

U.S. Foreign Policy – INTA 3110 - A

Spring 2025

Mondays & Wednesdays 9:30 – 10:45 am

Habersham G17

[Canvas.gatech.edu](https://canvas.gatech.edu)

Dr. Rachel Elizabeth Whitlark

Associate Professor, Sam Nunn School of International Affairs

Habersham Building, 781 Marietta Street, Room 218

Email Rachel.whitlark@inta.gatech.edu

Office Hours Mondays and Wednesdays 2:00 – 3:00 pm; and by appointment

Course Description

Many believe that the 21st 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 have 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. In short, this course will analyze the implementation of America's foreign policy roughly from its founding to the present, stressing the economic, political, and strategic factors that shape its formulation.

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 go beyond the content of the readings themselves (i.e., to succeed students should do the readings, come to class, and participate actively and regularly in discussion).

Learning Objectives

- Demonstrate knowledge 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
- Improve professional skills including clear and effective oral presentation, written argumentation, and policy memo formulation
- Apply research skills to address problems in the field of international affairs

Course Readings

This course draws on scholarly articles, book chapters, news sources, and books for each week's readings. Some of these will be made available through the course Canvas website; the majority are accessible through the University Library's electronic databases or in the books you will acquire for this course.

We will read three books in this course:

1. *A Concise History of U.S. Foreign Policy* by Joyce P. Kaufman (5th Edition)
2. *Thirteen Days* by Robert F. Kennedy
3. *The World America Made* by Robert Kagan

Be sure you are using the correct edition of the Kaufman book as there are multiple editions that have different content. The Georgia Tech Library has previous versions of Kaufman available and on reserve, though note that the content will be different from what appears on the syllabus. The books are available for purchase through the University Bookstore and a variety of online vendors.

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. The workload can be demanding and fast-paced, and students should plan accordingly.

Course Requirements

This course will be comprised of participation, one oral presentation, and two written assignments. 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.

Participation (20%)

There is no formal attendance grade in this course. The decision to attend class is your choice alone. That said, experience and research suggest that, for most students, course grades and value derived are directly proportional to student attendance, reading, and engaged participation. Of course, as there is a participation grade, which will reflect your regular, thoughtful, informed participation in class discussion, it will be impossible to earn full participation marks while not attending class *and* participating routinely. I will call on students regularly during class discussions as well as solicit questions and perspectives based on the reading materials. If I get the sense that students are not reading and learning the assigned material, I will resort to pop quizzes that will count as part of the participation grade.

Cuban Missile Crisis Policy Memo (20%)

Students will prepare a short, 1500-word MAX policy memo analyzing the options facing the President of the United States in October 1962 and recommending a course of action. Policy memos are distinct forms of writing from standard research papers. We will discuss the required components in class. Memos are due via Canvas on **March 3rd at 10:45am.**

"Recent" History Oral Presentation (15%)

From a given list, students will select a crisis from the second half of the 20th century or early part of the 21st and will prepare an oral presentation on their chosen topic. The presentation will describe the high-level contours of the crisis, how the United States was involved, the debate that characterized or preceded U.S. involvement at the time, and the result of U.S. policy / the outcome of the crisis. Students should also discuss the implications of the crisis for future U.S. foreign policy.

Early in the semester, a sign-up sheet will be distributed, and students may choose from: the Korean War, the War in Vietnam, the Gulf War, Somalia, Rwanda, the Bosnian War, the Kosovo War, Haiti, the Global War on Terror, and the War in Iraq. Students will be responsible for leading a brief discussion during class when we discuss the relevant time period (see schedule below for details). The point is not to describe every detail of the episode, rather it is to put the event into the arc of this class's narrative. Students should use up to three powerpoint slides that will be uploaded to Canvas for class use after their presentation. Additional details will be provided.

Final Policy Memo (aggregate 45%)

Students will prepare a larger policy memo which selects an important, current U.S. foreign policy issue, identifies the goal(s) to be achieved, outlines the alternatives for U.S. policy to reach those objectives, weighs the costs and benefits of each alternative, and makes a recommendation about which course of action to follow. Examples could include containing or rolling back North Korea's nuclear program, ending the Russian war in Ukraine, managing trade relations with China, or responding to the humanitarian crisis in Haiti, etc.

- o Students will submit a detailed outline describing their chosen topic and *specific* plans for the assignment via Canvas on **Wednesday, March 26^h at 10:45am**. Consider this outline the rough draft of your memo, but one not written in full prose. It will count for 10% of the total memo grade, and the more content included, the better.
- o Final memos will be due electronically via Canvas on **Friday, April 25th at 10:30am**. The final memo will count for 35% of the total memo grade.

Course Grades

Despite rampant grade inflation in U.S. higher education, this course will not be curved.

I use a traditional grading scale: 100-90 A | 89-80 B | 79-70 C | 69-60 D | 59-0 F

Course assignments will total 100 points.

There are no make-up assignments.

Assignments and Point Breakdown

<i>Assignment</i>	<i>Date</i>	<i>Content</i>
Participation 20%	Throughout the semester	Students will be graded on the quality and the content of their class contributions.
Cuba Memo 20%	Due <u>March 3rd at 10:45am</u>	1500-word memo; details forthcoming.
Crisis Presentation 15%	Throughout the semester, dates based on crisis selected.	In-class; Slides to be uploaded to <u>Canvas</u> after your class presentation.
Final Policy Memo 45%	10% outline <u>March 26th 10:45am</u> 35% final memo; <u>10:30am April 25th</u>. Both due to Canvas.	Topic of your own choosing; longer form research paper / policy memo; details to be provided.

Late Papers / Penalties / Unexcused Absences

The dates of the course activities and assignments are set. Unless you have an approved accommodation, assignments turned in after the deadline will be penalized 10% for each day or fraction thereof where it is late. This means that if you turn in the paper at 12:00 pm instead of 10:45

am on the day that it is due, you will automatically lose 10% of the total possible points; if you turn it in at 9 am on the day after it was due, you will lose 20% and so on and so forth.

Accommodations can be sought in advance of a valid conflict, including, but not limited to, illness such as Covid-19, family or religious obligation, or approved university business, including travel or athletic competition that constitutes “approved Institute activities.” Religious holidays and regular sporting competition are both already on the calendar, so these should be brought to me during the first two weeks of the semester. Subsequently, should an unforeseen, new conflict arise, please contact me immediately and provide the necessary documentation, as offered by the Office of Student Life or relevant healthcare professional. In short, please contact me as soon as possible regarding any conflicts or absences when assignments are due.

Covid-19, Masks, and Illness

Attendance and participation are important to your success in this course. However, I recognize that we are living through the aftermath of a global pandemic and unprecedented health crisis, so we are going to be gracious with ourselves.

If you are sick or your health precludes you from participating in class meaningfully, please stay home. Coming to class sick only risks spreading illnesses. I urge you to do your part to engage in healthy behaviors by abiding by CDC and WHO guidelines, which include getting vaccinated for Covid-19, including booster shots, and staying home when sick.

Georgia Tech encourages students to get vaccinated and boosted against Covid-19 to protect against severe disease and to wear a mask according to personal preference and risk tolerance. Additionally, visit <https://health.gatech.edu/coronavirus/institute-operations> for updated school policies regarding Covid-19.

Should circumstances necessitate a return to a virtual environment, additional instructions will be provided. Nevertheless, students will engage with each other respectfully whether in a virtual or in-person format.

Class Discussion Policy

This class is a forum for personal growth, curious discussion, and lively intellectual debate. It is crucial that the spirit of discussion remain open, honest, and respectful even when we disagree. We will always be polite with each other and recognize that even those with whom we disagree have something to contribute to the conversation. Your reflections or suggestions on how to ensure an inclusive learning environment for you individually or for others are always welcome.

University Diversity Statement

This course is offered by the Ivan Allen College of Liberal Arts. The Ivan Allen College 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. If you have any concerns about inclusive diversity in this course, please don’t hesitate to raise them to the instructor.

Academic Integrity and University Statement on Plagiarism

According to the Georgia Tech Student Affairs Code of Conduct, plagiarism “[includes] submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship.”¹ It is the act of appropriating the work of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as a product of one’s own. It involves the deliberate or accidental use of any outside source without proper acknowledgment. Plagiarism is scholarly misconduct whether it occurs in any work, published or unpublished, or in any application for funding. There is a zero-tolerance policy for plagiarism and penalties will be doled out per university regulations. The GT Honor Code is available online (<http://policylibrary.gatech.edu/student-affairs/academic-honor-code>)

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 (<http://www.communicationcenter.gatech.edu/>). They offer several services from CV development to peer tutoring and are a great resource for all kinds of assignments – oral, written, visual, etc. HINT: Anyone who reads this recommendation and thinks they are above continuously learning to improve their writing and communication skills should think again.

Students with Disabilities

Georgia Tech is committed to providing accommodation for all students with disabilities through the Office of Disability Services (<https://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 in Smithgall Student Services Building, phone 404-894-2563 or TDD only 404-894-1664.

Additional Student Resources

The Center for Academic Success (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) – often known as the Office of the Dean of Students – offers resources and support for all students in the Tech community. The Counseling Center (<https://counseling.gatech.edu/>) offers free mental health services, as well as stress management and wellness workshops to all currently enrolled students. The Counseling Center is in Smithgall, Suite 238 and is offering virtual and in-person resources.

Classroom and Netiquette

- To facilitate an interactive and efficient learning environment:
 - Keep your camera on during any virtual class sessions (or request permission not to); feel free to use an appropriate background.
 - Keep your microphone muted while others are speaking; this is critically important for effective discussion.

¹ “Student Code of Conduct.” <https://policylibrary.gatech.edu/student-life/student-code-conduct> (Accessed January 5, 2022).

- As you would in person, raise your hand when you wish to interject.
- Be prepared to be called on at any time regardless of session format.
- As with regular in-person classes, engage others respectfully.

Email Policy

As a matter of policy, the professor will generally cease responding to emails weekdays at approximately 6:00 pm. Students should not expect regular weekend communication and should note that the professor may take up to 48 hours to reply to regular correspondence. To facilitate conducting business via email, please be sure to write your emails professionally and include all relevant information when emailing. Keep in mind that for extensive or nuanced substantive matters, an office hours meeting may be more productive.

Office Hours

Students are welcome and encouraged to attend office hours for questions, clarifications, or further assistance with course content and assignments. I am also happy to discuss your more general interests in international affairs and both academic and professional goals. If you cannot make my scheduled office hours, please send me an email with a schedule that does work for you, and we will find a time to meet.

Course Outline: Subject and Readings Schedule

To reiterate: Students are expected to have read and analyzed each day's readings **BEFORE** they arrive in class for that session. They should also always be prepared to discuss their ongoing projects, and the upcoming assignments in the class session prior to their due date.

N.B.: This schedule is subject to revision, especially considering the current environment. Should modifications become necessary, I will provide as much advanced warning as is possible.

Week 1

Monday, January 6, 2025

Introduction

- Course Introduction and Review of Syllabus

Wednesday, January 8, 2025

US Foreign Policy vs. International Relations Theory

- Snyder, Jack. "One world, rival theories." *Foreign Policy* 145 (2004): 52-62.
- Hoover Green, Amelia. "How to Read Political Science: A Guide in Four Steps." 2013. Available on Canvas.

Week 2

Monday, January 13, 2025

Background

- Kaufman, Chapter 1

Wednesday, January 15, 2025

Social Science Resources (*Tentative*)

Jay Forrest, Data and Statistical Analysis Manager Librarian

- Meet at the Library, Room TBD
- No reading assignment

Week 3

Monday, January 20, 2025

- MLK Day - No Class

Wednesday, January 22, 2025

The Structure of US Foreign Policy

- Jentleson, *American Foreign Policy*, 5th edition, pp. 27-55. (On Canvas)
- Farrell, Henry. "Good Writing in Political Science: An Undergraduate's Short Illustrated Primer V.1.01." February 19, 2010. http://www.henryfarrell.net/pol_science_essays.pdf
- Mastro, Oriana Skylar. "Teach what you preach: A comprehensive guide to the policy memo as a methods teaching tool." *Journal of Political Science Education* 17, no. sup1 (2021): 326-340.

Week 4

Monday, January 27, 2025

The Founding and Early Periods

- Kaufman, Chapter 2, pages 39-57
- McDougall, "Promised Land, Crusader State," Chapter 2. (On Canvas)
- Declaration of Independence <https://www.archives.gov/founding-docs/declaration-transcript>
- U.S. Constitution Article 1 sections 8 & 10; Article 2 section 2 <https://www.archives.gov/founding-docs/constitution-transcript>
- Washington's Farewell Address http://avalon.law.yale.edu/18th_century/washing.asp

Wednesday, January 29, 2025

Visit to the Communications Lab (*Tentative*)

- Meet in the Communications Lab, Clough 447
- No reading assignment

Week 5

Monday, February 3, 2025

Expansionism in the 1800s and 1900s

- Kaufman, Chapter 2, pages 57-end of the chapter
- The Monroe Doctrine http://avalon.law.yale.edu/19th_century/monroe.asp
- The Roosevelt Corollary <http://teachingamericanhistory.org/library/document/roosevelt-corollary-to-monroe-doctrine/>

Wednesday, February 5, 2025

Turn of the Century to World War I

- Wilson's 14 Points http://avalon.law.yale.edu/20th_century/wilson14.asp
- Review: The Roosevelt Corollary <http://teachingamericanhistory.org/library/document/roosevelt-corollary-to-monroe-doctrine/>

Week 6

Monday, February 10, 2025

World War II

- Kaufman, Chapter 3
- Legro, Jeffrey W. "Whence American Internationalism." *International Organization* 54, no. 2 (2000): 253-289.
- SKIM for a historical refresher: Doeneke and Wilz, *From Isolation to War, 1931-1941*, 4th edition, pp. 105-162. (Available on Canvas)

Wednesday, February 12, 2025

The Origins of the Cold War

- Leffler, Melvyn P. "The American conception of national security and the beginnings of the Cold War, 1945-48." *The American Historical Review* (1984): 346-381.
- The Marshall Plan http://marshallfoundation.org/library/wp-content/uploads/sites/16/2014/06/Marshall_Plan_Speech_Complete.pdf
- The Truman Doctrine http://avalon.law.yale.edu/20th_century/trudoc.asp

Week 7

Monday, February 17, 2025

The Cold War

- Kaufman, Chapter 4
- "The Sources of Soviet Conduct" <https://shafr.org/sites/default/files/XArt.pdf>

Wednesday, February 19, 2025

Cold War Crises: The Korean War

- **Student Presentations**
- Jervis, Robert. "The impact of the Korean War on the Cold War." *Journal of Conflict Resolution* 24, no. 4 (1980): 563-592.

Week 8

Monday, February 24, 2025

The Cuban Missile Crisis

- Kennedy, Robert F. *Thirteen days: A memoir of the Cuban missile crisis*. WW Norton & Company, 1971.

Wednesday, February 26, 2025

The Cuban Missile Crisis

- Kennedy, Robert F. *Thirteen days: A memoir of the Cuban missile crisis*. WW Norton & Company, 1971.

Week 9

Monday, March 3, 2025

CUBA MEMO DUE @10:45am

- *No Class*

Wednesday, March 5, 2025

Congress

- Lindsay, James M. "Congress and foreign policy: Why the Hill matters." *Political Science Quarterly* 107, no. 4 (1992): 607-628.
- Lindsay, James M. "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy." *Presidential Studies Quarterly* 33, no. 3 (2003): 530-546.
- Howell, William G., and Jon C. Pevehouse. "When Congress stops wars: partisan politics and presidential power." *Foreign Affairs* (2007): 95-107.

- Fowler, Linda L. "The Long Decline of Congressional Oversight: And How Democrats Can Bring It Back." *Foreign Affairs*. November 15, 2018. (To be provided.)

Week 10

Monday, March 10, 2025

The Executive

- Nelson, Michael. "Presidents, the Presidency, and Foreign Policy," in *The Domestic Sources of American Foreign Policy: Insights and Evidence*. Rowman and Littlefield, Sixth Edition, Lanham Maryland, 2012, Chapter 9: 179-188. (Available on Canvas)
- Fisher, Louis. "Presidents Who Initiate Wars," in *The Domestic Sources of American Foreign Policy: Insights and Evidence*. Rowman and Littlefield, Sixth Edition, Lanham Maryland, 2012, Chapter 10: 189-206. (Available on Canvas)
- US Constitution, Article 1 Section 8, Article 2, Section 2
<https://www.archives.gov/founding-docs/constitution-transcript>

Wednesday, March 12, 2025

The Bureaucracy

- Allison, Graham T. "Conceptual models and the Cuban missile crisis." *American political science review* 63, no. 03 (1969): 689-718.
- Marsh, Kevin. "Obama's surge: a bureaucratic politics analysis of the decision to order a troop surge in the Afghanistan war." *Foreign Policy Analysis* 10, no. 3 (2014): 265-288.

Week 11

Monday March 17, 2025

- *University Spring Break – No Class*

Wednesday, March 19, 2025

- *University Spring Break – No Class*

Week 12

Monday, March 24, 2025

The Military

- Gelpi, Christopher, and Peter D. Feaver. "Speak softly and carry a big stick? Veterans in the political elite and the American use of force." *American Political Science Review* 96, no. 4 (2002): 779-793.
- Gelpi, Christopher, Peter D. Feaver, and Jason Reifler. "Success matters: Casualty sensitivity and the war in Iraq." *International Security* 30, no. 3 (2006): 7-46.

Wednesday, March 26, 2025

Media & Public Opinion

- Zaller, John, and Dennis Chiu. "Government's little helper: US press coverage of foreign policy crises, 1945–1991." *Political Communication* 13, no. 4 (1996): 385-405.

- Hayes, Danny, and Matt Guardino. "Whose views made the news? Media coverage and the march to war in Iraq." *Political Communication* 27, no. 1 (2010): 59-87.

• **Final Policy Memo Plan Due to Canvas @ 10:45am**

Week 13

Monday, March 31, 2025

The Cold War, Continued

- Kaufman, Chapter 4 (review)
- Kaufman, Chapter 5
- The War Powers Resolution http://avalon.law.yale.edu/20th_century/warpower.asp
- Tucker, Robert W. "Reagan's Foreign Policy." *Foreign Affairs* 68, no. 1 (1988): 1-27.
- The Tonkin Gulf Resolution http://avalon.law.yale.edu/20th_century/tonkin-g.asp

Cold War Crisis II: Vietnam

- **Student Presentations**

Wednesday, April 2, 2025

- Roskin, Michael. "From Pearl Harbor to Vietnam: Shifting generational paradigms and foreign policy." *Political Science Quarterly* 89, no. 3 (1974): 563-588.
- Kaufman, Chapter 5 (review)

Week 14

Monday, April 7, 2025

American Hegemony: George HW Bush and Bill Clinton

- Kaufman, Chapter 6 (169-188)
- Mandelbaum, Michael. "The Bush Foreign Policy." *Foreign Affairs* 70, no. 1 (1990): 5-22.
- Shifrinson, Joshua. "George H.W. Bush: American Radical." *War on the Rocks*. December 10, 2018 <https://warontherocks.com/2018/12/george-hw-bush-american-radical/>

1990's Crises: Gulf War, Bosnia, and Somalia

- **Student Presentations**

Wednesday, April 9, 2025

Bush and Clinton, cont.

1990s Crises Continued: Haiti, Rwanda, and Kosovo

- **Student Presentations**
- Kaufman, Chapter 6 (review 169-188)

Week 15

Monday, April 14, 2025

The George W. Bush Presidency

- **21st Century Crises: 9/11 & the Global War on Terror; 2003 War in Iraq**
- **Student Presentations**
- Kaufman, Chapter 6, 188-208

- Rice, Condoleezza. "Promoting the national interest." *Foreign Affairs* 79 (2000): 45.
- 2002 State of the Union <https://georgewbush-whitehouse.archives.gov/news/releases/2002/01/20020129-11.html> (just the sections dealing with foreign affairs)
- Hemmer, Christopher. "The lessons of September 11, Iraq, and the American pendulum." *Political Science Quarterly* 122, no. 2 (2007): 207-238.

Wednesday, April 16, 2025

The World America Made

- Kagan, in its entirety

Week 16

Monday, April 21, 2025

Last Day of Class

The Contemporary Period: Presidencies of Obama, Trump & Biden

- Kaufman, Chapters 7 & 8
- Goldgeier, James, and Elizabeth N. Saunders. "The unconstrained presidency: checks and balances eroded long before Trump." *Foreign Affairs*. 97 (2018): 144-156.
- <https://warontherocks.com/2017/07/wonder-and-worry-in-an-age-of-distraction-notes-on-american-exceptionalism-for-my-young-friends/>

Week 17

Final Paper Due: Friday, April 25th, 10:30am – Upload to Canvas