

## International Studies and Multilateral Diplomacy

EURO 3000 (3 credits)

### Switzerland: International Studies and Multilateral Diplomacy

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### Course Description

From its base in Geneva, this course provides an in-depth examination of the evolving nature of diplomacy. It considers the impact of the profound changes affecting the contemporary international system with respect to the concept of diplomacy and evaluates how the practice of diplomacy can be adapted to global, regional and local levels. The course also examines the approaches of humanitarian, economic, and environmental diplomacy. It applies traditional and non-traditional approaches to diplomacy taking into consideration the strategies of both state and non-state actors, international and regional organizations. A major emphasis is made on the UN system in a multilateral diplomatic perspective.

#### Learning Outcomes

Upon completion of the course, students will be able to:

- Critically assess the evolution of multilateral diplomacy in the contemporary international system and its role in conflict resolution;
- Evaluate the main geopolitical factors impacting global security;
- Identify the main factors impacting humanitarian diplomacy in the context of the evolving nature of conflicts;
- Critically assess the main aspects of economic, development and environmental diplomacy;
- Evaluate the influence of non-state and transnational actors on the evolution of the contemporary international system.

#### Meeting Objectives

Classroom seminars are supplemented by lectures and briefings at international organizations.. The seminar draws on the resources and firsthand experience of leading academics, institutions and insiders. Required readings are assigned to different themes of the seminar. Review and reflection sessions are organized on a regular basis to help students synthesize and create linkages between lectures, briefings and readings.

**Lectures, exercises and assignments of the seminar will focus on the following main themes:**

- Multilateral Diplomacy in the 21<sup>st</sup> Century

- Geopolitics, Global Security Threats and Conflict Resolution
- Humanitarian Diplomacy
- Environmental Diplomacy
- Economic and Development Diplomacy

### **Course Requirements**

Attendance of all lectures, briefings and review session are compulsory. Active participation is expected from students in all seminars. Assigned readings have to be completed by students every week. Students are required to read regularly the international press, including the Francophone press on political issues. Lectures and field visits may change to accommodate availability of lecturers or host institutions.

### **Module 1: Contemporary Multilateral Diplomacy: Processes and Strategies**

This module seeks first to examine the main aspects, functions and strategies of contemporary multilateral diplomacy by presenting a case study analysis on the Iranian Nuclear Negotiations. The second part of this module aims at discussing the main aspects of humanitarian diplomacy.

#### Session 1: Multilateral Diplomacy and the Iranian Nuclear Negotiations

The objective of this session is to examine the processes of Multilateral Diplomacy in the context of the recent Iranian nuclear negotiation.

##### *Required Readings:*

- Rozental, A. & Buenrostro A. (2013). Bilateral Diplomacy. In Cooper, A, Heine, J & Thakur R. (Ed.), *Oxford Handbook of Modern Diplomacy* (230-245). England: Oxford University Press.
- Mahbubani, K. (2013). Multilateral Diplomacy. In Cooper, A, Heine, J & Thakur R. (Ed.), *Oxford Handbook of Modern Diplomacy* (249-262). England: Oxford University Press.
- Finaud, M. & Esfandiary, D. (2016). *The Iran Nuclear Deal; Distrust and Verify, An analysis of the 2015 Joint Comprehensive Plan of Action (JCPOA) and its potential implications for global and regional security* (1-37). Geneva Papers, Research Series, Geneva: GCSP.

#### Session 2: Field Visit to ICRC: Humanitarian Diplomacy and International Humanitarian Law

Students will learn about the mission and the strategies of the ICRC, and will acquire knowledge about the fundamentals of international humanitarian law.

##### *Required Readings:*

- ICRC (2009). *The ICRC: its mission and work* (1-23). Retrieved from <http://www.icrc.org/eng/resources/documents/publication/p0963.htm>
- ICRC (2004). *What is International Humanitarian Law?* (1-2) ICRC Advisory Service on International Humanitarian Law. Retrieved from <http://www.icrc.org/eng/resources/documents/legal-fact-sheet/humanitarian-law-factsheet.htm>
- Veuthey, M. (2012). Humanitarian Diplomacy: Saving it When it is Most Needed. In A. Vautravers & Y. Fox (Eds.), *Humanitarian Space and the International Community, 16th Humanitarian Conference* (195-208). Geneva: Webster University.

## **Module 2: Geopolitical Analysis, Strategic Foresight and Security**

This module aims to introduce the geopolitical analysis method to examine current conflicts and security threats and the possible evolution of these in the future.

### Session 1: Geopolitical Analysis: An Interdisciplinary Approach to Examine Conflicts & Security Threats

This session seeks to introduce the enduring and variable factors of geopolitical analysis and to examine the interactions between security and geopolitics.

#### *Required Reading:*

Lacoste, Y. (2007). Rivalries for Territory. *Geopolitics* (5:2), 120-158. Retrieved from: <http://dx.doi.org/10.1080/14650040008407683>

### Session 2: Interactive Geopolitical Case Study Exercise: Analysis. Foresight & Strategic Choices

The objective of this session is to practice geopolitical analysis by examining a case study situation. Students will use geopolitical and strategic foresight analysis to make an assessment, build scenarios and implement strategic choices.

#### *Required Readings:*

Conway, M. (2015). Introduction/ About Foresight/ About Foresight and Strategy. In *Foresight, An Introduction, A Thinking Future Reference guide* (1-14). Australia, Melbourne: Thinking Future.

Appendix A: Eight Steps of Scenario Building (2008). In *Puget Sound Future Scenarios* (1-4). University of Washington. Retrieved from: [http://www.pugetsoundnearshore.org/program\\_documents/ps\\_future\\_appenda-i.pdf](http://www.pugetsoundnearshore.org/program_documents/ps_future_appenda-i.pdf)

## **Module 3: Major Issues Impacting International Security and Diplomacy**

This module seeks to examine some of the main challenges to international security and the diplomatic processes to address these challenges. The focus is on transnational terrorism and on international migration management.

### Session 1: Challenges of Terrorism to International Security and Stability

The objective of this session is to discuss the challenges of contemporary terrorism to regional, national and international security.

#### *Required Readings:*

Rapaport, D. (2013). The Four Waves of Modern Terror. In Hanhimaki, J. and Blumenau, B. (Ed.) *An International History of Terrorism* (282-310). London and New York: Routledge. Retrieved from: <https://www.routledge.com/products/9780415635417>

Mohamedou, M. (2014). ISIS and the Deceptive Rebooting of Al Qaeda. *GSPC Policy Papers* (2014/5), 1-5. Geneva: GCSP. Retrieved from: <http://www.gcsp.ch/News-Knowledge/Publications/ISIS-and-the-Deceptive-Rebooting-of-Al-Qaeda>

## Session 2: Global Migration: Challenges and Responses in Regional and Multilateral Contexts and Security

This session aims to examine the major factors that impact International Migration Management.

### *Required Readings:*

Deliso, C. (2017). Organized Crime, Organized Chaos, and the General Migration Economy. In *Migration, Terrorism, and the Future of a Divided Europe : A Continent Transformed.* (chapter 5, 93-114). Santa Barbara, California: Praeger

### *Background Reading:*

Innes, A. (2015). States in a World of Asylum Seekers: Agency, Rights, Security. In *Migration, Citizenship and the Challenge for Security: An Ethnographic Approach* (90-112). Palgrave Macmillan.

## **Module 4: Economic and Environmental Security and Development Diplomacy**

This module aims to discuss the influence of economic factors on power projections of states in the contemporary International System and to examine the evolution of economic, development and environmental diplomacy in the 21<sup>st</sup> century.

### Session 1: “Geo-economics and Power Projection in the International System”

This session aims at introducing the main aspects of geo-economics and its impact on power rivalries.

### *Required Readings:*

Dent, C. (2010). Economic Security. In Collins, A. *Contemporary Security Studies (second edition)*, (chap.15, 239-255). New York: Oxford.

Csurgai, G. (February 2017). Geo-economics Strategies and Economic Intelligence. In Munoz, M. *Advances in Geo-economics*. London: Routledge.

### Session 2: The Belt and Road Initiative: The Silk Road of the 21<sup>st</sup> Century

The session seeks to examine the main aspects of the Belt and Road Initiative and its impact on economic development and security in Eurasia.

### *Required Reading:*

Cheng, S. (2018). *Embracing the BRI ecosystem in 2018*. Deloitte Insights. Retrieved from: <https://www2.deloitte.com/insights/us/en/economy/asia-pacific/china-belt-and-road-initiative.html>

### Session 3: WTO, Diplomacy, and Trade- Field visit to the WTO

This session presents the main functions of the World Trade Organization in the management of the multilateral trade system.

### *Required Reading:*

Barston, R.P. (2014). Trade, foreign policy and diplomacy (chap 9). In *Modern Diplomacy* (4<sup>th</sup> ed.), 159-182. Harlow, England: Pearson.

*Background Reading:*

Understanding the WTO. (2015). *WTO publications*. Retrieved from:

[https://www.wto.org/english/thewto\\_e/whatis\\_e/tif\\_e/understanding\\_e.pdf](https://www.wto.org/english/thewto_e/whatis_e/tif_e/understanding_e.pdf)

Session 4: United Nations Conference on Trade and Development: UNCTAD and Development Diplomacy

This session examines the role of UNCTAD in development diplomacy.

*Required Reading:*

Toye, J. (2014). Assessing the G77: 50 years after UNCTAD and 40 years after the NIEO. *Third World Quarterly*, 35:10, 1759-1774. Retrieved from:

<http://dx.doi.org/10.1080/01436597.2014.971589>

Session 5: Field Visit to the Environment House: Environmental Security and Diplomacy

Students learn about the growing influence of environmental factors on the stability and security of states and human communities from lectures at the United Nations Environment Program (UNEP).

*Required Readings:*

Barnett, J. (2010). Environmental Security. In Collins, A., *Contemporary Security Studies (Second Edition)*, (chap. 14, 218-238). New York: Oxford.

Fatheuer, T., Fuhr, L., & Unmüssig, B. (2016). The Green Economy as a Way out of the Global Crisis? In *Inside the Green Economy: Promises and Pitfalls* (chap.5, 58-65). München: Heinrich Böll Foundation, Green books, Oekom.

**Evaluation and Grading Criteria**

A final exam and participation constitute the course requirements. In all exercises students are asked to reflect systematically and to integrate the briefings, lectures, readings and review discussions. Student performance will be evaluated based on the following criteria: scholarly preparation, creative innovation and depth of subject knowledge.

Students have to respect deadlines and due assignments. No extension of deadlines for assignments will be authorized.

Description of Assignments:

Oral Presentation (20%):

Students present on themes related to the course. Evaluation is based on the integration of required readings, lectures, briefings, and a coherent framework analysis.

Final Exam (70%):

This exam covers all the ISMD required readings, lectures & briefings. This exam is not an open book exam. Student can consult the ISMD syllabus to see the bibliography and the program calendar to remember the organizations they visited or the names of the

speakers. But students cannot use their notes, the required readings or other materials. Students have to respond to two essay questions and two (out of four) short questions. Students have to write between 1.5 page and 2 pages for each essay, and between ½ and 1 page for each short question (Times New Roman, 12, double spaced). For this exam, students are encouraged to integrate lectures, briefings and readings. Students also have to provide illustrations (concrete examples) to support their argumentation. Evaluation based on the following:

- Integration of lectures, briefings and readings into a coherent framework of analysis;
- Clear issue identification;
- Well-structured argumentation;
- Use of illustrations.

#### Participation (10%):

- Attendance – promptness to class and positive presence in class;
- Active listening – paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes;
- Self-directed learning – reading the local paper and other materials to follow local perspectives on relevant issues, discussing issues with host families and others;
- Involvement in-class discussions – either in small or large groups;
- Group accountability during field excursions and classes;
- Taking leadership roles – leading and guiding discussions in a productive direction.

The depth and quality of students' participation in all aspects of the course is considered for evaluation, including: visits and debriefings, participation in synthesis discussion (silence will not be considered evidence of wisdom), conscientious and courteous presence at all lectures and excursions, and excellence of performance in the practicum period

#### Assessment:

Oral Presentation	20%
Final Exam	70%
Participation	10%

#### **Course Policies**

All sessions of this course are compulsory. If a student is to miss a class for any reason, they have to contact the Academic Director beforehand and arrange with a fellow student to pick up handouts and assignments. Unexcused absences will result in a lowering of grade. Students should abide by institutional policies on academic integrity, ethics, diversity and disability, sexual harassment, academic appeals process.

#### **Grading Scales and Criteria**

Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of absolute quality of performance, progress made, the ability to take into account and assimilate the Academic Director's and the teachers' advice in assessing the work

done. An “A” letter grade reflects exceptional work, perfect combination of academic competences and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well-argued paper. A “B” letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A “C” letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A “D” letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

#### Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

#### **Expectations and Policies**

- Show up prepared. Be on time, have your Readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad [Student Handbook](#)** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.