

Cases in U.S. Diplomacy and Foreign Policy

INTA 4803, INTA 8803

Spring semester, 2025

SYLLABUS

Professors/others (in order of appearance)

Dennis Lockhart

Lockhart was president and CEO of the Federal Reserve Bank of Atlanta from 2007 to 2017. Formerly, he was a professor in the School of Foreign Service at Georgetown University and adjunct professor at the Johns Hopkins School of Advanced International Studies in Washington. He served as chair of the U.S. Export-Import Bank advisory board, 2001. At Citigroup, he had postings in Lebanon, Saudi Arabia, Greece, Iran, Atlanta, and New York where he worked on the sovereign debt crisis, 1987.

Louise Blais (Guest speaker)

Ms. Blais is a former Canadian diplomat. In 2017, she served as Ambassador and Deputy Permanent Representative to the UN. She served on the Executive Board of UNICEF in 2019. Previously, she was 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.

Charles Shapiro

At the U.S. Department of State, he held a number of senior positions including Ambassador to Venezuela, Acting Assistant Secretary for the Western Hemisphere, and Director of Cuban Affairs. His foreign assignments included Venezuela, Chile, Trinidad and Tobago, El Salvador, and Denmark. He led the Institute of the Americas, a think tank at the University of California at San Diego from 2011 to 2014 and the World Affairs Council of Atlanta from 2014 to 2022. While at the council, he taught international business at the Rovinson College of Business at GSU. Shapiro's op-eds have appeared in the Atlanta Journal-Constitution, the Atlanta Business Chronicle, the Miami Herald, the San Diego Union-Tribune, the Los Angeles Times, and the Toronto Star.

Lawrence Silverman

He served in the U.S. Department of State for 35 years. His last posting was as Ambassador to Kuwait. Silverman was Deputy Assistant Secretary for Near Eastern

Affairs responsible for Syria, Jordan, Lebanon, Israel, and Palestinian affairs. He also served as then-Vice President Biden's Special Advisor for Europe and Russia, State Department's Director of Israel and Palestinian Affairs, Deputy Coordinator of U.S. Assistance to Europe and Eurasia, Director of the Office of Ukraine, Moldova, and Belarus Affairs, Deputy Director of Public and Press Affairs on Arab-Israeli issues, and Deputy Chief of Mission in Slovakia. He also served overseas in Jordan and Syria. Early in his career, he was a member of the U.S. team that negotiated the agreement on independence of Namibia and the withdrawal of Cuban troops from Angola. He is a Senior Advisor at the Albright Stonebridge Group in Washington. He is director of programming for the Savannah Council on World Affairs.

Teaching Assistant

Emilia Folkert will serve as Graduate Teaching Assistant. Emilia is in her first year in the Master's program in Science and Technology in International Affairs.

She recently graduated from Georgia Tech with a degree in International Affairs and Law, Science and Technology.

Her email address is efolkert3@gatech.edu

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 #2, 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 8th

- Class #1: January 8
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
- The United States and the Law of the Sea Treaty

- Class #2: January 15

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)

- Class #3: January 22

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*

- Class # 4: January 29

Ambassador Louise Blais

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

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

- Class # 5: February 5
Ambassador Louise Blais
Case: ISD case # 112; *The Canada-US Free Trade Agreement and Cultural Industries*
- Class # 6: February 12
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*
- Class # 7: February 19
Ambassador Charles Shapiro
Case: ISD case # 312; *Polarization in Venezuela*
- Class # 8: February 26
Ambassador Charles Shapiro
Case: ISD case # 207 *The 1994 Cuba Refugee Crisis*
- Class # 9: March 5
Special Guest Speaker: Ambassador Stuart E. Eizenstat (TBD)
Author of recently published "The Art of Diplomacy: How American Negotiators Reached Historic Agreements That Changed the World"
- Class # 10: March 12
Ambassador Lawrence Silverman

Case: ISD case # 367 *The US, Egypt, October 1973 War and ME Peace Process*

- Class # 11: March 26

Ambassador Lawrence Silverman

Case: ISD case # 355 *Estonia: The First Battle in Modern Disinformation Wars*

- Class # 12: April 2

Ambassador Lawrence Silverman

Case: ISD case # 335 *Peacemaking in Southern Africa (Namibia, Cuban Troop Withdrawal)*

- Class # 13: April 9

Ambassador Lawrence Silverman

Case: ISD case # 129 *Cuban Missile Crisis*

- Class # 14: April 16

Ambassador Lawrence Silverman

Case: ISD case # 337 *Intelligence: A Key Partner to Diplomacy*

- Week of April 21 and 28: possible student oral exams

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.

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

No formal office hours--by appointment