

INTA 3110 Syllabus

U.S. Foreign Policy (3 Credits)

Fall 2026

Instructor Information

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Course Catalog Description

Analyzes the formulation and implementation of America's foreign policy from the founding to the present, stressing economic, political, and strategic factors.

Course Learning Outcomes

- Demonstrate knowledge of the historical debates and competing perspectives inside U.S. foreign policy, paying particular attention to the diverse array of actors that shape the foreign policy process
- Integrate theory and practice through examining current policy arenas and historical cases
- Encourage critical thinking about contemporary policy debates, including the ability to analyze key issues in U.S. foreign policy and offer practical solutions
- Improve professional skills including clear and effective oral presentation, written argumentation, and policy memo formulation
- Apply research skills to address problems in the field of international affairs

Required Course Materials

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

We will read two books in this course:

1. *Kaufman, Joyce P. A concise history of US foreign policy. Rowman & Littlefield, 2021. (6th Edition)*
2. *Kennedy, Robert F. Thirteen Days: A Memoir of The Cuban Missile Crisis. WW Norton & Company, 1999.*

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

Description of Graded Components

This course consists of two exams (15% each), two written papers (15% and 20% respectively), an oral presentation (15%), and a participation grade (20%).

Exams are in-class and closed book. Detailed instructions for all exams and assignments will be provided.

Grading Policy

This course will not be curved and will 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.

Make-up exams will be given for illness, but there are no make-up assignments.

Course Policies

Late Papers / Penalties / Unexcused Absences

The dates of the course activities and assignments are set. Unless you have an approved accommodation, assignments turned in after the deadline will be penalized 10% for each day or fraction thereof where it is late. This means that if you turn in the paper at 12:00 pm instead of 10:45 am on the day that it is due, you will automatically lose 10% of the total possible points; if you turn it in at 9 am on the day after it was due, you will lose 20% and so on and so forth.

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

Illness

Participation is important to your success in this course. However, it is important that we take care of ourselves and each other, so when illness strikes, we are going to be gracious with ourselves. If you are sick or your health precludes you from participating in class meaningfully, please stay home. Coming to class sick only risks spreading illnesses. I urge you to do your part to engage in healthy behaviors by abiding by [Georgia Tech](#), CDC, and WHO guidelines, which include getting appropriate vaccines, and staying home when sick.

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

Class Discussion Policy

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

Academic Honesty and Integrity Statement

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy. According to the Georgia Tech Student Affairs Code of Conduct, plagiarism “[includes] submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship.”¹ It is the act of appropriating the work of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as a product of one’s own. It involves the deliberate or accidental use of any outside source without proper acknowledgment. Plagiarism is scholarly misconduct whether it occurs in any work, published or unpublished, or in any application for funding. Any student suspected of cheating or plagiarism will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty. This policy includes students whose papers are flagged as having been AI generated. The GT Honor Code is available online (<http://policylibrary.gatech.edu/student-affairs/academic-honor-code>)

Writing Services

If you are concerned about your writing, or seek to improve it, I highly recommend contacting the GT Communication Center located in Clough Commons 447 (<http://www.communicationcenter.gatech.edu/>). They offer several services from CV development to peer tutoring and are a great resource for all kinds of assignments – oral, written, visual, etc.

Students with Disabilities

Georgia Tech is committed to providing accommodation for all students with disabilities through the Office of Disability Services (<https://disabilityservices.gatech.edu/>) Any student in this course who has a disability that may prevent them from fully demonstrating their abilities should contact me as soon as possible to discuss necessary accommodations to ensure full participation and facilitate their educational opportunities. Students with disabilities must be registered with the Disability Services Program prior to receiving accommodations in this course and provide appropriate documentation attesting to their registration. The Disability Services Program is in Smithgall Student Services Building, phone 404-894-2563 or TDD only 404-894-1664.

Additional Student Resources

The Center for Academic Success (success.gatech.edu/) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g., tutoring, peer-led study groups, study skills, etc.). The Division of Student Life (studentlife.gatech.edu) – often known as the Office of the Dean of Students – offers resources and support for all students in the Tech community. The Counseling Center (<https://counseling.gatech.edu/>) offers free mental health services, as well as stress management and wellness workshops to all currently enrolled students. The Counseling Center is in Smithgall, Suite 238 and is offering virtual and in-person resources.

Technology Policy for In-person and Virtual Sessions

Laptops can be a distraction both to ourselves and to our classmates. We are all guilty of multitasking in meetings and otherwise. Further, the science is clear that notetaking by hand is better for comprehension and long-term retention. While I encourage you to strongly consider taking notes by hand while studying and during class, I am not banning laptops. Should you choose to use a laptop in class, please be mindful of your classmates, and come to class prepared to work, discuss,

¹ “Student Code of Conduct.” <https://policylibrary.gatech.edu/student-life/student-code-conduct>.

and engage with the material. All cell phones and other devices that make noise must be silenced and put away as soon as class begins.

Students are prohibited from recording class sessions by any means without the express authorization of the professor. This policy includes automated software for notetaking during lectures and class discussion.

Email Policy

The professor will generally cease responding to emails weekdays at approximately 7:00 pm. Students should not expect regular weekend communication and should note that the professor may take up to 48 business hours to reply to regular correspondence. I am also not a night owl, so please do not anticipate overnight communication. To facilitate conducting business via email, please be sure to write your emails professionally and include all relevant information when emailing. Keep in mind that for extensive or nuanced substantive matters, an office hours meeting may be more productive.

Office Hours

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

Core IMPACTS Statement:

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