University of Georgia
INTL 6000

Foundations of International Policy

Time: Tuesday 11:35 – 2:35
Place: Candler 214
Instructor: Joshua Massey
Email: jnmassey@uga.edu, Office: BBCITS, 110 E. Clayton St., Rm 613
Office Hours: Tuesdays 2:35 – 4:00 and by appointment

Course Summary

This graduate seminar is designed to provide students 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 with a focus on global threats and trends in the energy security, strategic trade and nonproliferation, and human security domains. The main objective of the seminar is to arm students with the essential skills necessary to be an effective member of a national security staff including security-policy related positions in private industry, non-profit organizations, and think tanks. To that end, the seminar emphasizes policy writing, presentation skills, enhanced collection techniques, and professional correspondence. Course assignments are designed to hone each students' ability to formulate and professionally convey their insights, judgments, and recommendations via compelling policy memos, reports, and briefings. The seminar will introduce students to the interagency process and highlight prominent contemporary and historical national security figures. Finally, the seminar aims to refine each student's interests in and cultivate an in-depth knowledge of a specific energy security, strategic trade and nonproliferation, and human security issue. In addition to class discussions and course work, the seminar may 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 & Subscriptions

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.

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.

Foreign Policy, https://foreignpolicy.com (student subscription offer)

Recommended

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

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:	30%	Weekly
Agency Brief:	15%	September 17th & 24th
Strategy Case Study:	15%	October 15th & 22nd
Policy Report	30%	November 5th

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, punctuality and attendance are the hallmarks of professionalism. **Tardiness and absences impact your final grade (more importantly, they impact your reputation).**

Policy Memos (30%)

Weekly policy memos should synthesize 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? How may the information 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, and strategies.

Weekly policy memos must conform to the MIP Policy Memo Format which posted on eLC. The ideal length of a policy memo is between 500 – 750 words (no more than 2 pages). Reading assignments are listed on the syllabus the day they will be discussed in class. Students must

email the instructor their weekly policy memos by **12:00 p.m. (eastern) on the Wednesday the readings are scheduled for discussion and deliver a hard copy of the policy memo to the instructor at the beginning of class**. Policy memos electronically delivered after the 12:00 p.m. (eastern) deadline ***will not*** be reviewed or receive credit.

Agency Brief (15%)
The agency brief is a staff project. The intent of the agency brief is to develop a practical familiarization with prominent government institutions in the national security enterprise. Each staff will select an agency and develop a presentation that outlines the agency's mission, organizational structure, key offices, personalities, as well as projects and programs that directly contribute to or are related to energy security, strategic trade and nonproliferation, and human security issues. The objective of the presentation is to enhance the class's practical understanding of the role and function of each agency. The agency brief will be useful for drafting *specific* policy memo recommendations.

The agency brief is also the first step in honing each student's briefing techniques. Each presentation is limited to 25 minutes (+/- 1 minute). I expect equitable presentation time across staff members (3-4 min). The presentation is due by email to the instructor by **12:00pm (eastern) on Tuesday, February 24th)**. Each staff must deliver a hardcopy of their presentation to the instructor at the beginning of class. There is no policy memo requirement for the agency brief assignment.

Strategy Case Study (15%)
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 power, strategy, and policy and examine how various U.S. administrations have engaged with the international community to address global threats and challenges. 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.

Each presentation is limited to 25 minutes (+/- 1 minute). I expect equitable presentation time across staff members (3-4 min). 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 (eastern) on the staff's assigned presentation date (Tuesday, March 24th or March 31st)**. 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 in the energy security, strategic trade and nonproliferation, and human security domain that aligns with each student's career aspirations.

It is useful to think of a policy report as an expanded policy memo. The ideal length of this assignment is between 3500-4000 words. In addition, the policy report must include a collection plan. Format details will be discussed in class. Topics for the policy report are due no later than **Tuesday, March 17th.** All students must email an electronic copy of their policy report to the instructor by **12:00pm (eastern) on Tuesday, April 14th** and deliver a hardcopy to the instructor at the beginning of class. A hardcopy of the presentation is due on the assigned presentation date, either **Wednesday, November 14th or 21st**.

Administrative Issues

The course schedule is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Academic Honesty: 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.

Special Accommodations: 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.

Prohibition on Recording Lectures: In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course.

Expectations for Use of Artificial Intelligence: Use of Generative AI (GAI) tools should be limited to providing support as you develop your thinking and knowledge base for an assignment. If you are uncertain about using a particular tool to support your work, please consult with me before using it.

Please note that you may not represent output generated by a GAI tool as your own work. Any such use of GAI output must be appropriately cited or disclosed, including quotation marks and in-line citations for direct quotes. Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. Suspected unauthorized assistance, plagiarism, or other violations of UGAs A Culture of Honesty, will be reported to the Office of Academic Honesty. For full details on how to properly cite AI-generated work, please see the APA Style article, How to Cite ChatGPT (https://apastyle.apa.org/blog/how-to-cite-chatgpt).

If you are unsure where the line is between collaborating with GAI and copying from GAI, I recommend that you do not have your assignment and the GAI tool open on your device at the same time. Instead, take notes in your own words while you interact with the GAI tool, then use your notes to remind you of what you've learned and to inform your work. Never copy output from GAI tools into your assignment. Instead, use your interaction with the tool as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your improved understanding. (Sidenote: This advice extends to AI assistants that are directly integrated into a composition environment or grammar modulation tool.)

Important Dates

January 12th-16th:	Drop Add
March 2nd:	Midterm
March 9th-13th:	Spring Break
April 9th:	Withdrawal Deadline
April 28th:	Reading Day

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

Week 1, January 13th

Course Introduction and Overview.

Brooks, Alison and Lesli K. John. "The Surprising Power of Questions," Harvard Business Review, May-June 2018

Week 2, January 20th

Topic: Contemporary Challenges I

Readings:

2025 Doomsday Clock Statement: https://thebulletin.org/doomsday-clock/2025-statement/

MIP Policy Memo Template & Assignments

*Assign Staffs, Agency Briefs, Strategy Case Study, and Policy Report dates

Week 3, January 27th

Topic: Contemporary Challenges II: Energy Security, Strategic Trade, and Human Security

Readings:

Johnson, Keith. May 1, 2025. "Spain's Blackout Brings a New Meaning to Energy Security," *Foreign Policy*.

Turkel, Nury. May 7, 2025. "U.S. AI Leadership Needs Smarter Controls," *Foreign Policy*.

Bordoff, Jason, and Jared Dunnmon. October 14, 2024. "America's AI Leadership Depends on Energy," *Foreign Policy*.

Winter-Levy, Sam and Alasdair Phillips-Robins. July 22, 2025. "The Nvidia Chip Deal Trades Away the United States' AI Advantage," *Foreign Policy*.

Johnson, Keith, and Amy Mackinnon. April 4, 2024. "U.S. Reactors Still Run on Russian Uranium," *Foreign Policy*.

UGA Energy Security Studies Program, *Daily Electricity Demand*

UGA Energy Security Studies Program, *Electricity Capacity v. Generation*

ABG Part I & II

*Due: Policy Memo #1

Week 4, February 3rd

Topic: Power

Readings:

Nye, Preface and Chapter 1, (pp. ix – 24)

Remarks by the President at the Acceptance of the Nobel Peace Prize: https://obamawhitehouse.archives.gov/the-press-office/remarks-president-acceptance-nobel-peace-prize Obama Nobel Speech- dual sense of power

Preamble and Amendment I, U.S. Constitution

Radiolab, The Most Perfect Album: Episode 1. (Listen from the 6:00 – 16:10 minute marks.)

Week 5, February 10th

Topic: The Interagency Process: The National Security Council & Strategic Guidance

Readings:

Rollins, John. October 2022. "The National Security Council: Background and Issues for Congress," *Congressional Research Service*.

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

Review:

Joint Strategic Plan, FY 2022 – 2026: U.S. Department of State and U.S. Agency for International Development, https://www.state.gov/wp-content/uploads/2022/03/Final-State-USAID-FY-2022-2026-Joint-Strategic-Plan_29MAR2022.pdf

2022 National Defense Strategy, https://media.defense.gov/2022/Oct/27/2003103845/-1/-1/1/2022-NATIONAL-DEFENSE-STRATEGY-NPR-MDR.PDF

2022 National Military Strategy, https://www.jcs.mil/Portals/36/NMS%202022%20_%20Signed.pdf

McGarry, Brendan W. December 2022. Defense Primer: Planning, Programming, Budgeting, and Execution (PPBE) Process. *Congressional Research Service*.

*Due: Policy Memo #2

Week 6, February 17th
Topic: Agency Brief Rehearsals

Readings:

ABG Part III

Week 7, February 24th
Topic: Agency Briefs

*Due: Policy Memo #3

Week 8, March 3rd
Topic: Strategy

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

Brands, Introduction, pp 1-16.

Rovner, Joshua. 2023. "Strategy and Grand Strategy in New Domains," in Hal Brands (ed.) *The New Makers of Modern Strategy: From the Ancient World to the Digital Age,* (1067-1091).

OSINT I: Boolean Operators, Uniform Resource Locators (URLs), and Collection Plans

March 9th – 13th: UGA SPRING BREAK

Week 9, March 17th
Topic: Strategic Intelligence

Readings:

The Six Steps in the Intelligence Cycle, https://www.intelligence.gov/how-the-ic-works

Hulnick, Arthur S. December 2006. "What's Wrong with the Intelligence Cycle". *Intelligence and National Security*

DeVine, Michael. November 2022. Defense Primer: National and Defense Intelligence. *Congressional Research Service*.

DeVine, Michael. May 2023. U.S. Intelligence Community Establishment Provisions. *Congressional Research Service*.

OSINT II: Browser Security, RSS Aggregators, and AI

Analytic Tradecraft: Planning (*Due: final policy report topic)

Week 10, March 24th

Topic: Strategy II: Case Studies

Readings:

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

Analytic Tradecraft: Collection (Final policy report collection plan)

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

Week 11, March 31st

Topic: Strategy II: Case Studies

Readings:

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

Analytic Tradecraft: Collection (Final policy report collection plan)
Analysis and Production (Crafting final policy report BLUF, Key Judgments, and Recommendations)

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

Week 12, April 7th

Topic: Power and Strategy in the Information Age

Readings:

Slaughter, Anne-Marie. 2017. *The Chessboard and the Web*. New Haven and London: Yale University Press, pp. 1-231.

Analytic Tradecraft: Collection (Final policy report collection plan)
Analysis and Production (Crafting final policy report BLUF, Key Judgments, and Recommendations)

Week 13, April 14th
Analytic Tradecraft: Dissemination (Presenting final policy report)

*Due: Policy Reports (all) and Presentations (as assigned)

Week 14, April 21st
Analytic Tradecraft: Dissemination (Presenting final policy report)

*Due: Policy Report Presentations (as assigned)

Course Wrap-up