> January**

Systemic Theory of US FP: Defensive & Offensive Realism

- Hans Morgenthau, Politics Among Nations (Chapters 1 and 2)
- Kenneth Waltz, Theory of International Politics (Chapters 1, and 4)
- John J. Mearsheimer, The Tragedy of Great Power Politics (Chapters 1 and 8)

**Week 4 – 29<sup>th</sup> and 31<sup>st</sup> January (Guest: Chris McDermott)**

History of USFP 1776-2001

**Week 5 – 5<sup>th</sup> and 7<sup>th</sup> February (Guest: Dr. Jenna Jordan)**

Iraq and Afghanistan

**Week 6- 12<sup>th</sup> and 14<sup>th</sup> February (Guest: Amb. Larry Silverman)**

Intro to USFP making and policy memo writing

**Week 7- 19<sup>th</sup> and 21<sup>st</sup> February (Dr. Jenny Jun)**

The Korean Peninsula

**Week 8- 26<sup>th</sup> and 28<sup>th</sup> February (Guest: Dr. Larry Rubin)**

Israel/Palestine/Hamas/Iran/etc

**Week 9- 4<sup>th</sup> and 6<sup>th</sup> March (Guest: Dr. Margaret Kosal)**

WMD and nuclear weapons

**Week 10- 11<sup>th</sup> and 13<sup>th</sup> March (Guest: Gen (ret.) Phil Breedlove)**

Ukraine and Russia

**Week 11- SPRING BREAK**

**Week 12- 25<sup>th</sup> and 27<sup>th</sup> March**

China (Economic Policy)

**Week 13- 1<sup>st</sup> and 3<sup>rd</sup> April (Guest: Dr. Dalton Lin)**  
China (Security Policy)

**Week 14 – 8<sup>th</sup> and 10<sup>th</sup> April**  
Western Hemisphere

**Week 15- 15<sup>th</sup> and 17<sup>th</sup> April**  
Africa

**Final Instructional Day and Final Exam Period**  
Final Simulation