



## INTA 3110: US Foreign Policy

Spring 2015

\*\*\*Mon/Wed/Fri 2:05pm – 2:55pm\*\*\*

LOCATION: Instructional Center 217

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### I. Introduction

This course will serve as an undergraduate level introduction to US foreign policy (USFP). The first half of the course explores the history of USFP; the second half delves into current issues which stand at the forefront of American foreign policy concerns. Special topics vary by year, but may include: terrorism, nuclear weapons proliferation & arms control, cyber security, human rights, humanitarian interventions, energy, and the environment. Regional foci may include: the Middle East, Europe, China, and Mexico. Although there are social, cultural, and scientific elements of USFP, this course will tend to focus on security and economics. This is because providing security for one's citizens and their assets, both at home and abroad, has been the primary concern for governments throughout history. To this end, the US has launched dozens of combat missions in the last two decades alone and, throughout its history, fought major wars against scores of countries. On the economic side, the US is able to enjoy the world's best standard of living in part because of its trade and lending relationships with foreign countries. To fund the country's FP activity, Americans now spend roughly one-quarter of their nation's budget on USFP issues, resulting in a considerable tax and debt burden. This class will explore the fundamentals of these relationships, why they came about, and what threats and opportunities they present. Grades will be determined by quizzes, several policy briefs, and in-class participation.

### II. Brief Course Calendar

<i>Monday</i>	<i>Wednesday</i>	<i>Friday</i>
<b>Jan 5</b> Introduction	Early Modern Context	Colonial FP <b>FT1: class policies</b>
<b>Jan 12</b> Revolutionary FP (1760-1789)	Federalist v. Jeffersonian USFP	<b>FT2: USFP to 1815</b>
<b>Jan 19</b> <b>TECH HOLIDAY</b>	Manifest Destiny as FP	Westward Expansion and Civil War
<b>Jan 26</b> Consolidation & Rise to Great Pwr	WWI & Wilsonianism	<b>FT3: USFP 1815-1914</b>
<b>Feb 2</b> US as a Reluctant Great Power	Post-WWII Order	Origins of Cold War
<b>Feb 9</b> <b>FT4: USFP 1914-1950</b>	Truman, Korea, and Ike	JFK
<b>Feb 16</b> Vietnam	Fog of War I	Fog of War II
<b>Feb 23</b> <b>FT5: USFP 1950-1968</b>	Nixon/Ford New World Order	Post-Vietnam Doldrums (Carter)
<b>Mar 2</b> Reagan & Conservatism	End of the Cold War	Clinton
<b>Mar 9</b> <b>FT6: USFP 1968-2001</b>	Afghanistan, Iraq, War on Terror	<b>Catch-up Day</b>
<b>Mar 16</b> <b>TECH HOLIDAY</b>	<b>TECH HOLIDAY</b>	<b>TECH HOLIDAY</b>
<b>Mar 23</b> Intro to Policy Briefs	How to Write Great Papers I	Middle East
<b>Apr 6</b> TBA	China (Garver)	TBA
<b>Apr 13</b> TBA	TBA	TBA
<b>Apr 20</b> TBA	Russia? (Stulberg)	Wrap-up
	<b>Apr 29</b> <b>Final 11:30am-2:20pm</b>	

**NOTE: This course can be used to satisfy the Social Science requirement for undergraduates. This course is restricted to students enrolled at the Georgia Tech-Atlanta Campus.**

### **III. Learning Outcomes**

By the end of this course students should be able to:

- A) Describe the evolving foreign threats and opportunities that the US has faced over time and explain American responses to them.
- B) Identify some of the major foreign policy issues confronting the US today and explain how leading scholars & policymakers think about these problems.
- C) Independently and scientifically analyze, interpret, and explain developments in foreign affairs at a basic level.
- D) Gather primary source political and economic data, secondary source expert analysis and opinion, and use these as the basis for synthesis, explanation, analysis, and policy recommendations.
- E) Understand and identify the effects of world political and economic developments on national security and the international balance of power, and vice-versa.
- F) Deconstruct major foreign policy issues into the major actors, interests, and forces driving their evolution.
- G) Understand & identify how your own interests (e.g. your job, financial security, physical security, etc.) are affected by events in world politics.
- H) Advance to higher-level study of specific security, economic, and political issues or geographic regions.
- I) Demonstrate the ability to describe the social, political, & economic forces that influence social behavior.
- J) Demonstrate the ability to describe the social, political, & economic forces that influence the global system.
- K) Use their knowledge of international affairs in a practical problem-solving way to address issues of immediate international concern. Includes knowledge of key issues in US foreign policy, data-gathering research skills through which to put different methods into place.
- L) Express their arguments clearly and effectively in oral discussion and written reports.
- M) Describe the causal and determinant relationships between science and technology (S&T) and international affairs across different topic areas.

### **IV. Recommended Prerequisites:**

The following classes are recommended (but not required) as prerequisites to INTA 3110. This means that the more of these classes you've taken, and the higher grade you received, the easier this class should be:

- A) Each of: INTA 1110, INTA 2100, INTA 2210
- B) At least one of: INTA 1200, POL 1101, HIST 2111, HIST 2112
- C) At least one of: ECON 2100, 2101, 2105, 2106

### **V. Assignments: US Foreign Policy Briefs**

Students will be required to write several policy "briefs" in which the state-of-the-debate over a particular USFP issue, problem, or organization is objectively presented and analyzed. They should cite material widely (preferably 5-20 sources). They should not cite or paraphrase Wikipedia, CIA World Factbook, textbooks, or lecture notes. Nor should students simply "google" their paper topic and then cite whatever random webpages come up. Instead, students should use expert sources that are widely known and respected in USFP circles (see the recommended periodicals below). Further details will be discussed in class.

Students should write their briefs with the following handouts in mind. Adherence to their guidelines will strongly affect your grade. Therefore read them carefully and take them very seriously:

- The individual brief assignments (will have word lengths, format, etc)
- "The Art & Science of Policy Briefs" Handout
- "Essay Writing Guidelines" Handout
- "Citations Guidelines" Handout

The relevant due dates for the policy brief are as follows:

TBA	Brief 1
Mon Mar 30 @ 2:05pm	Brief 2
Mon Apr 6 @ 2:05pm	Brief 3
Mon Apr 13 @ 2:05pm	Brief 4
Wed Apr 29 @ 2:20pm	Brief 5

## **VI. Readings**

I have chosen readings that are both high quality and widely used so as to maximize the probability that they can be found free or “used” at vastly reduced prices. There is also a high likelihood that the books can later be re-sold at close to its “used” price if you should decide to do so.

A) For the first half of the course, which concerns the history of USFP, students must read from:

***Sovereignty by Robert Jackson (Polity Press, 2007)***

B) Students must also select one of these two required sets of books:

**Set A) *From Colony to Superpower: U.S. Foreign Relations since 1776*  
by George C. Herring (Oxford University Press, 2008)**  
[hereafter referred to as **FCtS**]

**--OR--**

**Set B) *American Foreign Relations: A History to 1920* AND *American Foreign Relations: A History since 1895*  
by Thomas G. Paterson, J. Garry Clifford, and Kenneth J. Hagan  
Houghton Mifflin Company 2010 or later. (Vol 1 & 2)**  
[hereafter referred to as **AFR1 and AFR2**]

C) Students will be required to purchase/download and watch the following films outside of class:

***Thirteen Days*** (2000) Directed by Roger Donaldson (New Line Cinema)  
***No End in Sight*** (2007) Director/Writer: Charles Ferguson (Red Envelope Entertainment)  
[Optional: ***The Unknown Known*** (2013) Director/Writer: Errol Morris (History Films)]

D) Other assigned readings will be made available on T-Square and the course website. Some assignments may not be readings but computer audio files (usually ~20 minutes each) which should be treated as seriously as an in-class lecture or assigned reading (i.e. you are responsible for knowing assigned MP3 material).

E) Also recommended as regular reading are the following periodicals available through the Tech library:

<b>The Economist</b>	<b>Foreign Affairs</b>	<b>Foreign Policy</b>	<b>Washington Quarterly</b>
<b>International Security</b>	<b>Security Studies</b>	<b>Current History</b>	<b>Jrnl of Econ. Perspectives</b>

F) Finally, here are a few highly recommended FP blogs:

Daniel Drezner (FP):	<a href="http://drezner.foreignpolicy.com/">http://drezner.foreignpolicy.com/</a>
Stephen Walt (FP):	<a href="http://walt.foreignpolicy.com/">http://walt.foreignpolicy.com/</a>
Arms Control Wonk:	<a href="http://armscontrolwonk.com/">http://armscontrolwonk.com/</a>
The Washington Note:	<a href="http://www.thewashingtonnote.com/">http://www.thewashingtonnote.com/</a>

Free Exchange: <http://www.economist.com/blogs/freeexchange/>  
Project Syndicate: <http://www.project-syndicate.org/>  
Global Public Square\* <http://globalpublicsquare.blogs.cnn.com/>  
VOX <http://www.vox.com/>

\*Associated with a weekly TV broadcast hosted by Fareed Zakaria on CNN (Sundays 10pm and 1pm)

## **VII. Dates for Quizzes, Reading, and Other Assignments**

**Readings are to be done the night of the assigned date, and prior to the subsequent quiz.** For example, a reading assigned on “Fri Jan 20” should be done over that weekend, *not* prior to class on Friday Jan 20. You are not “invited” to do the assigned readings/MP3’s or attend the lectures, you are **required** to do so as a participant in this class. The policy brief due dates are reproduced below to show how they fit within the broader schedule.

- Mon Jan 05: 1) INTA 3110 Syllabus and class policies  
2) Chaps 1-3 from *Sovereignty: Evolution of an Idea* by Robert Jackson (Polity, 2007)
- Wed Jan 07: “Mercantilism: Its Early & Classic Forms” by Prof. Taylor (MP3 & .doc available on T-Square)  
“War Making & State Making as Organized Crime” by Charles Tilly (.pdf avail on T-Square)
- Fri Jan 09: **Quiz #1 on class syllabus & policies**
- Mon Jan 12: FCtS Chap 1 and/or AFR1, Chap 1  
Wed Jan 14: FCtS Chaps 2 & 3 and/or AFR1, Chap 2  
Fri Jan 16: **Quiz #2 (Early Modern through 1815)**
- Mon Jan 19: **TECH HOLIDAY—no class**  
Wed Jan 21: FCtS Chap 4 + Chap 5 (sections 1-5) and/or AFR1, Chap 3  
Fri Jan 23: FCtS Chap 5 (section 6) thru Chap 6 (section 5) and/or AFR1, Chap 4
- Mon Jan 26: FCtS Chap 6 (section 6) through Chap 9 and/or AFR1 Chaps 5,6,7  
Wed Jan 28: FCtS Chap 10 and/or AFR1, Chap 8  
Fri Jan 30: **Quiz #3 (1815-1914)**
- Mon Feb 02: FCtS Chaps 11 + Chap 12 and/or AFR2, Chaps 4, 5  
Wed Feb 04: FCtS Chap 13 and/or AFR2, Chap 6  
Fri Feb 06: FCtS Chap 14 and/or AFR2, Chap 7
- Mon Feb 09: **Quiz #4 (1914-1950)**  
Wed Feb 11: FCtS Chap 15 and/or AFR2, Chap 8  
Fri Feb 13: *Thirteen Days* (2000) Directed by Roger Donaldson (New Line Cinema) Purchase, download, watch.
- Mon Feb 16: FCtS Chap 16 and/or AFR2, Chap 9  
Wed Feb 18: Recommended: *War & Revolution in Vietnam 1930-1975* by Kevin Ruane (1998)  
Fri Feb 20: Recommended: *The Best and the Brightest* by David Halberstam (1972)
- Mon Feb 23: **Quiz #5 (1950-1968)**  
Wed Feb 25: FCtS Chap 17 and/or AFR2, Chap 10  
Fri Feb 27: FCtS Chap 18 and/or AFR2, Chap 10
- Mon Mar 02: FCtS Chap 19 and/or AFR2, Chap 11  
Wed Mar 04: FCtS Chap 19 and/or AFR2, Chap 11  
Fri Mar 06: FCtS Chap 20 and/or AFR2, Chap 11

- Mon Mar 09: **Quiz #6 (1968-2001)**  
Wed Mar 11: 1) AFR2, Chap 11  
2) “Scoring Obama's Foreign Policy” by Martin S. Indyk, Kenneth G. Lieberthal, and Michael E. O'Hanlon, *Foreign Affairs* May/Jun2012, Vol. 91, Issue 3: 29-43 <.pdf on T-Square>  
3) Film: *No End in Sight* (2007) Director/Writer: Charles Ferguson  
4) Film (Optional): *The Unknown Known* (2013) Director/Writer: Errol Morris

Fri Mar 13: **CATCH-UP DAY—no class**

Mon Mar 16: **SPRING BREAK—no class**

Wed Mar 18: **SPRING BREAK—no class**

Fri Mar 12: **SPRING BREAK—no class**

- Mon Mar 23: 1) Wikipedia articles (available on T-Square):  
a. “The 'Undue Weight' of Truth on Wikipedia” by Timothy Messer-Kruse, *The Chronicle of Higher Education*, February 12, 2012  
b. “Is Wikipedia a quality source, or are there issues with using it?” California State University Library  
c. Excerpt from “HBS Cases: How Wikipedia Works (or Doesn't)” by Sean Silverthorne  
d. “Wikipedia 'shows CIA page edits’” BBC News August 16, 2007

Mar 25 through April 24: Readings TBA

Wed Apr 29: **Final Exam 11:30am-2:20pm**

### **VIII. Class Conduct:**

A) Class starts at 2:05, ends promptly at 2:55. Students who arrive late to, or leave early from, class are required to do so with minimum disturbance.

B) No in-class distractions! Specifically:

- i. **No electronics: laptops, cellphones, ipads, e-readers, cameras, recording devices.**
- ii. **No food or drink (except water).** Except for students with verifiable medical excuses.

If it runs on electricity and its primary job is to deal with information, then turn it off (or put it on vibrate). Why? Electronics, food, and drink interfere with the classroom teaching-learning environment. Students breaking this rule will be asked to leave or drop the class.

C) Students are responsible for all materials, discussions, comments, etc. covered in class (i.e. don't miss class, it may affect your grade).

D) Make-up exams will be given and absences excused only for medical or personal emergencies upon verification by the professor. Absences for school athletics will be excused only if they are in accordance with the schedules approved and circulated by the Student Academic & Financial Affairs Committee for Travel or the Associate Athletic Director (Academic Services). Absences due to military service will be handled on a case-by-case basis and subject to verification.

E) If you do miss class for a non-emergency or non-approved event, do not apologize or explain why. I completely understand that “life happens” and that you have priorities other than this class. However, unless it's an emergency (see above), it will not affect grading policy. That is, if you miss class for some awesome extra-curricular adventure or opportunity, I'm not offended...but I cannot grant you a special tutoring session, extension, or make-up either. You will be responsible for any material, assignments, or announcements covered in class that you missed.

- F) **Websites and online material are generally *not* accepted as legitimate sources for use or citation in your papers and presentations. Exceptions to this policy will be discussed in class.**
- G) Students will treat each other and the professor with respect. Constructive questioning and criticism are welcome & encouraged. Personal attacks & insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that encourages constructive and open debate; they should not be phrased as insults, threats, or in a manner that shuts down conversation or debate.
- H) Students are expected to read and abide by the Georgia Tech Student Code of Conduct and the Academic Honor Code. All violations will be reported. The complete text of these two Codes may be found at:  
[www.deanofstudents.gatech.edu/](http://www.deanofstudents.gatech.edu/)

### **IX. Email Policy**

- A) Personal or confidential communications from the professor to you will be sent by email. **You are therefore required to have a functioning email account**, check it daily, to alert the professor if you are not receiving emails on it, and to provide a functioning email address if this one fails to operate properly.
- B) The professor will check email at irregular intervals between 9am and 6pm every weekday; but reserves the right to check and respond to emails more often than this.
- C) Your emails will be responded to within 72 hours of their receipt, if not faster, conditional on the following:
- Include the course number in the “Subject” line of your emails.
  - Write a meaningful subject line (e.g. “INTA 3110—is immigration a good topic for term paper?”)
  - If you have a general question, check the syllabus, website, T-Square *before* emailing...the answers might be in there!
  - Be sure to do the readings and listen to the lectures thoroughly *before* emailing questions about the material...the answers might be in there too!
- It is the student’s responsibility to adhere to these guidelines. Any e-mail not adhering to these guidelines may be mistaken for spam (or a joke) and discarded.
- D) Unless specifically instructed, assignments are always to be submitted in hard copy form only; **electronic submissions serve only as backups & confirmations.** (i.e. we don’t have time to download, print, & staple 50 papers).
- E) Absences: Only send email about absences or missed deadlines if they are the result of medical issues or serious personal emergencies (e.g. fires, natural disasters, death in the family). **Otherwise, do not send email about absences.** Also, do not send email to apologize for missing class or assignment deadlines.

### **X. Plagiarism Policy**<sup>1</sup>

The full plagiarism policy, along with citations guidelines, will be described as class handouts. In brief, plagiarism is defined, for the purposes of this class, as: copying, borrowing, or appropriating another person’s work **and** presenting it as your own in a paper or oral presentation, deliberately or by accident. Acts of plagiarism will be reported in accordance with the Honor Code. In order to avoid being charged with plagiarism, if you use the words, ideas, phrasing, charts, graphs, or data of another person or from published material, then you must either: 1) use quotation marks around the words **and** cite the source, or 2) paraphrase or summarize acceptably using your own words **and** cite the source. The plagiarism policy is not restricted to books, but also applies to video & audio content, websites, blogs, wiki’s, and podcasts. Plagiarism includes putting your name on a group project to which you have minimally contributed.

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<sup>1</sup> Brennecke, Patricia. 2005. *Academic Integrity at the Massachusetts Institute of Technology: A Handbook for Students* (MIT: Cambridge, MA).

## XI. Grades

Your grade will be determined by: how well you *communicate* to me that you *understand* the *fundamental* definitions, concepts, and causal relationships of US foreign policy *as presented in the lectures and readings*.

It bears repeating that your personal (dis)agreement with the definitions, concepts, & relationships presented in this class will not affect your grade. You do however need to show that you understand these fundamentals as they are currently accepted by the community of top researchers in US history, economics, politics, and foreign policy. You need not agree with them, but you do need to show that you understand them. Your understanding of the course material will be communicated to me via the following:

**45% = 6 quizzes**

**45% = 4 policy briefs (drop lowest grade of the five assigned)**

**10% = in class Q&A and discussion**

Students should note that, for individual assignments (papers, tests, etc), grades in this course are not rigidly related to numerical scores, distribution functions, predetermined percentages, or your knowledge of academic jargon. As can be seen from the following grade descriptions, individual assignment grading in this course is related more directly to a student's demonstrated mastery of the material. This also means that the relative performance of one's peers is less important, though not irrelevant, to one's grade. Finally, in determining an assignment's grade, consideration is given for elegance of presentation, creativity, imagination, and originality *only* where these have been appropriately be called for, and where mastery of the fundamentals has already been demonstrated. A satisfactorily completed individual assignment will receive one of the following grades:

**A:** Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.

**B:** Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.

**C:** Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems, and adequate preparation for moving on to more advanced work in the field.

Other grades awarded include:

**D:** Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.

**F:** Failed. Has not demonstrated familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.

Note that this course's internal grading system includes plus (+) and minus (-) modifiers for use with the letter grades A, B, C, and D. However, they are not officially part of students' grades, they do not appear on Georgia Tech transcripts, and they do not affect internally or externally reported grade-point averages.

## XII. Grade Change Policy

Legitimate requests for grade changes are welcome and encouraged. However, you should resist the temptation to file a frivolous request just hoping to "get lucky". Simple computational or clerical errors should be brought to the professor's attention immediately. Otherwise:

A) Requests for grade changes must:

i) be submitted in writing, both electronically and in hard-copy, and

- ii) be submitted not sooner than 7 days and not later than 28 days after receiving the graded assignment, and
- iii) be no longer than 600 words, and
- iv) be accompanied by the original completed test/paper (attached to the hard copy)

B) Requests for grade changes should:

- i) identify what was required in the assignment, and
- ii) describe *precisely* how these requirements were fulfilled at a level above the received grade, and
- iii) address any relevant comments written by the professor on the graded assignment (if applicable) and explain why they do not apply.

Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence. Note also that grade changes requests can result in re-grades both up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, then the lower grade may be assigned (i.e. be sure that you are not “looking a gift horse in the mouth” *before* you file a grade change request).