

International Relations and Multilateral Diplomacy

INST 3000 (3 credits / 45 hours)

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.

Description

From its base in Geneva, this course provides an in-depth examination of the evolving nature of diplomacy in contemporary international relations. It considers the impact of the profound changes affecting the contemporary international system on 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 economic, environmental, and humanitarian diplomacy. It evaluates traditional and non-traditional approaches to diplomacy, taking into consideration the strategies of both state and non-state actors as well as international and regional organizations. A major emphasis is put on the position of the UN system and the European Union in a multilateral diplomatic perspective.

Teaching incorporates in-class lectures and field visits to international organizations based in Geneva, Brussels, and Paris, including United Nations and European Union agencies. The course draws on the resources of leading academics and institutions, as well as insiders' firsthand experiences. Required readings correspond to different course themes. Review and reflection sessions are organized on a regular basis to help students to synthesize and create connections among lectures, presentations, and readings.

Learning Outcomes

The *International Studies and Multilateral Diplomacy* course comprises 45 hours of instruction (3 credits). Upon completion of the course, students will be able to:

- Demonstrate the ability to critically assess the evolution of Multilateral Diplomacy in the Contemporary International System;
- Comprehend the main processes of diplomatic negotiations;
- Analyze the main challenges that the UN System has to face in the 21st Century;
- Comprehend and contrast different perspectives of state and non-state actors on International Relations;
- Comprehend the main processes and factors impacting Humanitarian Diplomacy in the context of the evolving nature of conflicts in the 21st century;
- Analyze the evolving role of the European Union in Contemporary Diplomacy;
- Demonstrate the ability to critically assess the main aspects of Economic and Environmental Diplomacy.

Language of Instruction

The course is taught in English, but students will be simultaneously learning French and expected to engage community members in this language (to the best of their abilities) when the opportunity arises. Students are also expected to read the French press and academic articles in French related to the course.

Course Schedule

Students will be provided a detailed course schedule during orientation on the program. Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: Contemporary Multilateral Diplomacy: Processes and Strategies

This module seeks to examine the main aspects, functions and strategies of contemporary multilateral 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.

Background reading:

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: Multilateral Negotiation Exercise (3 sessions: Introduction, preparatory workshops and negotiation exercise)

This negotiation exercise session provides an opportunity for students to develop negotiation skills and to better understand multilateral negotiations techniques and processes. This negotiation simulation is chaired by a former Swiss Ambassador.

Required Readings:

Hampson, F.O., Crocker, C.S, & Aall, P. (2013). Negotiation. In Cooper, A, Heine, J & Thakur R. (Ed.), *Oxford Handbook of Modern Diplomacy* (320-336). England: Oxford University Press.

Goff, P. (2013). Cultural Diplomacy. In Cooper, A, Heine, J & Thakur R. (Ed.), *Oxford Handbook of Modern Diplomacy* (419-435). England: Oxford University Press.

Berridge, G.R. (2015). Prenegotiations (27-33) & Around-the table Negotiations (44-48). In *Diplomacy, Theory and Practice* (Fifth Edition). London: Palgrave Macmillan.

Calmy-Rey, M. and Rauch, S. (2017). The art and Science of Negotiation: De-politizing and Technicizing negotiations (pp.55-69). In *Trade Multilateralism in the Twenty First Century: Building the Upper-Floors*. Ed by Alexei Kireyev and Chiedu Osakwe, Washington DC: Cambridge University Press

Session 3: Diplomacy in the Digital Age

The objective of this session is to discuss the influence of Digital Technology on the evolution of Contemporary Diplomacy.

Required Readings:

Hocking B., Melissen, J. (2015). "Diplomacy in the Digital Age", Clingendael Report, Netherlands Institute of International Relations.

Module 2: Humanitarian Diplomacy

This module seeks to present the main components of International Humanitarian Law and its role in armed conflicts. It aims at discussing the strategies and challenges of Humanitarian Diplomacy in the contemporary world system.

Session 1: 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.

Session 2: "Geneva Call": IHL and Armed Non-State Actors in Contemporary Conflicts

This session deals with the problem of application of International Humanitarian Law in the context of internal conflicts and the specific strategy of the organization "Geneva Call" to deal with the issue of armed non-state actors.

Required Reading:

Bongard, P. (2013). Engaging Armed Non-State Actors on Humanitarian Norms: Reflections on Geneva Call's Experience. *Humanitarian Exchange, Humanitarian Practice Network Magazine* (Issue 58), 1-4.

Session 3: Review and Reflection Session

This session seeks to review and discuss the main themes of Modules 1 and 2, including the critical assessment of the required readings.

MIDTERM EXAM

Module 3: Post-Brexit Europe in Multilateral Relations: Study trip to Brussels & Paris

This module seeks to examine the role of the European Union in international relations and its diplomatic strategies in the context of Brexit and the changing relations between continental Europe and the United States. Students will attend in Geneva an introductory lecture on the European Integration process and a second lecture on the European Union in an evolving geopolitical and geoeconomic context. Then, during their stay in Brussels, students will attend lectures at the European Union headquarters.

Session 1: The European Integration Process from the Beginning to Brexit

This session aims to present and discuss the historical and political backgrounds of the European Integration Process. The session will also look at the future of the EU in light of the political changes in Europe.

Required Readings:

Jovanovic, M.N & Damjanovic, J. (November 2013). Geopolitics of the European Union. Are Steps Backward the Way Forward? *International Economics, Volume LXVI* (N° 4). 455-482. Retrieved from: <http://ssrn.com/abstract=2395169>

The Immediate Gains and Long Term Costs of Brexit. (April 2017). *Limes Heartland*, 1-4. Retrieved from: http://www.limesonline.com/en/the-immediate-gains-and-long-term-costs-of-brexit?refresh_ce

Session 2: The European Union in an Evolving Geopolitical and Geoeconomic Context

This session seeks to examine the geopolitical and geoeconomic context that impacts the current evolution of the European Union.

Required Reading:

Biscop, S. (March 2016). Geopolitics with European Characteristics: An Essay on Pragmatic Idealism, Equality, and Strategy. *Egmont paper 82*, 1-30. Egmont Royal Institute for International Relations. Brussels: Academic Press. Retrieved from: http://www.egmontinstitute.be/wp-content/uploads/2016/03/egmont.papers.82_online-versie.pdf

Session 3: Field Visit to the EU Commission: European Union as an Actor in Contemporary Diplomacy

This session seeks to critically assess the role of the European Union as a regional actor in contemporary international relations. In addition to this presentation, other speakers will discuss the evolution of transatlantic relations and the role of Europe in the 21st century during the study trip.

Required Reading:

Börzel, Tanja A. & Van Hüllen, Vera. (2014). One voice, one message, but conflicting goals: cohesiveness and consistency in the European Neighborhood Policy. *Journal of European Public Policy*, Vol.21(7), 1033-1049.

De Ruyt, J. (2019). American Sanctions and European Sovereignty. *European Policy Brief N° 54*. Egmont Institute: Belgium

Struye de Swielande, T. (2019). American Leadership and Grand Strategy in an Age of Complexity. *European Policy Brief N° 106*. Egmont Institute: Belgium

Session 4: Review and reflection session

This session seeks to review and discuss the main themes of Module 3, including the critical assessment of the required readings.

Module 4: Development Diplomacy and Multilateral Organizations

This module aims at examining the role and strategies of the United Nations Conference on Trade and Development (UNCTAD) and the World Trade Organization (WTO) in multilateral economic relations, and their impact on development diplomacy.

Session 1: United Nations Conference on Trade and Development: UNCTAD and Contemporary 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 2: 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* (4th 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

Module 5: Environmental and Economic Diplomacy

This module aims at examining the increasing influence of economic and environmental factors on diplomatic processes, on bilateral, regional and multilateral levels.

Session 1: Field visit to the Permanent Mission of Switzerland to the WTO and EFTA: Trade Diplomacy: The Swiss Approach

Students learn about the objectives and the main processes of economic diplomacy and its role in enhancing the power position of states in contemporary international relations, with a focus on Swiss foreign policy.

Required Reading:

Bayne, N. and Woolcock S. (2017). What is Economic Diplomacy. In *The New Economic Diplomacy, Decision-making and negotiation in international economic relations* (4th Ed) (1-14). London and New York: Routledge

Background Reading:

Bayne, N. (2017). Challenge and Response in the New Economic Diplomacy. In *The New Economic Diplomacy, Decision-making and negotiation in international economic relations* (4th Ed) (15-38). London and New York: Routledge.

Session 2: Environmental Diplomacy

This session seeks to present the main factors that impact environmental diplomacy in its political, legal, and diplomatic contexts.

Required Reading:

Barston, R.P. (2014). Environmental Diplomacy (chap. 10). In *Modern Diplomacy* (4th ed.) (183-201). Harlow, England: Pearson

Session 3: Review and reflection session

This session seeks to review and discuss the main themes of Modules 4 and 5, including the critical assessment of the required Readings.

FINAL EXAM

Evaluation and Grading Criteria

Description of Assignments:

Midterm, final exams, and participation constitute the course requirements. In all exercises, students are asked to reflect analytically and to integrate the briefings, lectures, readings, as well as review sessions.

Midterm Exam (35%):

Students have to respond to one essay question and two short questions. Recommended length for the essay question is 3 pages, and 1 page for each of the short questions (total of about 5 pages). Students can consult the IRMD syllabus to see the bibliography, and the program calendar to remember the organizations we visited or the names of the speakers. But it is not an open book exam: students cannot use their notes, the required readings or other materials. Students are encouraged to integrate lectures, briefings and readings.

Final Exam (45%):

Students must respond to two essay questions related to modules 3, 4 and 5. Recommended length for each essay question is about 3 pages (total of about 6 pages in Times New Roman, 12, 1 ½ spaced). Students can consult the IRMD syllabus to see the bibliography, and the program calendar/Paris Brussels study trip program to remember the organizations they visited or the names of the speakers. But it is not an open book exam: students cannot use their notes, the required readings or other materials. For this exam students are encouraged to integrate lectures, briefings and readings.

Oral Presentation (10%):

Students are required to make a 5-minute oral presentation (followed by a 5 minute question/answer period) on a topic related to the course during one of the review and reflection sessions.

Participation (10%):

Attendance, punctuality, interest in the subject, discussion, questions, and completion of Reading assignments are absolutely essential for passing the International Relations and Multilateral Diplomacy Course.

Assessment:

Midterm Exam	35%
Final Exam	45%
Oral Presentation	10%
Participation	10%

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 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>.