

U.S. Foreign Policy – INTA 3110 & 6111B

Fall 2017

Monday, Wednesday, & Friday 12:20 – 1:10pm

Ivan Allen College G17

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

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 T-Square website; the rest are accessible through the University Library's electronic databases. The workload can be heavy, and students should plan accordingly.

We will read three books in this course: *A Concise History of U.S. Foreign Policy* by Joyce P. Kaufman (4th Edition), Walter A. McDougall's *Promised Land, Crusader State: the American Encounter with the World Since 1776*, and Robert Kagan's, "*The World America Made*." Be sure you are using the correct edition of the Kaufman book as there are multiple editions which have different content. All books are available through the University Bookstore, as well as through a variety of online vendors.

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 participation, presentations, policy writing assignments, and an exam. 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 (5%)

There is no formal attendance grade in this course. You are adults and the decision to attend class is your choice alone. That said, experience suggests that for the overwhelming majority of students, course grades and value derived, are directly proportional to student attendance, reading, and participation. Of course, as there is a participation grade, which will reflect your thoughtful, informed participation in class discussion, it will be very difficult to get full participation marks while not attending class. I will call on students regularly during class discussions as well as solicit questions and perspectives based on the reading materials throughout. Finally, while I understand that traffic is difficult here, please plan to arrive to class on time – tardiness is poor form.

Presentations (20%)

During the second-class period, students will sign-up to present twice throughout the semester. When it is your turn, you are responsible for submitting a short 2-3-page memo to the class 24 hours prior to the meeting time, i.e. if you are presenting on Monday at 12:20 pm, your memo must be circulated to the whole class via T-Square by 12:20 pm on Sunday, the day before. In this memo, you will analyze and critique some aspect of the reading material assigned for the session. You will not simply summarize the material. These memos will be graded for their analysis as well as for their written presentation. In addition to the memo, during the class period you are responsible for preparing a five-minute (MAX) presentation to begin the day's discussion. While you may engage points raised in the memo, you will not simply read it for us. Instead you should provide a high-level overview of the assignment's content, highlight material you think warrants discussion or dissection, tensions you noted within the readings, or with previous class discussions, etc. These thoughtful

presentations will be the point of departure for each class session's discussion. Each session is worth 10%.

Exam (30%)

The exam will be held **December 1st**. It is designed to test your knowledge and understanding of the course materials to-date and will consist of short answer and essay questions. Students are responsible for purchasing blue books at the University Bookstore and bringing them to class for the exam.

Policy Writing (45%)

1. The first policy memo concerns the Cuban Missile Crisis. Students will each prepare a policy memo analyzing the options facing the President of the United States in October 1962 and recommending a course of action. The Cuba memo is worth 15% of your grade.
2. Second, 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 to follow. Examples could include containing and rolling back North Korea's nuclear program, deterring the Russian threat in Europe, how to handle Brexit, or renegotiating NAFTA, etc. Students are required to discuss their topics and their plans for the assignment with the professor during office hours, prior to the due date of the memo. This final memo is worth 30% of your 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 or additional work to be done so please do not ask.

Assignments and Point Breakdown

<i>Assignment</i>	<i>Date</i>	<i>Content</i>
Participation 5%	Throughout the semester	Students will be graded on the quality of their class contributions.
Presentations 20%	Two dates selected by each student individually	2-3-page analysis distributed 24 hours prior to class session; 5 minute introductory remarks.
Policy Writing 45%	1. Cuba Memo 15% – October 13th 2. Final Memo 30% – December 13th	Details will be forthcoming throughout the semester for both memos.
Exam 30%	December 1st <ul style="list-style-type: none">• In-class exam• Bring Blue Books	Short answer and essay questions. Additional details forthcoming.

Late Papers / Penalties / Unexcused Absences

The dates of the exam and paper assignments are not negotiable and make-ups will not be offered. 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 1:20 pm instead of 12:20 pm on the day that it is due, you will automatically lose 10% of the total possible points; if you turn it in at 9am on the day after it was due, you will lose 20% and so on and so forth.

Exceptions to this policy will only be granted if you have arranged for accommodations IN ADVANCE in light of a valid conflict including, but not limited to, family or religious obligation, or approved university business including travel or athletic competition which constitutes “approved Institute activities.” Religious holidays and regular sporting competition are both already on the calendar, so these must be brought to me during the first two weeks of the semester. Subsequently, should an unforeseen, new conflict arise, please come meet with me immediately and provide the necessary documentation. If you have a genuine emergency the day of an exam, can provide appropriate, official documentation as provided by the Office of Student Life, and contact me as soon as is possible to alert me to the occurrence, arrangements will be made as necessary to accommodate student need.

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.

Academic Integrity and University Statement on Plagiarism

According to the Georgia Tech Student Affairs Policy handbook, “Plagiarism” is the act of appropriating the literary composition of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one’s own mind. It involves the deliberate 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 at <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/>) HINT: Anyone who reads this recommendation and thinks themselves above continuously learning to improve their writing should think again.

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/) 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 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, 2nd 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/ditch-the-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/>

Email Policy

As a matter of policy, I will cease responding to emails at approximately 9pm, and may take up to 36 hours to reply to correspondence. To facilitate conducting business via email, please be sure to write your emails professionally and include all relevant information when emailing. For example, if you cannot make my office hours but would like to schedule an individual meeting, please include in your email to me a) that you cannot make my office hours because of other obligations, b) what you are hoping to discuss during your meeting, and c) a variety of dates and times that could work for your schedule such that I can find something that works for mine.

Tips for Success

1. Come to class.
2. Come to class having read and studied the material.
3. Come to class having read and studied the material and prepared to engage in discussion.
4. Participate in class both asking and answering questions. I promise you that if you have a question, someone else also has that question. There is no such thing as a bad/stupid question.
5. Form study groups both to compare notes and to study for the exam.
6. Make use of all available resources including, but not limited to, the writing center, the library, and the professor's office hours.
7. Do not wait until the week before the semester ends to realize you are struggling in this class. Know that new stuff is often challenging, but with enough time and hard work, this too can be mastered.

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.

Week #	Monday	Wednesday	Friday
Part I – Introduction			
Week 1	8.21.2017 Course Introduction and Review of Syllabus	8.23.2017 US Foreign Policy vs. International Relations Theory <ul style="list-style-type: none"> • Stephen Walt, "International Relations: One World, Many Theories," <i>Foreign Policy</i> no. 110, Spring 1998: 29–46. • Snyder, Jack. "One world, rival theories." <i>Foreign Policy</i> 145 (2004): 52-62. 	8.25.2017 NO CLASS <ul style="list-style-type: none"> • Get Started Reading!
Week 2	8.28.2017 Background <ul style="list-style-type: none"> • Kaufman, Chapter 1 • McDougall, Introduction 	8.30.2017 Research in the Social Sciences <ul style="list-style-type: none"> • <u>Meet in the Library, Homer Rice (Basement)</u> • No reading assignment 	9.1.2017 Argumentation in the Social Sciences <ul style="list-style-type: none"> • <u>Meet at the Communication Lab, Clough 447</u> • No reading assignment
Part II – History, Structure & Documentation			
Week 3	9.4.2017 LABOR DAY – NO CLASS <ul style="list-style-type: none"> • Continue Reading! 	9.6.2017 The Structure of US Foreign Policy <ul style="list-style-type: none"> • Whitaker et al, The National Security Process, Industrial College of the Armed Forces. National Defense University: pages 5 - 25, 64-69 	9.8.2017 The Founding and Early Periods <ul style="list-style-type: none"> • Kaufman, Chapter 2 • McDougall, Chapter 2 • Declaration of Independence https://www.archives.gov/founding-docs/declaration-transcript

			<ul style="list-style-type: none"> • 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
Week 4	<p>9.11.2017 Expansionism in the 18 and 1900s</p> <ul style="list-style-type: none"> • McDougall, Chapters 4 & 5 • Review Kaufman Chapter 2 • The Monroe Doctrine http://avalon.law.yale.edu/19th_century/monroe.asp 	<p>9.13.2017 World War I</p> <ul style="list-style-type: none"> • McDougall, Chapter 6 	<p>9.15.2017 Reading in Political Science</p> <ul style="list-style-type: none"> • Abstract Exercise and Article Mapping: materials to be distributed in class
Week 5	<p>9.18.2017 Interwar Period to World War II</p> <ul style="list-style-type: none"> • Kaufman, Chapter 3 • Wilson's 14 Points http://avalon.law.yale.edu/20th_century/wilson14.asp • The Roosevelt Corollary http://teachingamericanhistory.org/library/document/roosevelt-corollary-to-monroe-doctrine/ 	<p>9.20.2017 The Role of the Executive</p> <ul style="list-style-type: none"> • Nelson, Michael. "Presidents, the Presidency, and Foreign Policy," in <i>The Domestic Sources of American Foreign Policy: Insights and Evidence</i>. Rowman and Littlefield, Sixth Edition, Lanham Maryland, 2012, Chapter 9: 179-188. • Fisher, Louis. "Presidents Who Initiate Wars," in <i>The Domestic Sources of American Foreign Policy: Insights and Evidence</i>. Rowman and Littlefield, Sixth Edition, 	<p>9.22.2017 NO CLASS</p> <ul style="list-style-type: none"> • Keep reading!

		<p>Lanham Maryland, 2012, Chapter 10: 129-206.</p> <ul style="list-style-type: none"> • US Constitution, Article 1 Section 8, Article 2, Section 2 https://www.archives.gov/founding-docs/constitution-transcript 	
Week 6	9.25.2017 World War II <ul style="list-style-type: none"> • Reading TBD 	9.27.2017 Congressional Authority <ul style="list-style-type: none"> • Lindsay, James M. "Congress and foreign policy: Why the Hill matters." <i>Political Science Quarterly</i> 107, no. 4 (1992): 607-628. • Lindsay, James M. "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy." <i>Presidential Studies Quarterly</i> 33, no. 3 (2003): 530-546. • Howell, William G., and Jon C. Pevehouse. "When Congress stops wars: partisan politics and presidential power." <i>Foreign Affairs</i> (2007): 95-107. 	9.29.2017 Writing a Policy Memo <ul style="list-style-type: none"> • <u>Meet in the Communications Lab, Clough 447</u> • No reading assignment

Week 7	<p>10.2.2017</p> <p>The Origins of the Cold War</p> <ul style="list-style-type: none"> • Leffler, Melvyn P. "The American conception of national security and the beginnings of the Cold War, 1945-48." <i>The American Historical Review</i> (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 	<p>10.4.2017</p> <p>The Cold War Continued</p> <ul style="list-style-type: none"> • Kaufman, Chapter 4 • "The Sources of Soviet Conduct" https://shafr.org/sites/default/files/XArt.pdf • McDougall, Chapter 7 	<p>10.6.2017</p> <p>The Cuban Missile Crisis</p> <ul style="list-style-type: none"> • Kennedy, Robert F. <i>Thirteen days: A memoir of the Cuban missile crisis</i>. WW Norton & Company, 1971: pages 1-88.
Week 8	<p>10.9.2017</p> <p>NO CLASS</p> <ul style="list-style-type: none"> • Fall Break 	<p>10.11.2017</p> <p>The Bureaucracy</p> <ul style="list-style-type: none"> • Allison, Graham T. "Conceptual models and the Cuban missile crisis." <i>American political science review</i> 63, no. 03 (1969): 689-718. • Smith, Steve. "Policy preferences and bureaucratic position: The Case of the American Hostage Rescue Mission." <i>International Affairs (Royal Institute of International Affairs 1944-)</i> 61, no. 1 (1984): 9-25. 	<p>10.13.2017</p> <p><u>CUBA MEMO DUE TODAY</u></p> <p>Vietnam</p> <ul style="list-style-type: none"> • McDougall, Chapter 8 • Thomson Jr, James C. "How could Vietnam happen? An autopsy." <i>Atlantic Monthly</i> 221, no. 04 (1968). • The Tonkin Gulf Resolution http://avalon.law.yale.edu/20th_century/tonkin-g.asp • The War Powers Resolution http://avalon.law.yale.edu/20th_century/warpower.asp

		<ul style="list-style-type: none"> Marsh, Kevin. "Obama's surge: a bureaucratic politics analysis of the decision to order a troop surge in the Afghanistan war." <i>Foreign Policy Analysis</i> 10, no. 3 (2014): 265-288. 	
Week 9	10.16.2017 Guest Lecture <ul style="list-style-type: none"> General Philip Breedlove, Former NATO SACEUR, Distinguished Professor Sam Nunn School of International Affairs Readings TBD 	10.18.2017 The Role of the Military <ul style="list-style-type: none"> Gelpi, Christopher, and Peter D. Feaver. "Speak softly and carry a big stick? Veterans in the political elite and the American use of force." <i>American Political Science Review</i> 96, no. 4 (2002): 779-793. Gelpi, Christopher, Peter D. Feaver, and Jason Reifler. "Success matters: Casualty sensitivity and the war in Iraq." (2006). 	10.20.2017 The Late Cold War <ul style="list-style-type: none"> Kaufman, Chapter 5, pp. 123-32 Tucker, Robert W. "Reagan's Foreign Policy." <i>Foreign Affairs</i> 68, no. 1 (1988): 1-27.
Week 10	10.23.2017 The New World Order <ul style="list-style-type: none"> Kaufman, Chapter 5, pp. 132 – 146 Nye, Joseph S. "What new world order?" <i>Foreign Affairs</i> 71, no. 2 (1992): 83-96. Mandelbaum, Michael. "The Bush Foreign Policy." <i>Foreign Affairs</i> 70, no. 1 (1990): 5-22. 	10.25.2017 Media <ul style="list-style-type: none"> Zaller, John, and Dennis Chiu. "Government's little helper: US press coverage of foreign policy crises, 1945–1991." <i>Political Communication</i> 13, no. 4 (1996): 385-405. 	10.27.2017 <ul style="list-style-type: none"> <i>The Fog of War</i> - Part I

		<ul style="list-style-type: none"> Hayes, Danny, and Matt Guardino. "Whose views made the news? Media coverage and the march to war in Iraq." <i>Political Communication</i> 27, no. 1 (2010): 59-87. 	
Week 11	<p>10.30.2017 Crises of the 1990s</p> <ul style="list-style-type: none"> Western, Jon. "Sources of Humanitarian Intervention: Beliefs, Information, and Advocacy in the U.S. Decisions on Somalia and Bosnia." <i>International Security</i> 26, no. 4 (2002): 112-42. Power, Samantha. "Bystanders to genocide." <i>Atlantic Monthly</i> 288, no. 2 (2001): 84-108. 	<p>11.1.2017 Political Lobbies</p> <ul style="list-style-type: none"> Newhouse, John. "Diplomacy, Inc.: The influence of lobbies on US foreign policy." <i>Foreign Affairs</i> (2009): 73-92. W Haglund, David G., and Tyson McNeil-Hay. "The 'Germany Lobby' and US Foreign Policy: What, if Anything, Does It Tell Us about the Debate over the Israel Lobby?" <i>Ethnopolitics</i> 10, no. 3-4 (2011): 321-344. 	<p>11.3.2017</p> <ul style="list-style-type: none"> <i>The Fog of War</i> - Part II
Week 12	<p>11.6.2017 9/11, Iraq, and Afghanistan</p> <ul style="list-style-type: none"> Kaufman, Chapter 6 Western, Jon. "The war over Iraq: Selling war to the American public." <i>Security Studies</i> 14, no. 1 (2005): 106-139. Rice, Condoleezza. "Promoting the national 	<p>11.8.2017 Public Opinion</p> <ul style="list-style-type: none"> Berinsky, Adam J. <i>In time of war: Understanding American public opinion from World War II to Iraq</i>. University of Chicago Press, 2009, Chapter 2: 13-33. Drezner, Dan. "The Realist Tradition in American Foreign Policy." <i>Perspectives of Politics</i>, Vol. 6, No. 1, March 2008. 	<p>11.10.2017 US Foreign Policy Towards Canada</p> <ul style="list-style-type: none"> Guest Lecture, former US Ambassador to Canada Gordon Giffin Readings TBD

	<p>interest." <i>Foreign Affairs</i> 79 (2000): 45.</p> <ul style="list-style-type: none"> • 2002 State of the Union https://georgewbush-whitehouse.archives.gov/news/releases/2002/01/20020129-11.html 	<ul style="list-style-type: none"> • Saunders, Elizabeth N. "War and the Inner Circle: Democratic Elites and the Politics of Using Force." <i>Security Studies</i> 24, no. 3 (2015): 466-501. 	
Week 13	<p>11.13.2017 U.S. Grand Strategy</p> <ul style="list-style-type: none"> • Brands, Hal. <i>What good is grand strategy? Power and purpose in American statecraft from Harry S. Truman to George W. Bush.</i> Cornell University Press, 2014, Chapter 1, Introduction, 1-16. Available online through Georgia Tech: https://ebookcentral-proquest-com.prx.library.gatech.edu/lib/gatech/reader.action?docID=3138564 • Mearsheimer, J. J., & Walt, S. M. (2017). The Case for Offshore Balancing: A Superior US Grand Strategy. <i>Rivue internationale et stratégique</i>, (1), 18-33. 	<p>11.15.2017 The International System</p> <ul style="list-style-type: none"> • Klotz, Audie. "Norms reconstituting interests: global racial equality and US sanctions against South Africa." <i>International Organization</i> 49, no. 3 (1995): 451-478. 	<p>11.17.2017 Terrorism and U.S. Foreign Policy Guest Lecture, Dr. Jenna Jordan</p> <ul style="list-style-type: none"> • Bunn, Matthew and Susan Martin, "Is Nuclear Terrorism a Real Threat?" in Gottlieb, <i>Debating Terrorism and Counterterrorism</i>, Ch. 6. • Lieber, Kier A. and Daryl Press, "Why States Won't Give Nuclear Weapons to Terrorist," <i>International Security</i>, Vol 38, No. 1 (Summer 2013), pp. 80-104.

Week 14	<p>11.20.2017</p> <p>The Obama Presidency</p> <ul style="list-style-type: none"> • Kaufman, Chapter 7 • Obama, Barack. "Renewing American leadership." <i>Foreign Affairs</i> (2007): 2-16. • National Security Strategy of the United States, 2010, Overview https://obamawhitehouse.archives.gov/sites/default/files/rss_viewer/national_security_strategy.pdf • Goldberg, Jeffrey. "The Obama Doctrine." <i>The Atlantic</i> (2016). http://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/ 	<p>11.22.2017</p> <p>No Class</p> <ul style="list-style-type: none"> • Thanksgiving Break 	<p>11.24.2017</p> <p>No Class</p> <ul style="list-style-type: none"> • Thanksgiving Break
Week 15	<p>11.27.2017</p> <p>What's Next I?</p> <ul style="list-style-type: none"> • Kagan, pages 1 - 68 	<p>11.29.2017</p> <p>What's Next II?</p> <ul style="list-style-type: none"> • Kagan, pp. 68 - end 	<p>12.1.2017</p> <p><u>Exam</u></p> <ul style="list-style-type: none"> • In-class • Bring Blue Books (available for purchase in bookstore) • Identification and short answer • Details to be provided

Week 16	<p>12.4.2017</p> <p>Last Day of Class</p> <p>Trump's Foreign Policy</p> <ul style="list-style-type: none"> • Kaufman, Chapter 8 • https://warontherocks.com/2017/07/wonder-and-worry-in-an-age-of-distraction-notes-on-american-exceptionalism-for-my-young-friends/ • Readings TBD 	<p>12.6.2017</p> <p>Reading Day</p>	
Week 17		<p>Wednesday 12.13.2017</p> <ul style="list-style-type: none"> • <u>Paper Due 12:00 pm</u> <u>SHARP!</u> • Hard copy turned in to Professor's Office: Habersham 218 • Details to be provided 	