

## International Relations and Multilateral Diplomacy

INST3000 (3 credits / 45 hours)

### Switzerland: International Studies and Multilateral Diplomacy

#### Description

From its base in Geneva, this course provides an in-depth examination of the evolving nature of diplomacy in contemporary international relations, characterized by a transition from a western hegemonic system towards multipolarity. 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 in the context of the Global Power Shift. It evaluates traditional and non-traditional approaches to diplomacy, assessing 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, government agencies and educational institutions based in Geneva, Brussels, and Paris. 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 Context of the Contemporary Global Power Shift;
- Comprehend the main processes of diplomatic negotiations;
- Analyze the impact of the current transition of the international system towards multipolarity on multilateral diplomacy;
- Comprehend and contrast different perspectives of state and non-state actors on International Relations;
- Analyze the main challenges that the UN System has to face in the 21<sup>st</sup> Century;
- Comprehend the main processes and factors impacting Humanitarian Diplomacy in the context of the evolving nature of conflicts in the 21<sup>st</sup> 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 in the Context of the Global Power Shift: Processes and Strategies

This module seeks to examine the main aspects, functions and strategies of contemporary multilateral diplomacy in the context of the Global Power Shift.

### Session 1: Global Power Shift and Emerging Multipolarity

This module seeks to examine the different aspects of the contemporary Power Shift and its impact on the transition of international system from western hegemony to multipolarity.

#### *Required Readings:*

- Moeini, A., Mott, C., Paikin, Z., Polanski, D. (March 2022). Middle Powers in the Multipolar World. *The Institute for Peace and Diplomacy*. Retrieved from : <https://peacediplomacy.org/2022/03/26/middle-powers-in-the-multipolar-world/>
- Nair, C. (2023). The West Must Prepare for a Long Overdue Reckoning. *The National Interest*. Retrieved from: <https://nationalinterest.org/feature/west-must-prepare-long-overdue-reckoning-206538>

#### *Background Reading:*

- Dutkiewicz, P. (2023). The Grand Split: A Short Guide to the Creation of the New International Order. *Russia in Global Affairs*. 21(1), 92-110. DOI: 10.31278/1810-6374-2023-21-1-92-110. Retrieved from: <https://eng.globalaffairs.ru/articles/grand-split/>

### Session 2: Multilateral Diplomacy and the Iranian Nuclear Question in Emerging Multipolarity

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

#### *Required Readings:*

- Menton, J. D. (2023). What Most People Get Wrong About the Iran Nuclear Deal, *Foreign Policy*. Retrieved from : <https://foreignpolicy.com/2023/05/07/iran-nuclear-deal-icpoa-us-trump-biden-nonproliferation-diplomacy/>
- International Crisis Group. (2023). *Striking the Right Balance with Iran*. Retrieved from: <https://www.crisisgroup.org/middle-east-north-africa/gulf-and-arabian-peninsula/iran/striking-right-balance-iran>

*Background Reading:*

Naeni, A. (2023). *Iran's Renewed Africa Policy: Raisi's ambition and the perception of Western decline*. Middle East Institute (MEI). Retrieved from:  
<https://www.mei.edu/publications/irans-renewed-africa-policy-raisis-ambition-and-perception-western-decline>

Session 3: Digital Diplomacy: Main Aspects, Risks & Challenges

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

*Required Readings:*

DiploFoundation. (2019). *Mapping the Challenges and Opportunities of Artificial Intelligence for the Conduct of Diplomacy*. Geneva, Switzerland. Retrieved from:  
<https://www.diplomacy.edu/wp-content/uploads/2022/12/AI-diplo-report.pdf>

Rosen Jacobsen, B., Höne K. & Kurbalija, J. (2018). The Key Concepts of Data Diplomacy. In *Data Diplomacy, Updating Diplomacy to the Big Data Era*. Switzerland, Geneva: DiploFoundation, 1-19

*Background Reading:*

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: 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 and Humanitarian Diplomacy.

*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 (2022). *What is International Humanitarian Law?* (1-2) ICRC Advisory Service on International Humanitarian Law. Retrieved from [file:///C:/Users/Aline%20-%20SIT/Downloads/what\\_is\\_ihl-1.pdf](file:///C:/Users/Aline%20-%20SIT/Downloads/what_is_ihl-1.pdf)

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: 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

Session 3: Field Visit to the ICRC Museum

The International Red Cross and Red Crescent Museum's permanent exhibition "The Humanitarian Adventure" offers students a unique opportunity to learn more about the history and current challenges of humanitarian action.

*Required Reading:*

Bernard, V. (2019). Memory: A New Humanitarian Frontier. *International Review of the Red Cross* (101,1). *Memory and War*. 1-9. Retrieved from: <https://international-review.icrc.org/articles/editorial-memory-new-humanitarian-frontier>

**Module 3: Multilateral Negotiation Exercise**

This negotiation exercise provides an opportunity for students to develop negotiation skills and better understand multilateral negotiations techniques and processes. The negotiation simulation will be prepared in small groups during two workshops under the guidance of an expert in international negotiations.

Sessions 1-3: Multilateral Negotiation Exercise: Introduction and preparatory workshops

These sessions seek to explain the objectives, the structure, and the main aspects of multilateral negotiations. After an introduction to Multilateral Negotiation, students will be assigned different roles and tasks to prepare the negotiation simulation exercise.

*Required Readings:*

Verbeke, J. (2022). *Diplomatic Skills: The Basics*. pp. 51-63, 81-111, 155-161. ASP: Brussels.

Auer, M.R. (2000). Who Participates in Global Environmental Governance? Partial Answers from International Relations Theory. *Policy Sciences*, Vol. 33, No.2, pp.155-180. Springer. Retrieved from: <https://www.jstor.org/stable/4532495>

Berridge, G.R. (2015). Prenegotiations (27-33). In *Diplomacy, Theory and Practice* (Fifth Edition). London: Palgrave Macmillan.

Berridge, G.R. (2015). 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

Hurrell, A., Sengupta, S. (2012). Emerging Powers, North-South Relations and Global Climate Politics. *International Affairs* (Royal Institute of international Affairs 1944-), Vol- 88, No.3, Rio+20 and the global environment: reflections on theory and practice (May 2012), pp. 463-484. Retrieved from: <https://www.jstor.org/stable/23255546>

Session 4: Multilateral Negotiation Exercise

Students participate in the negotiation exercise according to their assigned roles and seek to find some common grounds to explore potential diplomatic solutions for the problems presented in the case study.

### Session 5: Review and Reflection Session

This session seeks to review and discuss the main themes of Modules 1,2 and 3, including the critical assessment of the required readings (divided into two sessions).

## **MIDTERM EXAM**

### **Module 4: The Evolving Role of Europe in the context of the Global Power Shift.**

#### **Study trip to Brussels and Paris**

This module seeks to examine the role of the European Union in the emerging multipolar system and its diplomatic strategies in the context of the contemporary Global Power Shift. Students will attend in Geneva an introductory lecture on the European Integration process and 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.

##### *Required Reading:*

Helwig, N. (2021). Strategic Autonomy and the EU as a Diplomatic Actor (chapter 3). In *Strategic Autonomy and the Transformation of the EU, New Agendas for Security, Diplomacy, Trade and Technology* (71-88). Finnish Institute of International Affairs, 67. Helwig, N. (Ed).

#### Session 2: Field Visit to the EU Commission: European Union as an Actor in Contemporary Diplomacy

This session seeks to critically assess the evolving role of the European Union in the emerging multipolar system.

##### *Required Readings:*

Helwig, N. (2021). Threading the Trade Needle on Open Autonomy (chapter 4). In *Strategic Autonomy and the Transformation of the EU, New Agendas for Security, Diplomacy, Trade and Technology* (89-106). Finnish Institute of International Affairs, 67. Helwig, N. (Ed).

Helwig, N. (2021). Principled Big Tech: European Pursuit of Technological Autonomy (chapter 5). In *Strategic Autonomy and the Transformation of the EU, New Agendas for Security, Diplomacy, Trade and Technology* (106-129). Finnish Institute of International Affairs, 67. Helwig, N. (Ed).

##### *Background Reading:*

Wang, E. (2022). EU's Paradigm Shift Towards the Rise of China. Research Paper N. 124, 1-16. IRSEM (Institut de Recherche Stratégique de l'Ecole Militaire): Paris. Retrieved from: <https://www.irsem.fr/media/rp-irsem-124-wang-eu-s-paradigm.pdf>

European Parliament. (2023). How the European Union Works? The European Union Explained: Your Guide to the EU Institutions, Fact Sheets on the European Union. Retrieved from: <https://www.europarl.europa.eu/erpl-app-public/factsheets/pdf-chapter/en/en-chapter-1.pdf>

### Session 3: 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 5: Development Diplomacy and Multilateral Organizations**

This module aims at discussing the main aspects and contemporary evolution of Development Diplomacy. It seeks as well to examine the role and strategies of the World Trade Organization (WTO) in multilateral economic relations.

### Session 1: Development Diplomacy in the 21<sup>st</sup> Century

This session seeks to discuss the main characteristics of Development Diplomacy on different levels by taking into consideration the changing context of the Multilateral System in the 21<sup>st</sup> century.

#### *Required Readings:*

Gulrajani, N., Mawdsley E., and Roychoudhury S. (2020). *The New Development Diplomacy in Middle-Income Countries. The Changing Roles of Traditional Donors in India*. London: ODI report.

Humphrey, C. Maduz, L. (2020). *China, Multilateral Banking and Geopolitics*. CSS Analysis in Security Policy. Switzerland: ETH Zurich. Retrieved from: <https://www.research-collection.ethz.ch/handle/20.500.11850/444811>

### Session 2: 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. (2019). Trade, foreign policy and diplomacy (chap 9). In *Modern Diplomacy* (5<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)

## **Module 6: 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: 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. (2019). Environmental Diplomacy (chap. 10). In *Modern Diplomacy (5<sup>th</sup> ed.)* (183-201). Harlow, England: Pearson

Session 2: Field visit to the Permanent Mission of Switzerland to the WTO and EFTA: Economic 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 (4<sup>th</sup> 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 (4<sup>th</sup> Ed)* (15-38). London and New York: Routledge

Session 3: Review and reflection session

This session seeks to review and discuss the main themes of Modules 4 ,5 and 6, 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 two essay questions related to modules 1, 2 and 3. Required length for the answer to each essay question is 2 pages (total of 4 pages). Students can consult the IRMD syllabus to see the bibliography, and the program calendar. 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 4 ,5 and 6. Recommended length for each essay question is 2 ½-3 pages (total of about 5-6 pages). Students can consult the IRMD syllabus to see the bibliography, and the program calendar. 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.

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](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>.