

## **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. At the end of the course, each student will produce an original academic paper in their field of interest in international studies.

#### **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 and environmental diplomacy;
- Evaluate the influence of non-state and transnational actors on the evolution of the contemporary international system;
- Identify and integrate primary and secondary sources in a coherent interdisciplinary analytical framework;
- Identify an expert network and conduct interactive research to complete the research project.

#### **Language of Instruction**

This course is taught in English, but students will be exposed to vocabulary related to course content through in-country expert lectures and briefings in a wide range of venues and regional locales.

#### **Instructional Methods**

Classroom seminars are supplemented by lectures and briefings at international organizations, including United Nations and other Geneva based 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:**

- Geopolitical Analysis, Political Psychology and Foresight
- Multilateral Diplomacy in the 21<sup>st</sup> Century
- Humanitarian Diplomacy
- Global Security Threats and Conflict Resolution
- Environmental Diplomacy
- Economic Diplomacy

## **Course Schedule**

*\*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: Geopolitical Analysis and Strategic Foresight**

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 the Study of International Relations and Diplomacy

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

*Required Reading:*

Csurgai, G. (2019). Chapter I: Introduction. In *Geopolitical Analysis: A multidimensional Approach to Analyze Power Rivalries in International Relations*. Canterano: Aracne Editrice.

#### 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 Reading:*

Csurgai, G. (2019). Chapter X: Strategies of Actors. In *Geopolitical Analysis: A multidimensional Approach to Analyze Power Rivalries in International Relations*. Canterano: Aracne Editrice.

#### Session 3: The Geopolitics of Emotions and Cognition: How Does Psychology Influence International Relations?

This session seeks to introduce students to the important role of political psychology in international politics. It presents how different psychological factors, like cognitive biases, emotions, or personality, can influence the decision-making process and international security. Many examples are presented to show how international politics is affected by psychological factors.

*Required Readings:*

Fattah, K., & Fierke, K. M. (2009). A Clash of Emotions: The Politics of Humiliation and Political Violence in the Middle East. *European Journal of International Relations*, 15(1), 67–93.  
<https://doi.org/10.1177/1354066108100053>

Goldgeier, J. M. (1997). Psychology and security. *Security Studies*, 6: 4, 137-166.

## **Module 2: 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 Question

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

#### *Required Readings:*

Perkovitch, G., Sadjadpour, K. (January 2022). *What's at Stake in the Iran Nuclear Talks*. Carnegie Endowment for International Peace, retrieved from:  
<https://carnegieendowment.org/2022/01/06/what-s-at-stake-in-iran-nuclear-talks-pub-86142>

### Session 2: ICRC: International Humanitarian Law and Humanitarian Diplomacy

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 3: International Humanitarian Law and Armed Non-State Actors in Contemporary Conflicts

This session deals with the problems related to the promotion and application of International Humanitarian Law in contemporary conflicts, characterized by the growing implications of Armed Non-State Actors.

#### *Required Reading:*

Bellal, A. and Heffes, E. (2018). “Yes, I do”: *Binding Armed Non-State Actors to IHL and Human Rights Norms Through Their Consent*. 12(1) Human Rights & International Legal Discourse 120

## **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. (2018). Introduction: The Islamic State and Political Violence in the Early 21st Century", in *A Theory of ISIS -- Political Violence and the Transformation of the Global Order* (1-30), London: Pluto Press

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

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**

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

### Session 1: Geoeconomics and Power Projection in the International System

This session aims at introducing the main aspects of geoeconomics and its impact on power rivalries in the contemporary international system.

#### *Required Readings:*

- Csurgai, G. (2018). The increasing Importance of Geoeconomics in Power Rivalries in the Twenty-First Century. In *Geopolitics*, Volume 23, 2018, pp 38-46

### Session 2: Field visit to the WTO: WTO, Diplomacy, and Trade

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 3: 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.

## **Assignments and Evaluation**

### Assignment Descriptions and Grading Criteria

A final research project (ISMD project), a written exam, an oral presentation 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:

#### Project on International Studies and Multilateral Diplomacy (50%):

This research paper offers students a unique research opportunity in their field of interest in international studies. Students select and analyze relevant issues in consultation with program faculty. 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. Students continue to meet with the Academic Director/Advisor throughout the research and writing period. Students might also choose an external project advisor.

ISMD research project requirements:

- At least one face-to-face interview with Geneva based experts and two meetings with the Academic Director and/or Academic Advisor;
- Student 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;
- A 15 page (250 words/page) academic paper that includes: abstract, title page, preface, acknowledgments, table of contents, theoretical framework of analysis, research methodology,

conclusions, notes, and bibliography (the 15 pages do not include the Work Journal and Interactive Research Log);

- The original paper, Work Journal and Interactive Research Log submitted to the Academic Directors. The electronic version is submitted via e-mail to the Academic Director.

#### Final Exam (40%):

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 short questions. 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.

#### Oral Presentation and participation (10%):

Students present on themes related to the course.

Evaluation is based on the integration of required readings, lectures, briefings, and a coherent framework analysis.

#### Participation:

- 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:

ISMD Project	50%
Final Exam	40%
Oral Presentation & Participation	10%

#### Attendance and Participation

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 regularly read the international press, including the Francophone press on political issues.

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.

### Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

### Grading Scale

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.

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

### **Program Expectations**

- 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.

## **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.