

## PPE4310 – MULTILATERAL DIPLOMACY: POLITICS, POWER AND PERSUASION

Dr. Herman T. Salton  
Assistant Professor in International Relations (AUW)  
Senior Fellow in UN Studies, City University of New York (CUNY)

### 1. CONVENOR

Email: herman.salton@auw.edu.bd  
Office: H612  
Office Hours: Monday, 2pm-4pm; Tuesday, 3pm-5pm  
*Please stick to these days and times. If you really cannot make them, please email me in advance to arrange an appointment. Thank you.*  
Classes: Monday, 4pm-6.30pm, with a ten minutes break in between)

Qualifications: JD (Trento), PhD (Auckland), MPhil (Oxford)  
Areas of Expertise: International Relations  
United Nations  
International and Diplomatic History  
Human Rights (especially racial and religious discrimination)  
International Law (especially international organization)

Profile: Herman Tutehau Salton, PhD, was educated at the universities of Trento, Auckland and Oxford. A Senior Fellow at the Ralph Bunche Institute for International Studies, City University of New York (CUNY), he was also a visiting scholar at Sciences-Po, Paris (France) and TUJ, Tokyo (Japan); a human rights officer at the Icelandic Human Rights Centre, Reykjavík (Iceland); and an Associate with the Under-Secretary-General for Political Affairs, United Nations Headquarters, New York City (USA). He publishes in the areas of international politics, international law, global history and human rights, and is fluent in English, French, Italian and Spanish.

### 2. TEACHING ASSISTANT

Name: Katarina O'Regan  
Email: katarina.oregan@auw.edu.bd  
Office Hours: Monday and Wednesday, 10am-12noon

### 3. DESCRIPTION

The forces of globalization and fragmentation at work in global politics since the end of the Cold War can no longer be managed through bilateral diplomatic relations. As a result, the post-Cold War international political environment is pushing multilateral diplomacy and international organizations to centre stage. This course explores the unique facets of multilateral diplomacy and considers how the latter has adjusted to the post-Cold War's

political and economic climate. The course will introduce students to the history, theory and practice of diplomatic negotiations in key areas such as crisis diplomacy, international economic diplomacy, summit diplomacy and nongovernmental diplomacy.

#### 4. LEARNING OUTCOMES

By the end of the course, students should be able to:

- Be familiar with the historical development of diplomacy through the ages;
- Understand the difference between bilateral and multilateral diplomacy;
- Examine theoretical explanations of how diplomats take decisions;
- Understand the difference between ancient and modern (post-WWI) diplomacy;
- Be familiar with the theory, practice and ethics of international diplomacy;
- Understand the context of international diplomatic negotiations;
- Understand how decisions are made in the context of international diplomacy;
- Understand the role of power and law in international diplomacy;
- Understand the changing role of the international diplomat;
- Understand the role of personal dynamics behind diplomatic negotiations;
- Understand how international diplomacy has changed national sovereignty;

#### 5. SCHEDULE

##### PART ONE:

##### THE DEVELOPMENT OF MULTILATERAL DIPLOMACY

##### **Week 1: Introductions**

Class 1 – Introducing the Course

Class 2 – Introducing the Subject: Why Study Diplomacy?

*Readings: No Readings This Week*

##### **Week 2: What is Multilateral Diplomacy**

Class 1 – What is Multilateral Diplomacy and How to Study It

Class 2 – Class Exercise: Bilateral versus Multilateral Diplomacy

*Readings: Kerr & Wiseman, pp.1-7 & 175-191; Bjola & Kornprobst, pp.3-7*

##### **Week 3: The Evolution of Diplomacy in Europe and Asia**

Class 1 – Diplomacy in Europe and Asia

Class 2 – Class Exercise: Diplomatic Negotiations in Europe and Asia

*Readings: Kerr & Wiseman, pp.15-47;*

##### **Week 4: The Birth of Modern Diplomacy after World War I**

Class 1 – The Impact of WWI on Diplomacy

Class 2 – Class Exercise: Negotiating the Idea of Collective Security

*Readings: Bjola & Kornprobst, pp.28-43*

##### **Week 5: The Interdisciplinarity of Multilateral Diplomacy**

Class 1 – The Multiplication of Diplomatic Relations, Issues and Actors

Class 2 – Class Exercise: Negotiating the Responsibility to Protect (R2P)

*Readings: Bjola & Kornprobst, pp.44-60*

PART TWO:  
THE CONTEXT OF MULTILATERAL DIPLOMACY

**Week 6: The Decision-Making Process of Multilateral Diplomacy**

Class 1 – Rational and Psychological Approaches to Decision-Making

Class 2 – Group Exercise: Which Factor Matters Most in Diplomatic Negotiations?

*Readings: Bjola & Kornprobst, pp.97-112*

**Week 7: Multilateral Diplomacy at the United Nations**

Class 1 – Promises and Perils of UN Diplomacy

Class 2 – Group Exercise: Is the UN Secretary-General the World's Top Diplomat?

*Readings: Kerr & Wiseman, pp.319-334*

**Week 8: Multilateral Diplomacy at the Regional Level**

Class 1 – Regional Diplomacy in Europe, Asia and Africa

Class 2 – Group Exercise: Why is Regional Diplomacy on the Rise?

*Readings: Kerr & Wiseman, pp.300-318*

**Week 9: Multilateral Diplomacy and the USA**

Class 1 – Multilateral Diplomacy and the United States

Class 2 – Group Exercise: Is Modern US Diplomacy 'Imperial' in Nature?

*Readings: Kerr & Wiseman, pp.265-281*

**Week 10: Multilateral Diplomacy and China**

Class 1 – Multilateral Diplomacy and the Rise of China

Class 2 – Group Exercise: Is China's Diplomacy 'Peculiar' in Any Way?

*Readings: Kerr & Wiseman, pp.282-299*

PART THREE:  
THE FUTURE OF MULTILATERAL DIPLOMACY

**Week 11: Remaking the Multilateral Diplomat**

Class 1 – Challenges to Traditional Diplomacy

Class 2 – Group Exercise: How Would You Recruit Multilateral Diplomats?

*Readings: Bjola & Kornprobst, pp.149-165*

**Week 12: Remaking States**

Class 1 – Challenges to State Sovereignty: Peace-building and Intervention

Class 2 – Group Exercise: Is There a Pro-Western Bias in Peace-Building?

*Readings: Bjola & Kornprobst, pp.166-180*

**Week 13: Preventive Diplomacy and International Criminal Justice**

Class 1 – Building a Peaceful World: Preventive Diplomacy and Int'l Criminal Justice

Class 2 – Group Exercise: Why Has Preventive Diplomacy Been So Weak?

*Readings: Bjola & Kornprobst, pp.181-197*

**Week 14: Towards a More Inclusive Diplomacy?**

Class 1 – Diplomacy as Communication

Class 2 – Group Exercise: What is the Future of Global Diplomacy?

*Readings: Bjola & Kornprobst, pp.201-7*

## 6. CLASS FORMAT

The course involves a mixture of lectures and discussions. All classes will be interactive: in my view, the role of the teacher is not to offer the right answers but to ask probing questions, especially in a course like this that deals with controversial topics that rarely have definitive answers. So it will not be enough to come to class: you will need to be proactive and participate in the discussion. Naturally some of you will be shyer than others, which is fine (the best students are not always the most talkative). But you *will* need to interact with your peers.

The subjects discussed are hotly debated and some of you will have strong opinions about them. Others will find the materials totally alien. Both situations are normal—multilateral diplomacy is a fiercely contested concept, which is why it is so exciting. Yet this is also why I expect you to come to class having done the readings and ready to ask questions about materials or concepts that are unclear to you. I make a conscious effort to invite discussion, so I will raise provocative questions and you should be prepared to engage with them.

In the course of our discussions, it is imperative that you interact respectfully with your peers. As we will be discussing issues for which there are no easy answers, it is important that you understand that everyone comes to the class with different life experiences which shape their beliefs and different levels of prior exposure to the ideas and events discussed in this class. I will thus expect—and will not condone anything short of—an attitude of collegial respect.

## 7. TEXTBOOKS

Bjola, Corneliu and Kornprobst, Markus  
*Understanding International Diplomacy: Theory, Practice and Ethics*  
London: Routledge, 2013

Kerr, Pauline and Wiseman, Geoffrey  
*Diplomacy in a Globalizing World*  
Oxford: Oxford University Press, 2013

## 8. ASSESSMENT

- 1) Presentation (20%): This will be a short, 10-minute presentation that each of you will give to the class on a dilemma of multilateral diplomacy your choice. This is your chance to explain the diplomatic aspects of an international politics issue that you find intriguing/problematic. After the presentation, there will be a 10 minutes Q&A session, i.e. the class and/or I will ask you questions which you will be expected to address. While some people are nervous about public speaking, this is a key part of your development and the sooner you start, the better. So do not be afraid—you are here to learn!  
  
*When:* One presentation per class beginning from Week 3 (2 February 2014). You can sign up for a slot during Week 1 and 2.
- 2) First Simulation (20%): In the first of two simulations, we will try to negotiate an international framework (or convention) for gender rights, including reproductive rights and the rights of transgender people. Ambassadorial roles will be assigned to you randomly, which

means you will have to defend the positions of your assigned country or organization, rather than your own. Information and guidance on the players involved, on logistics and on the rules of procedure will be given in due course.

*Due:* Tuesday, 25 February 2014

- 2) Second Simulation (20%): The second simulation will try to establish the legal and political framework for a UN standing army to be used in peace-building, peacekeeping and humanitarian intervention. Once again, ambassadorial roles will be assigned to you randomly, which means you will have to defend the positions of your assigned country, organization or office, rather than your own. Information and guidance will be given closer to the date.

*Due:* Sunday, 30 March 2014

- 4) Diplomatic Brief (20%) Following the negotiations on gender issues and the UN standing army described above, you will write a diplomatic brief (1,000 words) making the case for the position of your own country/organization on these issues. More information and guidance will be provided closer to the date.

*Date:* Tuesday, 27 April 2014

- 5) Participation (20%) Your participation grade will depend on the regularity of your class attendance, on your punctuality and on your contribution to class debate (such as engaging with me when I ask questions and asking questions yourself when your colleagues present). Unjustified absences for more than three classes over the semester will result in penalties, though bona-fide absences will be condoned.

### 9. GRADING SCALE

97 to 100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
			< 60 = F (Fail)

*Please Note:* While marks are important and you should strive to obtain the best possible grade, the way you study is even more important. In this course, factual knowledge is essential but insufficient to perform well; critical thinking is what will make the difference not only in terms of marks but also—and more importantly—in terms of your development. Consequently, the mere regurgitation and memorization of facts will not take you far—only the critical assessment of them will. What I am interested in is your approach to a problem. However, you will only be able to acquire this analytical capacity if you come to class, read widely and participate in the discussions. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! Both are needed and will be required.

## 10. KEY DATES

**Oral Presentations:** One per class from Week 3 (2 Feb 2014 - sign up for a slot in Weeks 1 and 2)  
**First Simulation (Gender Rights):** 25 February 2014  
**Second Simulation (UN Standing Army):** 30 March 2014  
**Diplomatic Brief:** 27 April 2014  
**Spring Break:** 16 to 20 March 2014

## 11. PLAGIARISM

Academic honesty is critically important and is expected of all of you at all times. For your information, definitions of and policies regarding academic honesty are detailed in the AUW Hand-out. Please read *carefully* the section on academic integrity on pages 13-16. Violations of academic honesty will result in failing grades for assignments and/or the entire course.

## 12. CLASS BEHAVIOUR

My assumption will be that each student in this class is motivated, intelligent and considerate of the opinions of others, and my expectations of you reflect this assumption.

I would like to ask you to please come to class on time and participate while you are here. Of course, sometimes circumstances prevent your timely arrival—in these cases, please enter quietly and sit by the door. If you need to leave early, please sit by the door and leave quietly. If you will frequently need to arrive late or leave early, please speak to me about it. I am committed to starting and ending every class exactly on time, so please do not prepare to leave before I have ended class. It is disrupting to your colleagues and to myself.

Also, please ensure that you do not read or sleep in class, nor talk to students around you without good reason. Please also be sure to turn off all phones and beepers. It is not appropriate to leave class in order to answer a call: if you feel that you have extenuating circumstances (e.g., a family emergency), please see me before class to discuss it.

I strongly encourage you to stop me during class if you have a question or relevant comment. If you feel uncomfortable talking during class, please approach me after class. It is my job to help you understand the material and I will do whatever I can to make sure that you do.

## 13. RELEVANT PUBLICATIONS

‘Multilateral Diplomacy’  
‘Diplomatic History’  
‘Global Governance’  
‘Diplomatic Practice’  
‘Economy and Society’  
‘Foreign Affairs’  
‘The Economist’  
‘Survival’