

Cases in U.S. Diplomacy and Foreign Policy

INTA 4803, INTA 8803

Spring semester, 2024

SYLLABUS

Professors (in order of appearance)

Dennis Lockhart

President and CEO of the Federal Reserve Bank of Atlanta from 2007 to 2017. Formerly, professor in the School of Foreign Service at Georgetown University and adjunct professor at the Johns Hopkins School of Advanced International Studies in Washington. Served as chair of the U.S. Ex-Im Bank advisory board, 2001. At Citigroup, worked on the sovereign debt crisis, 1987.

Louise Blais

Former Canadian diplomat. In 2017, Ambassador and Deputy Permanent Representative to the UN. Served on the Executive Board of UNICEF in 2019. Previously, Consul General of Canada for the SE United States and Director of the Canadian Cultural Center and Minister-Counsellor at the Canadian embassy in Paris.

Robert Bell

Forty-five year US government career including seven years as the US Defense Advisor at NATO, three years as NATO Assistant Secretary General for defense investment, and seven years in the Clinton White House as NSC Senior Director for Defense policy and Arms Control. Earlier, eighteen years on the staffs of the Senate Foreign Relations and Armed Services committees and Congressional Research Service. Six years as an Air Force officer.

Course overview and plan

The course will employ the case discussion method of instruction. Each week, with the exception of the first, the class will focus on a case study of a specific situation involving post-WWII American diplomacy and foreign policy making. Some cases will also involve perspectives of allies, adversaries, and neutral parties. The cases have been selected to expose students to major post-war events in the international arena and to illuminate key principles of the practice of diplomacy and policy-making in international affairs.

Each case discussion will span 90 to 120 minutes. Students will be expected to come to class well prepared to participate actively in the discussion. Preparation should entail a thorough

reading of the case materials and related readings. Students should be ready to articulate their analysis of the case, take a position on key policy issues, and, where appropriate, recommend policy action.

Learning objectives

The course stresses oral capabilities and is meant to develop a student's ability to speak cogently on topics in international relations and diplomacy. The aim of the course is to develop a student's oral skill set including use of diplomatic and international relations vocabulary, structuring of arguments, professional delivery, and persuasion.

The case method

The case discussion method of instruction and learning—also called the Socratic method—is based on the professor's questions to the class and individual students. The burden of performance is on the students, not the professor. The professor acts as a guide to the class' discovery of key insights and learnings from thorough discussion and impromptu debate.

Reading/acquisition of case materials

All cases come from the case library of the Institute for the Study of Diplomacy at Georgetown University. Cases can be accessed and downloaded as follows:

- Go to **isd.georgetown.edu**
- Click on "case studies" (upper right of homepage)
- Click on "access the case studies library"
- Type the case number or title in the question field at the top of the page
- Click "add to cart" and check out

Each case costs \$4.50 which can be paid by credit/debit card on downloading.

Case presentation assignments

Starting with class #3, each individual student will be assigned preparation of a Power Point summary of an assigned case for presentation at the beginning of class.

Performance assessment/grading

Performance in the course will be evaluated mostly on the quality of a student's individual contribution to the case discussion and related discussions. Student 'interventions' can take many forms, i.e. syntheses, summaries, structured arguments, defense of positions taken, articulation of key points, statements that advance the discussion in a constructive way.

The only written work in the course is the assigned Power Point presentation designed to orient and provide structure to a case's subsequent discussion. This will be considered in grading.

Class meeting schedule and content

Wednesdays, 5:00pm--7:45pm, starting January 10th

- January 10 (1)

Dennis Lockhart

Course introduction

Case abstract discussions (materials to be provided in class):

- The U.S. and Canadian negotiations for acid rain controls
- Back-channel diplomacy: Kissinger's circumventing the foreign policy bureaucracy
- Peacemaking in Southern Africa: The Namibia-Angola Settlement of 1988

- January 17 (2)

Dennis Lockhart

Case: ISD case #328; *Pharmaceuticals, Patents, and U.S. Trade Policy*

Additional background reading: ISD case #219; *Drugs, Books, and Videos: U.S.-Korea Dispute over Intellectual Property Rights* (read through p. 5)

- January 24 (3)

Dennis Lockhart

Cases: ISD case #104; *The 1982 Mexican Debt Negotiations*;

Second case discussion: ISD case #260; *Mexico Confronts the Peso Crisis*

Additional background reading:

ISD case #204: *North American Economic Integration: Monetary and Exchange Rate Aspects*

ISD case #330: *Brazilian Foreign Debt and the Limits of Obligation*

ISD case #292: *The Rocky Road Toward Debt Forgiveness*

- January 31 (4)

Dennis Lockhart

Cases: ISD case #117; *Negotiating Development Assistance: USAID and the Choice Between Public and Private Implementation in Haiti*

Second case discussion: ISD case #245; *President Clinton's Haiti Dilemma: Trial by Failure*

Additional background reading: ISD case #247; *Mission Without a Mandate: U.S. Foreign Aid after the Cold War*

- February 7 (5)

Ambassador Louise Blais

Cases: ISD case #134; *Iranian Hostage Negotiations*

Additional background reading: ISD case #261; *A King's Exile: The Shah of Iran and Moral Consideration in US Foreign Policy*

- February 14 (6)

Ambassador Louise Blais

Case: ISD case # 112; *The Canada-US Free Trade Agreement and Cultural Industries*

- February 21 (7)

Ambassador Louise Blais

Case: ISD case # 145; *The Suez Crisis, 1956*

- February 28 (8)

Ambassador Louise Blais

Case: ISD case #332; *The Withdrawal from UNESCO: International Organizations and the US Role*

- March 6 (9)

Ambassador Louise Blais

Case: ISD case # 351; *NATO's Decision to Intervene in Libya*

- March 13 (10)

Dr. Robert Bell

Case: ISD case #185: *Atomic Diplomacy in the Korean War*

Readings:

"Speech by Secretary of State John Foster Dulles to the Council on Foreign Relations, New York City, January 25, 1954," in *State Department Bulletin*, January 25, 1954, (pp. 107-110)

- March 27 (11)

Dr. Robert Bell

Case: ISD case #129; *The Cuban Missile Crisis: U.S. Deliberations and Negotiations at the Edge of the Precipice*

Readings:

"The Cuban Missile Crisis @ 60: The Most Dangerous Day," National Security Archive, GWU, Briefing Book #813, Tom Blanton, October 27, 2022. nsarchive.gwu.edu/briefing-book/cuba-cuban-missile-crisis/2022-10-27/cuban-missile-crisis-60-most-dangerous-day.

- April 3 (12)

Dr. Robert Bell

Case: ISD case # 153; *The United States and the Law of the Sea Treaty*

Readings;

ISD case # 136; *Should the Reagan Administration Have Signed the U.C. Convention on the Law of the Seas?*

- April 10 (13)

Dr. Robert Bell

Case: ISD case # 336; *The U.S. and Soviet Proxy War in Afghanistan, 1989-1992*

Readings:

"NATO's Engagement in Afghanistan, 2003-2021: A Planner's Perspective," Diego Ruiz Palmer, in *NATO Review*, June 20, 2023.

- April 17 (14

Dr. Robert Bell

Case: ISD case #122; *High Stakes, High Risks: The Reykjavik "Base Camp"*

Readings: "Reykjavik and Revelations: A Turn of the Tide?" James Schlesinger, *Foreign Affairs*, vol.65, no.3 (1987). Read part II only.

Statement on Inclusiveness

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

COVID-19 Statement

Georgia Tech is committed to promoting a campus community that supports holistic well-being, as well as empowering students to make choices that enable positive health outcomes. As we continue to live and learn through a pandemic, Georgia Tech strongly encourages students to utilize several tools not only to reduce their own risks of infection from Covid-19, but also to help reduce the levels of transmission in the community.

These tools include:

- Getting fully vaccinated. Getting vaccinated at Tech is easy and free.
- Wearing face coverings consistently in all indoor settings and also in outdoor settings when in close proximity to others.

- Getting tested on a regular basis, regardless of whether you are vaccinated or asymptomatic. No appointment is needed for Georgia Tech's asymptomatic testing, and it is free.
- Avoiding touching your face until you have cleaned your hands with soap and water or used hand sanitizer.
- Immediately self-quarantining or self-isolating if you experience any symptoms that could be related to Covid-19 or if you have tested positive for Covid-19.

Additional information and resources are available on the Tech Moving Forward website.

Class participation and conduct

You are expected to participate actively in all classes and to attend in-class sessions unless you have a compelling reason not to do so. Feeling ill is a compelling reason. If you feel ill, please stay home and let the designated professor for the class session know. For guidance, see <http://health.gatech.edu/coronavirus/students>.

Course participants will treat each other with respect. Constructive questioning and criticism are welcome, even encouraged. Personal attacks and insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that encourages constructive and open debate. They should not be phrased as insults, threats, or in a manner that shuts down discussion.

Special accommodations

Students requesting academic accommodations based on a documented disability are required to register with the Access Disabled Assistance Program for Tech Students (ADAPTS). Please obtain a form from the ADAPTS office and turn it in to me during office hours or in class in the beginning of the semester. (<http://www.adapts.gatech.edu>).

Professors' office hours

Dennis Lockhart: No formal office hours; if consultation required, please email Prof. Lockhart at dennislockhart123@gmail.com. A convenient time and place will be determined.

Amb. Louise Blais: to be posted later

Dr. Robert Bell: Fridays, 11:00-13:00 at his office in Habersham