CAS/GRS New Course Proposal Form

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Pardee School DATE SUBMITTED: 9/19/2016

COURSE NUMBER: GRS IR 604

COURSE TITLE: Negotiation and Diplomacy

INSTRUCTOR(S): Ambassador Robert Loftis

TO BE FIRST OFFERED: Spring 2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

D I P L O M A C Y & N E G O T I A T I O N

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Investigates building blocks and challenges of diplomacy, with special emphasis on negotiation. Addresses history, legal underpinnings, infrastructure, and practice of diplomacy. Provides a foundation in principles and practice of negotiation, with focus on dynamics of diplomatic negotiations, using hands-on exercises.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

Graduate standing in the Pardee School or permission of instructor.

2. Explain the need for these prerequisites:

This will be a required class for all of our MA programs. The course is pitched at professional MA students, and space constraints will likely prevent non-Pardee students from joining the class.

CREDITS: (check one)
Half course: 2 credits

Variable: Please describe.

Full course: 4 credits

Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

This class will meet for three hours per week, and involves roughly 150-200 pages of reading per week. In addition, students will participate in four simulation exercises, write six analytical papers, and complete a final exam. These commitments should be equivalent to at least 12 hours per week of student effort.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

- No.
- Yes. If yes, please indicate which division ________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

- Every semester
- Once a year, fall
- Once a year, spring
- Every other year
- Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

One outcome of our review of the skills and knowledge necessary for a successful career in international relations was the realization that negotiation skills are essential to nearly all of the careers that our graduates may follow. The study of diplomacy was also determined to be important—although not all of our graduates will end up formally as diplomats in either national or UN service, nearly all will need to interact with national governments and international organizations. Thus, understanding the diplomatic ecosystem and its rules and norms will make them much more effective in their chosen careers.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?
CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   - Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   - No.
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

N/A

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

N/A

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

N/A

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:
A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION:  Elaine Bidianos, Academic Affairs Manager

DEPARTMENT CONTACT EMAIL AND PHONE:  elaineb@bu.edu, 3-9282

DEPARTMENT APPROVAL:

______________________________________________________________
Associate Dean for Academic Affairs  Date

______________________________________________________________
Other Department Chair(s) (for cross-listed courses)  Date
PARDEE SCHOOL OF GLOBAL STUDIES
CAS IR 604: DIPLOMACY AND INTERNATIONAL NEGOTIATIONS

Tuesdays and Thursdays

“The reason for having diplomatic relations is not to confer a compliment but to secure a convenience.”
-- Sir Winston Churchill

“Let us never negotiate out of fear. But let us never fear to negotiate.”
-- John F. Kennedy

Prof: Ambassador Robert Loftis  
Pardee School of Global Studies  
152 Bay State Road, Room 225  
Tel: 617-353-9390  
Email: rgloftis@bu.edu

Course Outline
Diplomacy is the tool by which a nation’s foreign policy is implemented: in other words, the management of official relations between states and intergovernmental organizations to promote national interests, through both cooperation and competition. Much diplomatic work, of course, is carried out through negotiations. When most people think of international negotiations, the image of diplomats facing off across felt-covered tables, sitting behind placards and flags, often comes to mind. While accurate as far as it goes, this vision touches only a small fraction of the world of international negotiations. This course is designed to familiarize students with the key building blocks and challenges of diplomacy, with a special emphasis on negotiation. The course features four increasingly complex negotiation exercises, each followed by a discussion.

A detailed schedule, with required readings and other requirements, is included below. After the introductory session, we will have an in-class negotiation exercise and discussion to introduce some basic negotiating principles. We will then survey the history and evolution of diplomacy to its modern form, followed by a discussion of the legal underpinnings of diplomatic practice as codified in the Vienna Conventions on Diplomatic and Consular Relations (VCDR and VCCR). The next session will look at the infrastructure of diplomacy: foreign ministries, embassies, consulates and missions, along with key external actors. Diplomacy is carried out by people, so we will look at the various diplomatic personnel, including questions of professional ethics. This will be followed by an examination of diplomatic functions and the actual activities of diplomats.

Shifting gears slightly, we will move into a more detailed study of negotiations. Beginning with principles and complexities, we then move to culture and negotiating behavior. We will take a session on the legal underpinnings, focused on the Vienna Convention on the Law of Treaties (VCLT), and the legal authorities under which negotiations are conducted. This will move us to our second in-class exercise on building a common negotiating position.

The next three sessions are devoted to preparing to negotiate, understanding the key concept of BATNA (Best Alternative to a Negotiated Agreement), and negotiation dynamics. Our third negotiation exercise, a bilateral trade negotiation, follows. As much diplomatic activity takes place at the United Nations and other intergovernmental organizations, we will spend two sessions on
multilateral diplomacy and negotiation, culminating in a four-day multilateral exercise. The course ends with a discussion of mediation and a course wrap-up.

Grades will be based on class participation (overall and in the exercises), a briefing paper, short “reflection” papers on each of the exercises, an analysis paper, and a final exam.

**Special Remarks**

**This class requires your active participation and engagement.** As it will be run as a seminar with an emphasis on discussion and participation, students are expected to attend and participate fully in all classes except in case of a valid excuse (i.e. personal illness). This is particularly true for the exercises: missing these class sessions not only deprives you of a major learning tool but disadvantages your fellow students as well. Missing an exercise will result in a zero grade for that exercise; there will be no make-up. Please e-mail me in advance of any absence. Students are expected to do the required readings before class, as they will provide the context and point of departure for the day’s discussion. Lecture notes will be posted on Blackboard at the end of the class. These notes are merely guidelines for the day’s discussion and are no substitute for attendance.

Students should also peruse a quality daily such as the *New York Times* or *Washington Post*, along with a weekly such as *The Economist*. *Foreign Policy* provides an excellent summary of events around the world on a daily basis. Class discussion will draw on events of the day to elucidate the lessons. Look for articles about on-going or potential international organizations, including “pre-negotiations.” Don’t neglect the business sections: trade negotiations are often covered there rather than in the front section.

**Academic Misconduct**

All class members are expected to maintain high standards of academic honesty and integrity. You are expected to provide citations in papers for all quotations, paraphrases, and ideas taken from any source other than your own original thoughts. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe, and can include permanent expulsion from the university. For more on the definition of plagiarism and the standards to which you will be held, see the CAS Academic Conduct Code, available at [http://www.bu.edu/academics/resources/academic-conduct-code/](http://www.bu.edu/academics/resources/academic-conduct-code/).

**Students with Documented Disabilities**

If you have a disability that requires extra time for exams or any other accommodations, please bring a note from the BU Office of Disabilities Services as soon as possible so that I can make arrangements for reasonable accommodations.

**Required Texts**

We will draw extensively on these texts, which will be available at the BU Barnes and Noble bookstore or through other booksellers. You can find used copies of all of them.

- Colosi, Thomas *On and Off the Record*, Kendal Hunt Publishing, Dubuque, 1993
Recommended Texts

We also rely on readings from the following texts, which will be posted on Blackboard Learn.

- Soloman, Richard (ed)  
  *American Negotiating Behavior*, United States Institute of Peace, Washington, 2010

- Breslin, J and Zubin Jeffrey (ed)  
  *Negotiation Theory and Practice*, Program on Negotiation Books, Cambridge 2010

- Kopp, Harry  

- Pigman, Geoffrey  

Additional readings will be posted on Blackboard and are noted in the syllabus.

**Grade Scale**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93.9</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>84-86.9</td>
<td>B</td>
</tr>
<tr>
<td>80-83.9</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>74-76.9</td>
<td>C</td>
</tr>
<tr>
<td>70-73.9</td>
<td>C-</td>
</tr>
</tbody>
</table>

Please note that I do not grade on a curve or assign extra credit.

**Grading Distribution**

- Briefing memorandum: 20%
- Negotiation analysis: 20%
- Final Examination: 20%
- Exercise 1 participation: 5%
- Exercise 1 paper: 5%
- Exercise 2 participation: 5%
- Exercise 2 short paper: 5%
- Exercise 3 participation: 5%
- Exercise 3 paper: 5%
- Exercise 4 participation: 5%
- Exercise 4 paper: 5%
**Briefing Paper (20%)**

Students will be required to write a memorandum from an Ambassador or Assistant Secretary of State to the Secretary of State. For those who wish to write from a non-American perspective, you may write as an Ambassador or Assistant Minister to the Minister of Foreign Affairs. The paper should identify a diplomatic problem and propose a strategy for dealing with it. The paper will be a maximum of 2500 words, exclusive of bibliography, and be 1.5-line spacing with Times New Roman 12 font. There will be a penalty for papers that exceed the maximum word limit. The paper must:

- Describe the problem and its relevance to the home country’s interests;
- Propose a diplomatic strategy for resolution or management;
- Identify assets, constraints and potential trade-offs.

Choose an issue that allows you to be specific. Be complete yet succinct: clarity, grammar and spelling count. You are encouraged to discuss your paper with me over the course of the semester. **However, the last day to do so is two weeks before the due date.** More detailed instructions and an example of the format will be provided on the first day of class and posted on Blackboard.

Papers are due in Word format, by e-mail (rgloftis@bu.edu) no later than 5:00 pm on ((set due date mid-way through semester)). Late papers will be automatically reduced a half letter grade per day. Give your paper the file name: [Student last name, student first name, briefing paper].

Ensure that you have received a return e-mail from me indicating that I have received your paper and can open the document. It is your responsibility to confirm that I have received your assignment.

**Negotiation Analysis Paper (20%)**

Choosing from the list of negotiations provided on the last page of the syllabus (students also may choose a different topic after discussing it with the instructor), students will provide an analysis of the negotiations using concepts covered in the course. The paper must cover two elements:

A. The context of the negotiations (i.e. the issue the parties were trying to address, who were the principal players, the nature of the challenges, the final results);

B. Potential BATNAs available to at least one of the parties. The concept of BATNA is newer than many of these negotiations and is rarely addressed directly. Nevertheless, students are to provide at least one reasonable BATNA for one of the parties.

Students are strongly encouraged to discuss this paper with me, both when they choose their topic and over the course of the semester. **NOTE:** More than one student may write on the same negotiations.

Students are required to produce a paper of 2500-3500 words (exclusive of footnotes and bibliography). Note that the upper word count is the maximum permitted. I put a premium on economy of language. Please submit the paper in Word format (Times New Roman 14 pt., 1.5 line spacing) by e-mail only (rgloftis@bu.edu) by 5:00pm on ((10 days before end of semester)). Late papers will receive a one half-letter grade reduction per day. Check for a return e-mail from me indicating that I have received the paper and have been able to open the document. **It is your responsibility to ensure the paper has been received.** Give your paper the file name: [Student last name, student first name, analysis paper].

**Exercises**

Grades for the exercises will be based on active participation in the exercise and discussion, and on a short “reflections” paper. At the end of each exercise, students will be asked to step back from their
roles as negotiators and assume the role of observers as we analyze the processes and dynamics of the negotiations. Each exercise will have its own “reflections” paper, which must be submitted by e-mail only (no hard copies) to rgloftis@bu.edu. Use the same format as the analysis paper, including the file names (Name, reflection 1...Reflection 2, etc.). No footnotes or bibliography are required. Because of the brevity of these papers (page lengths are maximums), you will need to focus on the essentials rather than filler. Pay attention to the question, which is different for each exercise. Do not rehash the events or the scenarios: use them only to elucidate your points.

**Negotiations Exercise 1 (5% and 5%)**
This will be an in-class exercise in which students will negotiate one-on-one with partners to examine basic negotiating principles. You will also be required to write a two-page “reflections” paper on what you learned about your own approach to negotiations. Papers are due by 5:00 pm on **(three days after discussion)**.

**Negotiations Exercise 2 (5% and 5%)**
Students will take on the roles of an embassy country team coming to a consensus to decide which projects to fund through the Ambassador’s Self-Help Fund. Instructions and roles will be assigned at the end of the class preceding the exercise. A two-page paper on the challenges of reaching consensus is due on **(three days after discussion)** at 5:00 pm.

**Negotiations Exercise 3 (5% and 10%)**
Students will be divided into teams to conduct a bilateral negotiation. Instructions, assignments and roles will be provided in the class preceding the exercise. A three-page “reflections” paper on internal team dynamics to create a negotiating strategy that reflects competing internal interests will be due at 5:00 pm on **(three days after discussion)**.

**Negotiations Exercise 4 (5% and 5%)**
The negotiation exercise is based on an alternative history of the Paris Peace talks of 1919. (Those familiar with the actual events will immediately recognize that I have taken substantial liberties.) Students will be divided into teams and assigned roles representing the ministries of war, the navy, foreign affairs, finance and other key players. You will have both team and individual instructions. This is not a history lesson: the goal is not to replicate the Treaty of Versailles but to experience multilateral negotiations.

Students also will be required to write a three-page analysis of the process, due by 5:00 pm, **(three days after discussion)**. Focus on one facet and discuss how that helped or hindered the negotiations. Remember, this is an analysis, not a chronological description of the negotiations.

Assignments and detailed instructions will be provided in the class before the start of the exercise.

**Final Examination (20%)**
The final examination will be a combination of short answer and true-false (with explanation) questions covering concepts and definitions. It will encompass material covered throughout the course.
Course Schedule

Class 1
*Introduction and Course Overview*

Class 2
*Negotiation exercise and discussion*

Reflections paper due **(in three days)** at 5:00 pm

Class 3
*History and Evolution of Modern Diplomacy*
- Berridge: pages 105-112
- Kopp: Part 1 (Chapters 1, 2 and 3) (Blackboard)

Class 4
*The Vienna Conventions on Diplomatic and Consular Relations*
- *The Vienna Convention on Diplomatic Relations* 1961:
- *The Vienna Convention on Consular Relations* 1963 (Blackboard)
- Berridge: pages 112-116

Class 5
*Diplomatic Infrastructure: Foreign Ministries, Diplomatic Missions, And Other Actors*
- Berridge: pages 5-24, 112-116 and 132-143
- Holmes: pages 28-34 (Blackboard)
- 2015 *Quadrennial Diplomacy and Development Review (QDDR)*: Executive Summary (Blackboard)
- Pietrowicz, Nick: *The Value of Fortress Embassies*, Foreign Service Journal, February 2013 (Blackboard)
- Pigman: Pages 70-106 (Blackboard)
- Pigman: pages 161-179 (Blackboard)
- Kopp: pages 117-122 (Blackboard)
Class 6

**Diplomatic Personnel; Professional Ethics and Challenges**
- Kopp: pages 150-167 (Blackboard)
- *Ambassador’s Letter of Instruction* (Blackboard)
- Marks, Edward: *Ethics for the Professional Diplomat*, Foreign Service Journal, July-August 2013 (Blackboard)
- 2 FAM 070: Dissent Channel (Blackboard)
- Dorman, Shawn: *Interviews with dissent award winners*, Foreign Service Journal, September 2013 (Blackboard)

Instructions for the consensus-building exercise will be distributed at the end of class.

Class 7

**Consensus-building exercise**

Class 8

**Exercise Discussion**

Reflections paper due ((in three days)) at 5:00 pm

Class 9

**Diplomatic Methods and Practices: the work of diplomats**
- Berridge: pages 117-130
- Pigman: pages 107-160 (Blackboard)
- Lawton, Dan: *The Art of Political Reporting*, Foreign Service Journal, July-August 2014 (Blackboard)
- Gannon, John: *Diplomatic Reporting: Adapting to the Information Age*, Foreign Service Journal, July-August 2014 (Blackboard)
- Various: *A Selection of Views from Practitioners*, Foreign Service Journal, July-August 2014 (Blackboard)
- Text of 1992 Embassy Kigali Cable 3478 (Blackboard)

Class 10

**Negotiations: Principles and Complexities**
- Colosi: pages 1-33
- Fisher and Ury: pages 1-82
- Breslin and Rubin: pages 3-11 (Blackboard)

Class 11

**Culture and Negotiating Behavior**
- Solomon: pages 3-38, 189-277 and 279-289 (Blackboard)
- *USIP Special Report: French Negotiating Style*, pages 1-6 (Blackboard):
- *USIP Special Report: Negotiating with the Islamic Republic of Iran*, pages 1-16 (Blackboard):
Class 12

**Legal Underpinnings: The Vienna Convention on the Law of Treaties/The Authority to Negotiate**
- Text of *The Vienna Convention on the Law of Treaties*: pages 1-31 (Blackboard)
- 11 Foreign Affairs Manual 720: Circular 175 Authority: pages 1-18 (Blackboard)
- Circular 175 Procedures: Department of State, Office of the Legal Advisor: pages 1-2 (Blackboard)
- Model Circular175 Memorandum: Department of State: pages 1-12 (Blackboard)
- *Treaties in Force of the United States (TIF)*: Department of State, Office of the Legal Advisor (Download available via Blackboard) (Browse to see the range of bilateral and multilateral agreements to which the U.S. is a party. Take special note of the introduction’s definition of “treaties.”)

Class 13

**Preparing to Negotiate: your team and the draft/Pre-negotiation with your partners**
- Colosi: pages 33-50
- Browning James: *Leading at the Strategic Level*: pages 283-291 (Blackboard)
- Breslin and Rubin: pages 57-79, 181-193 (Blackboard)
- Solomon: pages 123-152 (Blackboard)
- Berridge: Diplomacy: pages 29-45
- Breslin and Rubin: pages 181-193 (Blackboard)

Class 14

**Understanding Your and Their BATNAs (Best Alternative to a Negotiated Agreement)**
- Fisher and Ury: pages 97-109
- Browning: pages 292-304 (Blackboard)

Class 15

**Negotiating Dynamics: at and away from the table**
- Colosi: pages 51-112
- Fisher and Ury: pages 109-145
- Berridge: pages 46-71
- Solomon: pages 47-85, 93-122 (Blackboard)

Instructions for the bilateral team negotiations will be handed out at the end of class.

Class 16

**Bilateral team negotiations Day 1**

Class 17

**Bilateral team negotiations Day 2**
Class 18

Exercise discussion

Reflections paper due ((in three days)) at 5:00

Class 19

Multilateral Diplomacy (The United Nations and Other International Organizations)
· Berridge: pages 146-167
· Pigman: pages 49-69 (Blackboard)
· “The Rules of Multilateral Diplomacy” — Anonymous (Blackboard)
· Righter, Rosemary: Utopia Lost: The United Nations and World Order, pages 25-42 (Blackboard)

Class 20

Multilateral Negotiations: Complexity Cubed
□ Anonymous: The Rules of Multilateral Diplomacy (Blackboard)
□ Berridge: pages 146-166
□ Breslin: pages 351-366, 389-398 (Blackboard)
□ Solomon: pages 85-92

Note: Assignments and instructions for the multilateral exercise will be handed out at the end of class

Class 21

Multinational Negotiations Exercise

Class 22

Multinational Negotiations Exercise

Class 23

Multinational Negotiations Exercise

Class 24

Multinational Negotiations Exercise

Class 25

Multilateral Negotiation Discussion

Reflections paper due ((in three days)) at 5:00 pm

Class 26

Mediation
Class 27

**Implementation, Conclusions and Review**

- Solomon: pages 293-314 (Blackboard)

**FINAL EXAM: TO BE ANNOUNCED**

**Suggested Paper Topics** (other topics with approval of instructor)

Note: more than one student may choose any of these topics.

- Munich Treaty (1938)
- Paris (Vietnam) (1973)
- Cuban Missile Crisis (1962)
- Camp David Accords (1979)
- Oslo Accords (1993)
- Algeria and the Iran Hostage Crisis (1980)
- Dayton Accords (1995)
- Doha Round (2001-present)
- U.S./Iraq SOFA (2008 and 2011)
- Kyoto Protocol (1997)
- International Criminal Court (1998)
- German Reunification (1990)
- Creation of South Sudan (2012)
- Darfur Cease Fire (2010)
- Anti-Ballistic Missile Treaty (1972)
- Paris Agreement on Climate Change (2015)
- The Optional Protocol on the Involvement of Children in Armed Conflict (2002)