

Georgia Institute of Technology
Sam Nunn School of International Affairs
Fall 2024

INTA 3110: US Foreign Policy
Class Time: TR 12:30-1:45 PM
Classroom: Habersham G-17

Instructor:

Prof. Mikulas Fabry
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Office hours: by appointment, Tuesdays, Thursdays 1:45-2:45 PM

Course Description:

This course serves as an advanced introduction to the study of US foreign policy. It has three broad aims. First, the course examines key internal and external factors that have had a bearing on the formulation and implementation of US foreign policy since the founding of the republic. Special attention will be paid to domestic institutions, actors, and processes as well as important entities in, and features of, the international system. Second, the course surveys major ideas and theoretical perspectives about the proper means and ends of US relations with the outside world. And third, the course examines the evolution of the place of the US in global affairs and US policy towards different countries and regions of the world.

The course has four intended learning outcomes. By its end, students will:

- 1) demonstrate familiarity with domestic and international determinants shaping US foreign policy
- 2) be able to analyze, compare and critically assess major theoretical perspectives informing the conduct of, and debates about, US foreign policy
- 3) be able to explain the evolving US role in global affairs
- 4) be able to apply research skills to address problems in the field of international affairs

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

Required Text:

Bruce W. Jentleson, *American Foreign Policy: The Dynamics of Choice in the 21st Century*, 5th ed. (W.W. Norton, 2014).

This textbook is available for purchase in the GT Barnes & Noble bookstore. It is also on course reserve in the GT Library. Other readings will be available directly on the Canvas course website under “Files.” It is the responsibility of students to ensure access to resources posted on Canvas. Should you experience technical difficulties, contact the Office of Information Technology (oit.gatech.edu) for help.

Course Evaluation:

Students will be evaluated according to the following format:

- Two closed-book in-class exams, on September 17 and October 24 (worth 25% each)
- Final open-book take-home exam, handed out via e-mail on Friday, November 29 and due to be uploaded on Canvas Assignments on Monday, December 9 at 2:00 PM (40%)
- Class participation (10%)
- Extra credit up to 5% for outstanding class participation

You must take both exams, and upload the final take-home exam, on their assigned dates and times. The two close-book exams can be appealed to the instructor within one week of their return. Students must attach to the instructor a detailed typed explanation of why their grade should increase. The instructor reserves the right to re-grade the entire assignment (i.e. not just the appealed part) and to increase, affirm or decrease the originally assigned grade.

You are **required** to attend classes and have the assigned readings completed **before** each class. Doing the assigned reading prior to each class is important since class time will regularly feature discussion. You should also follow US foreign policy-related events and developments by reading respectable news sources such as *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *the Financial Times* and *The Economist*. I also highly recommend following publications that concentrate on US foreign policy analysis such as *Foreign Affairs*, *Foreign Policy*, *Washington Quarterly*, *Survival*, *Orbis* and *The National Interest* (online).

Absence is excused only for **legitimate** reasons. In addition to attending every class, you are expected to participate actively. Although this is a relatively large class, we will have frequent discussions in a variety of formats. Bring with you 3”x5” index cards to every class – I will

regularly ask you to write brief discussion summaries or other written exercises and hand them to me at the end of the class. On occasion, I may only take class attendance and count it in the same way as written index-card exercises. I also plan online discussions of topics via the course's Canvas Discussion board. Your participation grade will be determined by the ratio of the discussions you participated in (assuming that they show familiarity with the course material) to the total number of these exercises. If you participated in 90%-100% of the total number of exercises, your participation grade will be 10/10, if in 80%-90% your participation grade will be 9/10, etc. Students can earn **up to 5 % extra credit** by making both **regular** and **informed** verbal contributions in class.

Class Absence and Penalty Policy:

Class absence is only justified for **documented** medical and family emergency reasons and in other cases approved by the GT Office of the Dean of Students. Late final take-home exams will be penalized by 10% per day unless valid justification for missing the due date/time is provided before the due date/time.

Academic Integrity:

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit catalog.gatech.edu/policies/honor-code/ or catalog.gatech.edu/rules/18/.

Final projects submitted on Canvas will be screened for plagiarism via Turnitin. Any student suspected of cheating or plagiarizing on an exam or assignment will be reported to the Office of Student Integrity, which will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students 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 disabilityservices.gatech.edu as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodation letter. Please also let me know as soon as possible so that I know of your learning needs.

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, writing and study skills, etc.). The Division of Student Life (studentlife.gatech.edu) in the Office of the Vice President for Student Life and the Dean of Students offers resources and support for all students in the Tech community. The Counseling Center (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, Suite 210 and are offering virtual and in-person resources.

Communications Policy:

As your official GT email is the only means for the instructor to reach you outside the classroom, you are responsible for checking it **daily**. You are also asked to **turn on** to receive **all** the course-related notifications on Canvas.

Tips for Success:

1. Come to class.
2. Come to class having read and reflected on the assigned readings and prepared to engage in discussion.
3. Participate in class by both asking and answering questions and sharing your perspectives. There is no such thing as a bad or stupid question.
4. Make sure you understand the material for each class before attending the next class.
5. Form study groups with your classmates both to compare notes and to get feedback on your grasp of the course material. Where relevant, study material/concepts comparatively and with reference to empirical examples.
6. Make use of all available resources including, but not limited to, the library and the instructor's office hours. Reach out if you need additional assistance or support.
7. Follow day-to-day US foreign policy news and reflect on that news with reference to the course material.

Outline of Classes and Readings:

[N.B. The schedule is subject to revision; I will provide ample notice.]

August 20: Course Introduction

Begin readings for the next class

I. The Strategic Context of US Foreign Policy

August 22: Key Elements of the National Interest

Jentleson, chapter 1, readings 1.3. and 1.4.

August 27: The Context of the International System

Jentleson, reading 1.1.

II. The Domestic Context of US Foreign Policy

August 29: The Presidency, Congress, and the Supreme Court

Jentleson, chapter 2 (pp. 27-45) and readings 2.1 and 9.1.

September 3: Executive Branch Politics

Jentleson, chapter 2 (pp. 45-53) and reading 2.2.

Irving L. Janis, "Groupthink," in Harold J. Leavitt, Louis R. Pondy and David M. Boje (eds.), *Readings in Managerial Psychology*, 3rd ed. (University of Chicago Press, 1980).

September 5: Interest Groups

Jentleson, chapter 3 (pp. 56-66).

September 10: The Media and Public Opinion

Jentleson, chapter 3 (pp. 66-85) and readings 3.1, 3.2.

September 12: Review Session**September 17: FIRST IN-CLASS EXAM***III. Historical Patterns and Debates in US Foreign Policy***September 19: 1776-1898**

Jentleson, chapter 4 (pp. 89-93).

September 24: 1898-1945

Jentleson, chapter 4 (pp. 93-100) and readings 4.1 and 4.2.

September 26: Documentary Watching

Alternative Facts: The Lies of Executive Order 9066 (2018, 66 minutes)

October 1: Key Debates 1776-1945 – Discussion of Documentary *Alternative Facts*

Jentleson, chapter 4 (pp. 100-128).

October 3: Guest Lecture by Col. Benjamin Hopper, Nunn School Army Fellow**October 8: The Immediate Post-World War II years**

Jentleson, chapter 5 and reading 5.2.

October 10: The Early Cold War

Jentleson, reading 5.1.

October 15: Fall Break (NO CLASS)**October 17: The Late Cold War**

Jentleson, chapter 6 and readings 6.1, 6.2 and 6.3

October 22: Review Session**October 24: SECOND IN-CLASS EXAM***I. US Foreign Policy in the Contemporary Period***October 29: The Post-Cold War Era I**

Jentleson, chapter 7 and readings 7.1, 7.2 and 7.3.

October 31: The Post-Cold War Era II

Jentleson, chapter 8 and readings 8.1 and 8.3.

Michael Mandelbaum, "Foreign Policy as Social Work," *Foreign Affairs*, Vol. 75, No. 1 (January/February 1996), pp. 16-32.

Stanley Hoffmann, "In Defense of Mother Teresa: Morality in Foreign Policy," *Foreign Affairs*, Vol. 75, No. 2 (March/April 1996), pp. 172-175.

November 5: The Indo-Pacific and the Rise of China

Jentleson, chapter 10 and reading 10.1.

Robert B. Zoellick, "The China Challenge," *The National Interest*, No. 166 (March/April 2020), pp. 10-20.

John J. Mearsheimer, "The Inevitable Rivalry: America, China, and the Tragedy of Great-Power Politics," *Foreign Affairs*, Vol. 100, No. 6 (November/December 2021), pp. 48-58.

November 7: Guest Lecture by Gen. Philip Breedlove, Nunn School Distinguished Professor of the Practice and NATO's Supreme Allied Commander (2013-2015)

November 12: Class Simulation: NSC Response to China's Invasion of Taiwan

Read the Council of Foreign Relations Pop-up Case

Elbridge Colby, "The United States Should Defend Taiwan," *National Review*, Vol. 73 (December 20, 2021), pp. 23-26.

Patrick Porter, "The United States Should Not Defend Taiwan," *National Review*, Vol. 73 (December 20, 2021), pp. 26-29.

November 14: The Greater Middle East

Jentleson, chapter 11 and reading 11.1.

Charles Krauthammer, "Democratic Realism: An American Foreign Policy for a Unipolar World," The Irving Kristol Lecture, American Enterprise Institute (February 2004).

David C. Hendrickson, "Toward Universal Empire: The Dangerous Quest for Absolute Security," *World Policy Journal*, Vol. 9 (Fall 2002), pp. 1-10.

November 19: Europe and Russia

Jentleson, chapter 12 and reading 12.2.

Michael McFaul, "Russia as It Is: A Grand Strategy for Confronting Putin," *Foreign Affairs*, Vol. 97, No. 4 (July/August 2018), pp. 82-91.

Matthew Rojansky and Michael C. Kimmage, "The Third Neighbor," *The National Interest*, No. 166 (July/August 2020), pp. 12-21.

November 21: The Americas and Africa

Jentleson, chapters 13 and 14.

John R. Bolton, Address on New Trump Strategy Towards Africa, December 13, 2018.

Anthony J. Blinken, The United States and Africa: Building a 21st Century Partnership, November 19, 2021.

November 26: Conclusion: Whither US Foreign Policy?

Stephen Wertheim, “The Price of Primacy: Why American Shouldn’t Dominate the World,” *Foreign Affairs*, Vol. 99, No. 2 (March/April 2020), pp. 19-29.

Thomas Wright, “The Folly of Retrenchment: Why America Can’t Withdraw from the World,” *Foreign Affairs*, Vol. 99, No. 2 (March/April 2020), pp. 10-18.

November 28: Thanksgiving Day (NO CLASS)

December 3: Final Take-Home Exam Office Hours