

U.S. Foreign Policy – INTA 3110  
Spring 2017  
Monday, Wednesday, & Friday 1:05 pm – 1:55 pm  
Instructional Center 217

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Office Hours Mondays and Wednesdays 2:30 – 3:30 pm; or by appointment

### **Course Description**

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

This course aims to provide students with the tools to understand how and why these policies are made, and to what effect. Our principal concern will be how certain people, procedures, and politics have led to specific foreign policy choices. That is, this course examines foremost the U.S. foreign policy *process*, i.e. considering 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 and policy brief formulation

## **Course Readings**

This course draws on scholarly articles, book chapters, and news sources for each week's readings. These will be made available through the course T-Square website, and are also accessible through the University Library's electronic databases. The workload can be heavy, and students should plan accordingly.

We will read two books in their entirety in this course: *A Concise History of U.S. Foreign Policy by Joyce P. Kaufman (3<sup>rd</sup> Edition) 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. Both books are available through the University Bookstore, as well as through a variety of online vendors.

Students should also 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**

### *Assignments*

This course will be comprised of participation, a presentation grade, 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 (10%)*

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. *To facilitate this process, students should come to each class session having written down at least one discussion question to share with their peers.* Finally, while I understand that traffic is difficult here, 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 1:05 pm, your memo must be circulated to the whole class via T-Square by 1:05 pm on Sunday, the day before. In this memo, you will analyze 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 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 highlight material you think warrants

discussion or dissection, tensions you noted within the readings, or with previous class discussions, etc. Two students will present in nearly each class period and their thoughtful presentations will be the point of departure for the class session's discussion. Each presentation is worth 10%.

#### *Policy Writing (45%)*

Throughout the semester, students will conduct three policy writing assignments.

1. The first is an exercise regarding the Cuban Missile Crisis. After watching the film *Thirteen Days*, students will individually prepare a policy memo analyzing the options facing the President of the United States in October 1962. They will bring two copies of this memo to class on **March 17, 2017** for a peer review session. The first copy you will give to your partner. The second copy is your copy to workshop. Failure to bring your memo and engage in the peer review exercise will result in a grade deduction. The final product is due to the professor on **Monday, March 27<sup>th</sup>** when you will bring to class both the original draft and your final draft which implements the edits and modifications highlighted in the peer review. The memo and peer review are worth 10% of your grade.
2. Second, students will individually prepare a 7-8-page policy brief that identifies and analyzes the most important guiding principles in U.S. foreign policy and applying it to a current foreign policy problem. Hard copy briefs are due at the start of class on **April 5<sup>th</sup>**. Students will give 3-4 minute presentations based on their briefs during class on **April 5<sup>th</sup>** and **7<sup>th</sup>** (dates will be assigned later in the semester). The individual brief and the presentation are worth 20% and 5% of your grade, respectively.
3. After preparing their individual briefs, students will work together as a class to synthesize their findings into a single policy brief that will be presented to policy makers. Class time will be devoted to this effort on April 10<sup>th</sup>, 12<sup>th</sup>, and 14<sup>th</sup>. One final group document is due both in hard and electronic copy form on **April 17<sup>th</sup>** at the start of class. Instructions will be forthcoming over the course of the semester. Your contribution to the class brief is worth 10% of your grade. Note that there will be an opportunity for a self-assessment of the group project whose content will be taken under advisement when grades on the group portion are determined.

#### *Exam (25%)*

The final exam will be held on the university-mandated date of May 3<sup>rd</sup>, 2017 from 2:50 – 5:40 pm. It is a comprehensive exam and will consist of short answer and essay questions.

#### **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 2pm instead of 1pm 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.

### **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 do not ask.

#### *Assignments and Point Breakdown*

Participation – 10%

Presentations – 20%

Policy Writing – 45%

Exam – 25%

<i>Assignment</i>	<i>Date</i>	<i>Content</i>
<b>Participation</b>	Throughout the semester	Students will be graded on the quality of their class contributions.
<b>Presentation</b>	Two dates selected by each student individually	2-3-page analysis distributed 24 hours prior to class session; 5 minute introductory remarks and preparation of questions for discussion.
<b>Policy Writing</b>	1. Memo Draft Due <b>3.17.17</b> 2. Final Memo Due <b>3.27.17</b> 3. Individual Policy Brief Due <b>4.5.17</b> (presentations <b>4.5.17 &amp; 4.7.17</b> ) 4. Group brief due <b>4.17.17</b>	1. Bring two copies of draft for peer review. 2. Final memo turned into the professor. 3. Briefs turned into the professor at class start. 4. Final group document due at start of class.
<b>Final Exam – Bring Blue Books!</b>	<b>May 3<sup>rd</sup> 2:50 – 5:40 pm</b>	Cumulative exam. Short answer and essay questions.

### **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, 2<sup>nd</sup> Floor, Suite 210.

### **Technology Policy**

The use of laptops, tablets, phones, or other electronic devices is banned during class. Please silence them and put them away as soon as class begins. There is growing evidence that electronic devices hinder learning for you and for those around you. First, recent studies have indicated that students who take longhand notes do better on conceptual questions than those taking notes on laptops. Second, not surprisingly, there is a tendency for anyone to multitask – checking email, watching videos, reading websites, etc. I am guilty of this myself in meetings. Unfortunately, this multitasking inhibits learning. Third, and perhaps most importantly, use of a laptop, cell phone, or tablet can distract those around you, including the professor, and inhibit their learning. For discussion on these points, see, for example: <https://www.washingtonpost.com/news/national/wp/2014/08/26/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 9pm and as a general matter, 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 with it in discussion.
4. Participate in class both asking and answering questions. I promise you that if you have a question, someone else in the class also has that exact question. There is no such thing as a bad or stupid question.
5. Form study groups both to compare notes and to study for exams.
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 final exam 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
<b>Part I – Introduction</b>			
Week 1	<b>1.9.2017</b> Course Introduction and Review of Syllabus	<b>1.11.2017</b> Background I <ul style="list-style-type: none"> <li>• Kaufman, Chapter 1</li> </ul>	<b>1.13.2017</b> Reading in Political Science <ul style="list-style-type: none"> <li>• Abstract Exercise</li> </ul>
Week 2	<b>1.16.2017</b> <b>MLK – No Class</b>	<b>1.18.2017</b> Background II <ul style="list-style-type: none"> <li>• Mead, Chapters 2 &amp; 3</li> </ul>	<b>1.20.2017</b> Reading in Political Science <ul style="list-style-type: none"> <li>• Article Mapping Exercise</li> </ul>
<b>Part II – History, Structure &amp; Documentation</b>			
Week 3	<b>1.23.2017</b> Founding to World War I <ul style="list-style-type: none"> <li>• Kaufman, Chapter 2</li> </ul>	<b>1.25.2017</b> The Role of the Executive <ul style="list-style-type: none"> <li>• Saunders, Elizabeth N. "Transformative choices: leaders and the origins of intervention strategy." <i>International Security</i> 34, no. 2 (2009): 119-161.</li> </ul>	<b>1.27.2017</b> Documents <ul style="list-style-type: none"> <li>• Declaration of Independence  <a href="https://www.archives.gov/founding-docs/declaration-transcript">https://www.archives.gov/founding-docs/declaration-transcript</a> </li> <li>• U.S. Constitution Article 1 sections 8 &amp; 10; Article 2 section 2  <a href="https://www.archives.gov/founding-docs/constitution-transcript">https://www.archives.gov/founding-docs/constitution-transcript</a> </li> <li>• Washington's Farewell Address  <a href="http://avalon.law.yale.edu/18th_century/washing.asp">http://avalon.law.yale.edu/18th_century/washing.asp</a> </li> </ul>

			<ul style="list-style-type: none"> <li>The Monroe Doctrine  <a href="http://avalon.law.yale.edu/19th_century/monroe.asp">http://avalon.law.yale.edu/19th_century/monroe.asp</a></li> <li>Wilson's 14 Points  <a href="http://avalon.law.yale.edu/20th_century/wilson14.asp">http://avalon.law.yale.edu/20th_century/wilson14.asp</a></li> <li>The Roosevelt Corollary  <a href="http://teachingamericanhistory.org/library/document/roosevelt-corollary-to-monroe-doctrine/">http://teachingamericanhistory.org/library/document/roosevelt-corollary-to-monroe-doctrine/</a></li> </ul>
<b>Week 4</b>	<b>1.30.2017</b> Interwar Period to World War II <ul style="list-style-type: none"> <li>Kaufman, Chapter 3</li> </ul>	<b>2.1.2017</b> Congressional Authority <ul style="list-style-type: none"> <li>Lindsay, James M. "Congress and foreign policy: Why the Hill matters." <i>Political Science Quarterly</i> 107, no. 4 (1992): 607-628.</li> <li>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.</li> <li>Howell, William G., and Jon C. Pevehouse. "When Congress stops wars: partisan politics and presidential power." <i>Foreign Affairs</i> (2007): 95-107.</li> </ul>	<b>2.3.2017</b> Documents <ul style="list-style-type: none"> <li>The Constitution of the United States of America  <a href="https://www.archives.gov/founding-docs/constitution-transcript">https://www.archives.gov/founding-docs/constitution-transcript</a></li> <li>The Atlantic Charter  <a href="http://www.nato.int/cps/en/natohq/official_texts_16912.htm">http://www.nato.int/cps/en/natohq/official_texts_16912.htm</a></li> </ul>

Week 5	<p><b>2.6.2017</b></p> <p>The Origins of the Cold War</p> <ul style="list-style-type: none"> <li>• Gaddis, Strategies of Containment, Chapters 1 – 3</li> </ul>	<p><b>2.8.2017</b></p> <p>The International System</p> <ul style="list-style-type: none"> <li>• Putnam, Robert D. "Diplomacy and domestic politics: the logic of two-level games." <i>International organization</i> 42, no. 03 (1988): 427-460.</li> <li>• Keck, Margaret E., and Kathryn Sikkink. "Transnational advocacy networks in international and regional politics." <i>International Social Science Journal</i> 51, no. 159 (1999): 89-101.</li> <li>• Risse, Thomas and Kathryn Sikkink, "The Socialization of International Human Rights Norms Into Domestic Practices: Introduction." In <i>The Power of Human Rights: International Norms and Domestic Change</i>. Chapter 1, pp. 11-38.</li> </ul>	<p><b>2.10.2017</b></p> <p>Documents</p> <ul style="list-style-type: none"> <li>• The Marshall Plan  <a href="http://marshallfoundation.org/library/wp-content/uploads/sites/16/2014/06/Marshall_Plan_Speech_Complete.pdf">http://marshallfoundation.org/library/wp-content/uploads/sites/16/2014/06/Marshall_Plan_Speech_Complete.pdf</a></li> <li>• The Truman Doctrine  <a href="http://avalon.law.yale.edu/20th_century/trudoc.asp">http://avalon.law.yale.edu/20th_century/trudoc.asp</a></li> <li>• "The Sources of Soviet Conduct"  <a href="https://shafr.org/sites/default/files/XArt.pdf">https://shafr.org/sites/default/files/XArt.pdf</a></li> </ul>
Week 6	<p><b>2.13.2017</b></p> <p>The Cold War Continued</p> <ul style="list-style-type: none"> <li>• Kaufman, Chapter 4</li> </ul>	<p><b>2.15.2017</b></p> <p>The Bureaucracy</p> <ul style="list-style-type: none"> <li>• Allison, Graham T. "Conceptual models and the Cuban missile crisis." <i>American political science review</i> 63, no. 03 (1969): 689-718.</li> <li>• Krasner, Stephen D. "Are bureaucracies important? (or</li> </ul>	<p><b>2.17.2017</b></p> <p>Documents</p> <ul style="list-style-type: none"> <li>• NSC 68  <a href="https://www.trumanlibrary.org/whistlestop/study_collections/coldwar/documents/pdf/10-1.pdf">https://www.trumanlibrary.org/whistlestop/study_collections/coldwar/documents/pdf/10-1.pdf</a></li> <li>• The Tonkin Gulf Resolution  <a href="http://avalon.law.yale.edu/20th_century/tonkin-g.asp">http://avalon.law.yale.edu/20th_century/tonkin-g.asp</a></li> </ul>

		Allison Wonderland)." <i>Foreign Policy</i> 7 (1972): 159-179.	<ul style="list-style-type: none"> <li>The War Powers Resolution  <a href="http://avalon.law.yale.edu/20th_century/warpower.asp">http://avalon.law.yale.edu/20th_century/warpower.asp</a></li> </ul>
<b>Week 7</b>	<b>2.20.2017</b> The Cuban Missile Crisis <ul style="list-style-type: none"> <li>JFK, Speech to The Nation, October 22, 1962  <a href="https://www.c-span.org/video/?308689-1/president-kennedys-cuban-missile-crisis-oval-office-address">https://www.c-span.org/video/?308689-1/president-kennedys-cuban-missile-crisis-oval-office-address</a></li> <li>Scott, Len, and Steve Smith. "Lessons of October: historians, political scientists, policy-makers and the Cuban missile crisis." <i>International Affairs (Royal Institute of International Affairs 1944-)</i> (1994): 659-684.</li> <li>Neustadt, Richard, and Ernest May. "Thinking in time." <i>The Uses of History for Decision Makers</i> (1986): 1-16.</li> </ul>	<b>2.22.2017</b> <ul style="list-style-type: none"> <li><i>Movie: Thirteen Days</i> – Part I</li> </ul>	<b>2.24.2017 ISA</b> <ul style="list-style-type: none"> <li><i>Movie: Thirteen Days</i> – Part II</li> </ul>
<b>Week 8</b>	<b>2.27.2017</b> The Late Cold War <ul style="list-style-type: none"> <li>Kaufman, Chapter 5, pp. 123-34</li> </ul>	<b>3.1.2017</b> The Role of the Military <ul style="list-style-type: none"> <li>Zenko, Micah, and Michael A. Cohen. "Clear and Present Safety: The United States Is More Secure Than Washington Thinks." <i>Foreign Affairs</i> (2012): 79-93.</li> </ul>	<b>3.3.2017 Documents</b> <ul style="list-style-type: none"> <li>The Tower Commission Report (Excerpts)  <a href="http://www.presidency.ucsb.edu/PS157/assignment%20files%20public/TOWER%20EXCERPTS.htm">http://www.presidency.ucsb.edu/PS157/assignment%20files%20public/TOWER%20EXCERPTS.htm</a></li> </ul>

		<ul style="list-style-type: none"> <li>Miller, Paul D. "National Insecurity: Just How Safe Is the United States?/Zenko and Cohen Reply." <i>Foreign Affairs</i> 91, no. 4 (2012): 146.</li> <li>VIDEO: Rachel Maddow discusses her book <i>Drift: The Unmooring of American Military Power</i> (start at 11:57 end at 39:20)  <a href="https://www.youtube.com/watch?v=LnnwIu3Hil_I">https://www.youtube.com/watch?v=LnnwIu3Hil_I</a></li> </ul>	<ul style="list-style-type: none"> <li>Ronald Reagan, "Speech to the House of Commons, June 8, 1982"  <a href="https://www.youtube.com/watch?v=2EzJacgu9cY">https://www.youtube.com/watch?v=2EzJacgu9cY</a></li> </ul>
Week 9	<p><b>3.6.2017</b>  The New World Order</p> <ul style="list-style-type: none"> <li>Kaufman, Chapter 5, pp. 134 – 146</li> <li>Fukuyama, Francis. "The end of history?" <i>The national interest</i> 16 (1989): 3-18.  <a href="http://www.kropfpolisci.com/_exceptionalism.fukuyama.pdf">http://www.kropfpolisci.com/_exceptionalism.fukuyama.pdf</a></li> <li>Nye, Joseph S. "What new world order?" <i>Foreign Affairs</i> 71, no. 2 (1992): 83-96.</li> <li>Rice, Condoleezza. "Promoting the national interest." <i>Foreign Aff.</i> 79 (2000): 45.</li> </ul>	<p><b>3.8.2017</b>  Media</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p><b>3.10.2017</b>  <b>Policy Memo Practice Session I</b></p> <ul style="list-style-type: none"> <li><b>Memo Writing</b></li> <li><b>Editing Exercise</b></li> </ul>
Week 10	<p><b>3.13.2017</b>  <b>Contemporary Topic: Terrorism and U.S. Foreign Policy</b></p> <ul style="list-style-type: none"> <li>Readings TBD</li> </ul>	<p><b>3.15.2017</b>  <b>Public Opinion</b></p> <ul style="list-style-type: none"> <li>Rathbun, Brian. "Steeped in International Affairs?: The Foreign Policy Views of the</li> </ul>	<p><b>3.17.2017</b>  <b>Policy Memo Practice Session II</b></p> <ul style="list-style-type: none"> <li><b><u>Peer Review – Draft Memo</u></b></li> <li><b><u>Due Today</u></b> Bring Two Hard Copies to Class</li> </ul>

		<p>Tea Party." <i>Foreign Policy Analysis</i> 9, no. 1 (2013): 21-37.</p> <ul style="list-style-type: none"> <li>• Kertzer, Joshua D. "Making sense of isolationism: foreign policy mood as a multilevel phenomenon." <i>The Journal of Politics</i> 75, no. 01 (2013): 225-240.</li> <li>• 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.</li> </ul>	
<b>Week 11</b>	<b>3.20.2017 Spring Break – No Class</b>	<b>3.22.2017 Spring Break – No Class</b>	<b>3.24.2017 Spring Break – No Class</b>
<b>Week 12</b>	<b>3.27.2017 <u>Cuba Memo Due Today</u> 9/11, Iraq, and Afghanistan</b> <ul style="list-style-type: none"> <li>• Kaufman, Chapter 6</li> <li>• Western, Jon. "The war over Iraq: Selling war to the American public." <i>Security Studies</i> 14, no. 1 (2005): 106-139.</li> <li>• Gershkoff, Amy, and Shana Kushner. "Shaping public opinion: The 9/11-Iraq connection in the Bush administration's rhetoric." <i>Perspectives on</i></li> </ul>	<b>3.29.2017 Intelligence</b> <ul style="list-style-type: none"> <li>• Zegart, Amy B. "September 11 and the adaptation failure of US intelligence agencies." <i>International Security</i> 29, no. 4 (2005): 78-111.</li> <li>• National Commission on Terrorist Attacks Upon the United States, Statement 8  <a href="http://govinfo.library.unt.edu/911/staff_statements/staff_statement_8.pdf">http://govinfo.library.unt.edu/911/staff_statements/staff_statement_8.pdf</a> </li> </ul>	<b>3.31.2017</b> <ul style="list-style-type: none"> <li>• <b>No Class</b></li> <li>• <b>Use Session to Prepare your Policy Brief</b></li> </ul>

	<p><i>Politics</i> 3, no. 03 (2005): 525-537.</p> <ul style="list-style-type: none"> <li>• 2002 State of the Union  <a href="https://georgewbush-whitehouse.archives.gov/news/releases/2002/01/20020129-11.html">https://georgewbush-whitehouse.archives.gov/news/releases/2002/01/20020129-11.html</a></li> </ul>		
Week 13	<p><b>4.3.2017</b>  The Obama Presidency</p> <ul style="list-style-type: none"> <li>• Kaufman, Chapter 7</li> <li>• Obama, Barack. "Renewing American leadership." <i>Foreign Affairs</i> (2007): 2-16.</li> <li>• National Security Strategy of the United States, 2010, Overview  <a href="https://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf">https://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf</a></li> <li>• Goldberg, Jeffrey. "The Obama Doctrine." <i>The Atlantic</i> (2016).  <a href="http://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/">http://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/</a></li> </ul>	<p><b>4.5.2017</b>  Student Presentations of Policy Briefs</p> <ul style="list-style-type: none"> <li>• Session I</li> </ul>	<p><b>4.7.2017</b>  Student Presentations of Policy Briefs</p> <ul style="list-style-type: none"> <li>• Session II</li> </ul>
Week 14	<p><b>4.10.2017</b>  Group Policy Brief Synthesis</p> <ul style="list-style-type: none"> <li>• Session I</li> </ul>	<p><b>4.12.2017</b>  Group Policy Brief Synthesis</p> <ul style="list-style-type: none"> <li>• Session II</li> </ul>	<p><b>4.14.2017</b>  Group Policy Brief Synthesis</p> <ul style="list-style-type: none"> <li>• Session III</li> </ul>
Week 15	<p><b>4.17.2017</b>  <b><u>Group Brief Due Today</u></b>  What's Next I</p> <ul style="list-style-type: none"> <li>• Kagan, pages 1 - 68</li> </ul>	<p><b>4.19.2017</b>  What's Next II</p> <ul style="list-style-type: none"> <li>• Kagan, pp. 68 - end</li> </ul>	<p><b>4.21.2017</b>  Trump's Foreign Policy</p> <ul style="list-style-type: none"> <li>• Readings TBD</li> </ul>

<b>Week 16</b>	<b>4.24.2017</b> <b>Last Day of Class – What's Next?</b>	<b>4.26.2017</b> <b>Reading Day</b>	
<b>Week 17</b>		<b>Wednesday 5.3.2017</b> <b>Final Exam - 2:50 – 5:40pm</b>	