

University of Georgia  
INTL 6000

## Foundations of International Policy

Time: Thursday 12:45 - 3:35

Place: Candler 214

Instructor: Joshua Massey

Email: [jnmassey@uga.edu](mailto:jnmassey@uga.edu), Office: Holmes-Hunter, Rm 120B

Office Hours: Thursday 3:35 – 4:35 and by appointment

### **Course Summary**

This graduate seminar is designed to provide students, from a variety of academic backgrounds, with a *practical* introduction to the fundamentals of international policy. The seminar examines the nature of power, the crafting of strategy, and the implementation of policy at the international level, and assesses contemporary global threats and trends to gain an enhanced understanding of the unique challenges that policymakers face in the twenty-first century. The main objective of the seminar is to provide students with the analytical tools necessary to critically examine international policy decisions, and encourage thought and debate about the effective conduct of contemporary policy. Furthermore, the seminar aims to refine student interests in and cultivate an in-depth knowledge of a specific global issue or policy, particularly in the International Security and Nonproliferation (ISN) or Human Security domain. Relatedly, the seminar is designed to aid students in preparing for internships and careers across the international policy community including the U.S. government, international organizations, nonprofits, and consultancies. Among the career-oriented topics discussed will be the art of crafting professional resumes, constructing cover letters, preparing for the security clearance process, corresponding with prospective employers, sharpening interview performance, and refining written and oral communication skills. In addition to class discussions and course work, the seminar will incorporate visits from external speakers within the U.S. government, international organizations, and the private sector to offer both policy perspectives and career advice.

### **Instruction**

Instruction for this course will be delivered via three components. The course is centered around a weekly face-to-face (f2f) lecture and discussion component that will take place on campus in Candler Hall, room 214. Students are reminded that they must observe UGA's COVID-19 protocol while on campus including wearing of masks and a daily symptoms check (see UGA COVID-19 Precautions below). Due to COVID-19 classroom capacity restrictions, the class will be divided into three sections that meet on campus during the following times:

Section #1: Thursday, 12:45 - 1:35

Section #2: Thursday, 1:45 - 2:35

Section #3: Thursday, 2:45 - 3:35

Section #1 will incorporate a synchronous Zoom session to accommodate students unable to attend f2f instruction on campus. Students unable to attend f2f instruction must request their

intent to participate via Zoom at the beginning of the semester. If a student's ability to attend f2f changes during the semester (see UGA COVID-19 Precautions below) the student must notify the instructor immediately.

In addition to f2f instruction, weekly discussion question(s) will be posted via the course's eLC discussion board. Students are required to respond to the discussion question(s) and comment on at least one peer posting. The discussion question(s) will be posted each **Thursday before class at 11:00am**, all responses and comments are due by **Thursday after class at 5:00pm**.

Finally, in addition to regular office hours, Dr Massey will host an informal, group Zoom session on alternating Friday's, at a time TBD. These sessions are intended to provide students an additional opportunity to further discuss questions from class, relevant current events, and course assignments.

## **Books**

### *Required*

Nye, Joseph S. Jr. *The Future of Power*. New York: Public Affairs, 2011.

Brands, Hal. *What Good is Grand Strategy? Power and Purpose in American Statecraft from Harry S. Truman to George W. Bush*. Ithaca and London: Cornell University Press, 2014.

Howard, Philip N. *Pax Technica: How the Internet of Things May Set Us Free or Lock Us Up*. New Haven and London: Yale University Press, 2015.

Kagan, Robert. *The Jungle Grows Back: America and Our Imperiled World*. New York: Alfred A Knopf, 2018.

Pherson, Randolph H., Walter Voskian, Jr., and Roy Sullivan. *Analytic Briefing Guide*, Globalytica, 2017.

### *Recommended*

Adler, Mortimer J. and Charles Van Doren. 1972. *How to Read a Book*. New York: Simon and Schuster.

Strunk, William Jr. and E. B. White. *The Elements of Style*. Penguin Books.

There is a reasonable reading load for this course. I expect you to complete all assigned readings before the date they are discussed in class. There are a few journal articles that are required readings (please see below). These articles are either accessible through the University of Georgia library system or will be provided by the instructor.

**Grading****Course Requirements and Grading Components**

Professionalism	10%	Daily
Weekly Policy Memos:	20%	Weekly
Strategy Case Study:	20%	September 23
Policy Report	30%	November 19
Career Book	20%	December 3

**Grading Scale**

92.00 to 100.00	=A	72.00 to 77.99	=C
90.00 to 91.99	=A-	70.00 to 71.99	=C-
88.00 to 89.99	=B+	68.00 to 69.99	=D+
82.00 to 87.99	=B	62.00 to 67.99	=D
80.00 to 81.99	=B-	60.00 to 61.99	=D-
78.00 to 79.99	=C+	Below 60.00	=F

***Professionalism (10%)***

A student's professionalism grade is determined by one's class participation, attitude toward and enthusiasm for the topic and assignments, contribution to lectures and discussion, engagement in group activities, personal conduct and correspondence with instructors and all class members. Finally, attendance and punctuality are the hallmarks of professionalism. **Unexcused absences will result in a one letter decrease in the student's final grade.**

***Weekly Policy Memos (20%)***

Weekly policy memos should briefly identify key aspects of the readings that are most important for informing contemporary policy. For example, students may discuss primary actors, their objectives, resources, strategies, policies, outcomes and lessons learned. When applicable, students are encouraged to offer policy recommendations. Reading assignments are listed on the syllabus the day they will be discussed in class. Each student is expected to complete the required readings and be prepared to participate actively in discussions. Weekly policy memos must conform to the MIP Policy Memo Format attached to this syllabus and posted on eLC. Students must email the instructor their weekly policy memos by **12:00 p.m. (est) on the Wednesday prior to class**. Policy memos delivered after the 12:00 p.m. (est) deadline **will not** be reviewed or receive credit.

***Strategy Case Study (20%)***

The strategy case study is a *group* project comprising a formal presentation and a policy memo. Each group will present a case study from Hal Brands, *What Good is Grand Strategy?* The intent of the case study is to carefully consider the relationship between strategy and policy and examine how various U.S. administrations have engaged with the international community. The presentation may address pertinent information, such as, the context of the international system, key actors and their objectives, the strengths and limitations of the administration's strategy, key policies and related instruments of power, and any major successes or failures. Most importantly, each group should highlight, develop and discuss "lessons learned" that shed light on contemporary international policy issues. The policy memo must conform to the MIP Policy Memo format. The strategy case study presentation and policy memo are due by email to the

instructor by **12:00pm (est) on Wednesday, September 23, 2020 (the day before class)**. Additionally, each group must deliver a hardcopy of their midterm policy report and presentation to the instructor at the beginning of class on **Thursday, September 24, 2020**.

### ***Policy Report (30%)***

The policy report is an *individual* project. The report should be tailored to the policy interests of each student. The intent of the report is to permit students to explore and develop an in-depth knowledge of a global issue and related international policy that aligns with their career aspirations. The report is a single source document that serves as an accessible and practical synopsis of an important global issue, relevant key actors and events, and proposes policy recommendations. The report must include, but is not limited to, the following sections: an executive summary, table of contents, chronology, background, literature review, key actors, policy recommendations, and a bibliography. Topics for the policy report are due no later than **Thursday, October 15**. Students must deliver a hardcopy of their policy report to the instructor at the beginning of class on **Thursday, November 19, 2020**.

### ***Career Book (20%)***

Throughout the semester students will be required to craft various career-oriented documents, for example, an elevator speech, resume, cover letter, and responses to common interview questions. Additionally, students will research and collect information on a select number of agencies and organizations where they aspire to work. The instructor will announce these weekly assignments at the end of each class. Students must email weekly career assignments to the instructor **no later than 12:00pm (est) the following Thursday (next day of class)**. Career assignments delivered after the 12:00 p.m. (est) deadline **will not** be reviewed or receive credit toward the final career book grade. These assignments will be refined and compiled into a career book and submitted electronically on the last day of class, **Thursday, December 3, 2020**.

### **Administrative Issues**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Please contact me during the first week of the term if you have a conflict that will prevent you from attending class or completing an assignment on the scheduled date. Make-up assignments are only offered for university-excused absences.

All academic work must meet the standards contained in the University of Georgia's "Culture of Honesty" ([http://www.uga.edu/honesty/ahpd/culture\\_honesty.htm](http://www.uga.edu/honesty/ahpd/culture_honesty.htm)). You are responsible to inform yourself about those standards before performing any academic work. My policy for academic dishonesty is very simple: Don't plagiarize: If you turn in a written assignment that is (in part) not your own work you will receive a failing grade for the course. Disciplinary proceedings to dismiss you from the University may be initiated against you. I will not tolerate academic dishonesty.

The University of Georgia seeks to provide students with disabilities the opportunity to fully participate in educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodations through access to classroom information. If you require **special accommodations** because of a

university-documented condition, please contact me during the first two weeks of the semester and we can work with the Disability Resource Center in order to achieve a positive outcome.

### **Important Dates**

August 20<sup>th</sup>-26<sup>th</sup>: Drop Add  
 October 13<sup>th</sup>: Midterm  
 October 27<sup>st</sup>: Withdrawal Deadline  
 October 30<sup>th</sup>: Fall Break  
 November 25<sup>th</sup>-27<sup>th</sup>: Thanksgiving Break (All classes after Thanksgiving Break are on-line.)

### **UGA COVID-19 Precautions**

**Face Coverings:** Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

**DawgCheck:** Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

#### ***What do I do if I have symptoms?***

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

#### ***What do I do if I am notified that I have been exposed?***

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

#### ***How do I get a test?***

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

***What do I do if I test positive?***

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

**Course Overview:** The syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**Week 1, August 20th**

Course Introduction and Overview: Conducted via Zoom from 12:45-3:35.

**Week 2, August 27th**

Topic: Assessing the Contemporary International Environment

Readings:

2020 Doomsday Clock, *Bulletin of Atomic Scientist*, <https://thebulletin.org/wp-content/uploads/2020/01/2020-Doomsday-Clock-statement.pdf>

O'Rourke, Ronald. "Renewed Great Power Competition: Implications for Defense—Issues for Congress," *Congressional Research Service*, 2020.  
<https://crsreports.congress.gov/product/pdf/R/R43838/59>

Review:

2017 Global Trends: Paradox of Progress, <https://www.dni.gov/files/documents/nic/GT-Full-Report.pdf>, (pp. 1-69).

**Week 3, Sept 3rd**

Topic: Power I

Readings:

Nye, Preface and Chapters 1-4  
Analytic Briefing Guide, part I & II

**Week 4, September 10th**

Topic: Power II

Readings:

Nye, Chapters 5-7  
Analytic Briefing Guide, part III

\*Assign Strategy Case Study Groups

**Week 5, September 17th**

Topic: Strategy I: Debating Grand Strategy

Readings:

Brands, Introduction.

Gaddis, John Lewis. 2009. "What is Grand Strategy?" Karl Von Der Heyden Distinguished Lecture, Duke University, 2009.

Krasner, Stephen D. 2010. "An Orienting Principle for Foreign Policy: The Deficiencies of 'Grand Strategy,'" *Policy Review*, No. 163 (October), p. 3-12.

Zegart, Amy. 2013. "Grand Illusions," *Hoover Digest: Research and Opinion on Public Policy*, No. 3 (Summer 2014), p. 35-39.

**Week 6, September 24th**

Topic: Strategy II: Historical Perspectives

Readings:

Brands, Chapters 1-4 and Conclusion

\*Strategy Case Study Group Presentation and Policy Memo

**Week 7, October 1st**

Topic: Strategy II: Historical Perspectives

Readings:

Brands, Chapters 1-4 and Conclusion

\*Strategy Case Study Group Presentation and Policy Memo

**Week 8, October 8th**

Topic: Strategy & Policy- Global Perspectives

Readings:

Dale, Catherine. "National Security Strategy: Legislative Mandates, Execution to Date, and Considerations for Congress," *Congressional Research Service*, 2008.

2017 National Security Strategy, <https://www.whitehouse.gov/wp-content/uploads/2017/12/NSS-Final-12-18-2017-0905.pdf>

Organization for Economic Development and Cooperation (OECD). *China's Belt and Road Initiative in the Global Trade, Investment, and Finance Landscape*, 2018.

<https://www.oecd.org/finance/Chinas-Belt-and-Road-Initiative-in-the-global-trade-investment-and-finance-landscape.pdf>

**Week 9, October 15th**

Topic: Policy I: Introduction to International Security and Nonproliferation

Readings:

Ford, Christopher A. “Technology Transfers to the PRC Military and U.S. Countermeasures: Responding to Security Threats with New Presidential Proclamation” *Arms Control and International Security Papers*, 2020. <https://www.state.gov/wp-content/uploads/2020/06/T-paper-Visa-Policy-Final-3.pdf>

Woolf, Amy F., Paul K. Kerr and Mary Beth D. Nikitin. “Arms Control and Nonproliferation: A Catalog of Treaties and Agreements,” *Congressional Research Service*, March 2020. <https://crsreports.congress.gov/product/pdf/RL/RL33865>.

Fergusson, Ian F. “Export Controls: New Challenges,” *Congressional Research Service*, March 2019. <https://crsreports.congress.gov/product/pdf/IF/IF11154>.

**Week 10, October 22nd**

Topic: Policy II: Introduction to Human Security

Readings:

Blanchfield, Luisa and Michael A. Weber. “United Nations Issues: U.N. Office of the High Commissioner for Human Rights,” *Congressional Research Service*, March 2020. <https://crsreports.congress.gov/product/pdf/IF/IF11457>.

Weber, Michael A. “Global Human Rights: The Department of State’s Country Reports on Human Rights Practices,” *Congressional Research Service*, March 2020. <https://crsreports.congress.gov/product/pdf/IF/IF10795>.

Weber, Michael A. “Global Human Rights: Multilateral Bodies and U.S. Participation,” *Congressional Research Service*, November 2018. <https://crsreports.congress.gov/product/pdf/IF/IF10861>.

**Week 11, October 29th**

Topic: Considering Alternative Futures I

Readings:

Kagan, Robert. *The Jungle Grows Back: America and Our Imperiled World*. New York: Alfred A Knopf, 2018, pp. 1-83.

**Week 12, November 5th**

Topic: Considering Alternative Futures II

Readings:

Kagan, Robert. *The Jungle Grows Back: America and Our Imperiled World*. New York: Alfred A Knopf, 2018, pp. 83-163.

**Week 13, November 12th**

Topic: International Policy in the Information Age I

Readings

Howard, Philip N. *Pax Technica: How the Internet of Things May Set Us Free or Lock Us Up*. New Haven and London: Yale University Press, 2015. Chs. 1-4.

Sayler, Kelley M. "Defense Primer: Emerging Technologies," *Congressional Research Service*, 2019.

**Week 14, November 19th**

Topic: International Policy in the Information Age II

Readings

Howard, Philip N. *Pax Technica: How the Internet of Things May Set Us Free or Lock Us Up*. New Haven and London: Yale University Press, 2015. Chs. 5-8.

Theohary, Catherine A. "Defense Primer: Cyberspace Operations," *Congressional Research Service*, 2020.

\*Due: Policy Report

**Thanksgiving Break, November 25-27th**

\*All classes after Thanksgiving Break are online.

**Week 15, December 3rd**

Course Wrap-up: Conducted via Zoom from 12:45-3:35

\*Due: Career Book

## Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.