

University of Georgia  
INTL 6000

## Foundations of International Policy

Time: Wednesday 12:40 - 3:40

Place: Candler 214

Instructor: Joshua Massey

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

Office Hours: Wednesday 3:40 – 5:00 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 contemporary international environment. The main objective of the seminar is to arm students with the essential skills necessary to formulate and professionally convey their insight, judgment, and recommendations. 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 Human Security, Energy Security, or International Security and Nonproliferation (ISN) domains. 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.

### **Books**

#### *Required*

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.

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

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

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

Slaughter, Anne-Marie. *The Chessboard and the Web: Strategies of Connection in a Networked World*. New Haven and London: Yale University Press, 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 29
Policy Report	30%	November 10
Career Book	20%	December 3

**Grading Scale**

94.00 to 100.00	=A	74.00 to 77.99	=C
90.00 to 93.99	=A-	70.00 to 73.99	=C-
87.00 to 89.99	=B+	67.00 to 69.99	=D+
84.00 to 87.99	=B	64.00 to 67.99	=D
80.00 to 83.99	=B-	60.00 to 63.99	=D-
77.00 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, interaction with peers and guest speakers, engagement in group activities, personal conduct and correspondence with instructors and all class members. I expect you to be collegial and respectful during all seminar discussions and group activities. Finally, attendance and punctuality are the hallmarks of professionalism. **Unexcused absences will result in a one letter decrease in the student’s final grade.**

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

Weekly policy memos should briefly identify key aspects of the readings deemed most important for informing contemporary policy. What insight can be gleaned from the various ideas, claims, and propositions presented by each author? What do you judge to be the collective essence of the readings? How may the information at hand be integrated, ordered, and prioritized to best convey your thoughts? When making these determinations, students are encouraged to consider

the key concepts discussed in each piece as well as the primary actors, their objectives, resources, strategies, policies, outcomes, and to think in terms of lessons learned.

Weekly policy memos must conform to the MIP Policy Memo Format attached to this syllabus and posted on eLC. 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. Students must email the instructor their weekly policy memos by **12:00 p.m. (est) on the Tuesday 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 *staff* project comprising a formal presentation and a policy memo. Each staff 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 should 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 staff 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 Tuesday, September 28, 2021 (the day before class)**. Each staff must deliver a hardcopy of their policy memo and presentation to the instructor at the beginning of class on **Wednesday, September 29, 2021**.

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

The course culminates with a final policy report. The policy report is an *individual* project. The report should be tailored to the policy interests of each student. The intent of the assignment is to permit students to explore, critically examine and thoroughly develop an in-depth knowledge of a global issue and related international policy that aligns with each student's career aspirations. I encourage students to align their policy report topics with their INTL 6200 literature review and their INTL 6010 research design projects.

The report must provide a synopsis of the student's selected issue, key judgments, and present distinct policy recommendations. It is useful to think of a policy report as an expanded policy memo. The ideal length of this assignment is between 8-12 pages. Format details will be discussed in class. Topics for the policy report are due no later than **Wednesday, October 13<sup>th</sup>, 2021**. Students must deliver a hardcopy and email an electronic copy of their policy report to the instructor by/at the beginning of class on **Wednesday, November 10th, 2021**.

### ***Career Book Assignments (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 or intern. 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 Wednesday (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, **Wednesday, December 2, 2021**.

### **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 18<sup>th</sup>-24<sup>th</sup>: Drop Add  
October 11<sup>th</sup>: Midterm  
October 25<sup>th</sup>: Withdrawal Deadline  
October 29<sup>th</sup>: Fall Break  
November 24<sup>th</sup>-26<sup>th</sup>: Thanksgiving Break

**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 18th**

Course Introduction and Overview.

**Week 2, August 25th**

Topic: Assessing the Contemporary International Environment I

Readings:

2021 Doomsday Clock, *Bulletin of Atomic Scientist*, <https://thebulletin.org/wp-content/uploads/2021/01/2021-doomsday-clock-statement-1.pdf>

Global Trends 2040: A More Contested World,  
[https://www.dni.gov/files/ODNI/documents/assessments/GlobalTrends\\_2040.pdf](https://www.dni.gov/files/ODNI/documents/assessments/GlobalTrends_2040.pdf) (pp. i – 119)

\*Due: Elevator Talk

**Week 3, September 1st**

Topic: Power I

Readings:

Nye, Preface and Chapters 1-4

Pherson et al., Analytic Briefing Guide, parts I – II.

\*Due: Policy Memo #1

**Week 4, September 8th**

Topic: Power II

Readings:

Nye, Chapters 5-7

Pherson et al., Analytic Briefing Guide, part III.

\*Due: Policy Memo #2

\*Due: Resume

**Week 5, September 15th**

Topic: Strategy I: The Grand Strategy Debate

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.

\*Due: Policy Memo #3

\*Assign: Strategy Case Study Staffs

**Week 6, September 22<sup>nd</sup>**

**Guest Speaker, Dr. Alys Willman, World Bank**

\*Due: Agency and Organization #1 & #2

**Week 7, September 29<sup>th</sup>**

Topic: Strategy II: Historical Perspectives

Readings:

Brands, Chapters 1- 4 and Conclusion

\*Due: Staff Policy Memo #4 and Presentation

**Week 8, October 6<sup>th</sup>**

Topic: Power and Strategy in the Information Age I

Readings:

Slaughter, Anne-Marie. 2017. *The Chessboard and the Web*. New Haven and London: Yale University Press, pp. 1-110.

**Week 9, October 13<sup>th</sup>**

Topic: Power and Strategy in the Information Age II

Readings:

Slaughter, Anne-Marie. 2017. *The Chessboard and the Web*. New Haven and London: Yale University Press, pp. 1-110.

\*Due: Policy Report Topics

\*Due: Policy Memo #5

**Week 10, October 20<sup>th</sup>**

Topic: Human Security and Contemporary International Policy Challenges I

Readings:

Kupchan, Charles A. and Leslie Vinjamuri. Spring 2021. Anchoring the World: International Order in the Twenty-first Century, *Foreign Affairs*, pp. 1 – 32.

Kagan, Robert. *The Jungle Grows Back: America and Our Imperiled World*. New York: Alfred A Knopf, 2018, pp. 1 – 61.

Weber, Michael A. “Global Human Rights: The Department of State’s Country Reports on Human Rights Practices,” *Congressional Research Service*, April 2021. <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>.

\*Due: Cover Letter

### **Week 11, October 27th**

Topic: Nonproliferation and Contemporary International Policy Challenges II

Readings:

Kupchan, Charles A. and Leslie Vinjamuri. Spring 2021. Anchoring the World: International Order in the Twenty-first Century, *Foreign Affairs*, pp. 76 – 103.

Kagan, Robert. *The Jungle Grows Back: America and Our Imperiled World*. New York: Alfred A Knopf, 2018, pp. 105 – 163.

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

Inspectional Readings:

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>.

### **Week 12, November 3rd**

Topic: Energy Security and Contemporary International Policy Challenges I

Readings:

Kupchan, Charles A. and Leslie Vinjamuri. Spring 2021. Anchoring the World: International Order in the Twenty-first Century, *Foreign Affairs*. pp. 33 – 75.

Kagan, Robert. *The Jungle Grows Back: America and Our Imperiled World*. New York: Alfred A Knopf, 2018, pp. 61 – 105.

Clark, Corrie, E. “Renewable Energy R&D Funding History: A Comparison with Funding for Nuclear Energy, Fossil Energy, Energy Efficiency, and Electric Systems R&D,” *Congressional Research Service*, June 2018. <https://crsreports.congress.gov/product/pdf/RS/RS22858>.

**Week 13, November 10th**

\*Due: Policy Reports

\*Due: Policy Report Presentations (as assigned)

**Week 14, November 17th**

\*Due Policy Report Presentations (as assigned)

**Thanksgiving Break, November 24th-26th**

**Week 15, December 2nd**

Course Wrap-up

\*Due: Career Book



## CORONAVIRUS INFORMATION FOR STUDENTS FOR FALL 2021 CLASSES

### Face coverings:

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

### How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal ([https://patientportal.uhs.uga.edu/login\\_dualauthentication.aspx](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx)). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID- 19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

### What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.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 test positive for COVID-19?

If you test positive for COVID-19 at any time, you are **required to report it** through the [DawgCheck Test Reporting Survey](#). We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation [guidance](#) and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

8

### Guidelines for COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)

Students who are fully vaccinated **do not** need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations:

Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms **should self-quarantine for 10 days**. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on [DawgCheck](#)

(<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)) for assistance.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

### **Well-being, Mental Health, and Student Support**

If you or someone you know needs assistance, you are encouraged to contact Student Care & 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 to support your well-being and mental health: <https://well-being.uga.edu/>

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

### **Monitoring conditions:**

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit [coronavirus.uga.edu](https://coronavirus.uga.edu).