Course Description
The International Studies and Multilateral Diplomacy Project offers students a unique research opportunity in their field of interest in international studies. In this course students are introduced to recent research and become familiar with the methodologies employed in international and multilateral diplomacy studies. Students select and analyze relevant issues in consultation with program faculty. In most cases topics grow out of lectures, briefings and discussions of the International Studies and Multilateral Diplomacy course. Students directly apply experience-based learning and interactive research skills. The course also includes a Work Journal and an Interactive Research Log that identify the design of the project as well as the stages and the completion of the interactive research. Each student conducts research with a field study component to produce an original academic paper and presents their results to the class. This course gives students the opportunity to engage more deeply with one of the topics covered in the seminar and to develop their academic skills. Support is provided throughout the project from program faculty, particularly by aiding students in finding resources in Switzerland.

Course Objectives
The objectives of this course enable students to:
- identify, design and implement an individual project in the various areas of international studies: international organizations, multilateral diplomacy, geopolitics, security, conflict analysis, European politics, international trade and cooperation among others;
- apply field-based study techniques;
- take advantage of the Geneva based resources in international studies;
- write a paper that is relevant to students’ careers and academic interests and demonstrates critical thinking.

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.
**Human Subjects Review**

All proposals must reflect a thoughtful and culturally appropriate consideration of the effects of the student’s inquiry on the participants in the project. To that end, you are required to submit an “Application for Review of Research with Human Subjects,” which includes questions about any potential harm that might come from your study; appendices include interview and survey protocols. If the Academic Director believes that you have not sufficiently addressed the concerns of this policy, he/she may ask you to revise your proposal. Standards for this review are developed in country and reflect local academic practice.

If a student’s research has been funded by a US government agency or if she/he plans to take this research back to his/her home school or community for further dissemination, then the student must follow more stringent standards, i.e., not only those of the host community, but also those of the Office for Human Resource Protections, with which SIT is registered. Any questions or concerns are forwarded to SIT’s Institutional Review Board for review.

**Methods**

Throughout the 4 weeks of seminars students identify primary and secondary sources related to the topic of their research. Students meet the Academic Directors to evaluate and discuss their progress of research. Students contact experts working in fields related to the topic of their project and meet these experts at various international organizations in Geneva. During the last two weeks of the program students work exclusively on their project that include data collection, synthesis and analysis, interactive research, interviewing experts, writing the paper, work journal and interactive log and preparation for oral presentation. Students choose a project advisor and continue to meet with the Academic Directors throughout the research and writing period.

**Course Requirements**

1. At least three meetings with project advisor and two meetings with the Academic Directors;
2. Approximately 120 hours of field-based study that applies methods of interactive research, for example extensive interviews, towards completion of the project; the work journal accounts for the design of the project, the time periods of research, the research locations and the human resources/experts;
3. A 20 pages (250 words/page) academic paper that includes: abstract, title page, acknowledgments, table of contents, theoretical framework of analysis, research methodology, conclusions, notes, and bibliography
4. The original paper, Work Journal and Interactive Research Log submitted to the Academic Director
5. Electronic version (disk or e-mail) of your fully formatted paper

**Student Evaluation and Grading Criteria**

The evaluation of the research and paper will be completed by the Academic Directors. Assessment of the project is based on the accuracy of information conveyed, the quality of analysis and argumentation. Special emphasis is put on the student’s ability to integrate primary sources and methods of interactive research and to present the findings in a clear, organized and well-synthesized format. The Academic Directors assign the final grade.

Paper – 80%
Work Journal and Interactive Research Log – 20%

**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.

The grading scale for all classes is as follows:

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