

University of Georgia
INTL 6000

Foundations of International Policy

Time: Wednesday 12:40 - 3:35

Place: Candler 214

Instructor: Joshua Massey

Email: jnmassey@uga.edu, Office: Holmes-Hunter, Rm 120B

Office Hours: Wednesday 3:35 – 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 as well as 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. 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.

Rumelt, Richard P., *Good Strategy Bad Strategy: The Difference and Why it Matters*. New York: Crown Publishing, 2011.

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	20%	Daily
Weekly Policy Memos:	30%	Weekly
Strategy Case Study:	20%	October 5 th & 12 th
Policy Report	30%	November 9 th

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 (20%)

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 impact your final grade.**

Policy Memos (30%)

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 Wednesday the readings are due.** Policy memos electronically 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 staff policy memo and a staff presentation. 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 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 the staff's assigned presentation date (October 5th or October 12th).** Each staff must deliver a hardcopy of their policy memo and presentation to the instructor at the beginning of class.

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 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 19th.** Students must deliver a hardcopy and email an electronic copy of their policy report to the instructor by the beginning of class on **Wednesday, November 9th, 2022.**

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). 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 17th-23rd: Drop Add
October 10th: Midterm
October 24th: Withdrawal Deadline
October 28th: Fall Break
November 23rd-25th: 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 17th

Course Introduction and Overview.

Week 2, August 24th

Topic: Assessing the Contemporary International Environment I

Readings:

2022 Doomsday Clock, *Bulletin of Atomic Scientist*, <https://thebulletin.org/wp-content/uploads/2022/01/2022-doomsday-clock-statement.pdf>.

Walt, Stephen, *On Writing Well*, Foreign Policy, Feb 15, 2013:
<https://foreignpolicy.com/2013/02/15/on-writing-well/>

MIP Policy Memo Template

Week 3, August 31st

Topic: Assessing the Contemporary International Environment II

Readings:

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

*Due: Policy Memo #1

Guest Speaker: Louis Conde, Senior Associate-Trade and Customs, KPMG

Week 4, September 7th

Topic: Power I

Readings:

Nye, Preface and Chapters 1-4

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

*Due: Policy Memo #2

Week 5, September 14th

Topic: Power II

Readings:

Nye, Chapters 5-7

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

*Due: Policy Memo #3

*Assign: Strategy Case Study Staffs

Week 6, September 21st

Topic: Strategy I: The Grand Strategy Debate

Brands, Introduction, pp 1-16.

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.

Rumelt, Introduction and Part I, pp 1-94.

*Due: Policy Memo #4

Week 7, September 28th

Topic: Strategy II: Assessing Strategy

Readings:

Rumelt, Part II & Part III, pp 95-298.

Week 8, October 5th

Topic: Strategy III: Historical Perspectives

Readings:

Brands, Chapters 1- 4 (as assigned) and Conclusion

*Due: Strategy Case Study (Staff Policy Memo and Presentation, #1 and #2)

Week 9, October 12th

Topic: Strategy III: Historical Perspectives

Readings:

Brands, Chapters 1- 4 and Conclusion

*Due: Strategy Case Study (Staff Policy Memo and Presentation, #3 and #4)

Week 10, October 19th

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.

*Due: Policy Report Topics

Guest Speaker: Alys Wilman, World Bank

Week 11, October 26th

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.

Week 12, November 2nd

Topic: American Foreign Policy I

Readings:

Kagan, Robert. *The Jungle Grows Back: America and Our Imperiled World*. New York: Alfred A Knopf, 2018, pp. 1 – 163

Guest: Warren Stemberge, Senior Advisor, Intelligence National Security Solutions, PAE-Amentum

Week 13, November 9th

*Due: Policy Reports

*Due: Policy Report Presentations (as assigned)

Week 14, November 16th

*Due Policy Report Presentations (as assigned)

Thanksgiving Break, November 23rd -25th

Week 15, November 30th

Course Wrap-up