



EDUCATIONAL PROGRAM

Coordinated with the Quality Assurance Office

Minutes № 9, „21“ „August“, 2017 year

Head of the office Diana Mchedlishvili, Associate Professor, Doctor

Reviewed at the Faculty Board

Minutes № 24, „21“ „August“, 2017 year

Dean of the Faculty Ramazan Akbas, Doctor

Approved by the Academic Board

Minutes № 9, „22“ „August“, 2017 year

Rector Ilyas Çiloğlu, Professor, Doctor

PhD Educational Program

International Relations

Tbilisi

2018



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Direction: 07 Social Sciences

Field / Specialty: 0702 Political Science

Name of the Educational Programme: International Relations / საერთაშორისო ურთიერთობები

Faculty: Social Sciences

Programme Coordinator(s): Prof. Dr. Nika Chitadze, Academic Doctor of Geography, Tel.: +995 32 259 50 05/06/07 (ext 134). Mob: +995 577 465 300, E-mail: nchitadze@ibsu.edu.ge

Education Cycle: PhD (third cycle of higher education)

Type of the Programme: Academic, Major

Awarded Qualification: პოლიტიკის მეცნიერების დოქტორი (Doctor of Political Science)

Code of Qualification: 0702

Language of Education: English

Credit Value of the Programme: 180 ECTS credits

Structure of the Programme: The programme consists of 180 credits (4500 hrs), which is distributed as follows:

- Compulsory courses of specialty – 60 credits including 5 teaching modules each worth 10 ECTS and a seminar of 10 ECTS. Students who have at least experience of one year at a higher educational institutions can use the 10 ECTS assigned to the module of Professor's Assistantship as free credits.
- Compulsory research component – dissertation is assigned 120 credits, which is distributed over four research semesters.



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Programme Admission Precondition:

Prospective students to the doctoral programme are admitted in accordance with the Georgian legislation. Applicants must hold a Master's degree or an equivalent academic qualification. According to the University regulations, a prospective PhD student should know the English language at B2 level of Common European Framework of Reference for languages (CEFR), which is certified by an international English language certificate or by completing an English-language degree programme. Also, applicants can sit the English language exams organized by the IBSU. Additionally, according to the University regulations, applicants have to submit a research proposal (minimum 5 pages, approximately 2,000-2,500 words; for the evaluation criteria, please, see the annex) about the area of prospective research. The commission assesses the research proposal composed by the relevant Field Dissertation Board. The commission consists of at least 3 members of the dissertation board (including program coordinator). The assessment is done according to the rubric which is part of the PhD program (see the appendix for the evaluation criteria of the research proposals).

Maximum number of students admitted to the programme annually is 10.

Purpose of the Programme:

The PhD programme in International Relations has three goals. The first goal is to provide students with complex knowledge based on latest achievements in the field of International Relations (IR) and to allow them to gain in-depth insights about the traditional as well as major contemporary theoretical approaches to the study of International Relations. Doctoral students will have an opportunity to fully comprehend those concepts that represent a cornerstone of the discipline. The focus of the teaching component on the theoretical aspects of the discipline shows the students how the perception of International Relations change once theoretical assumptions change. This contributes to further development of the analytical and critical reasoning of the doctoral students in order for them to comprehend and reevaluate existing knowledge. The second goal of the programme is to enhance students' practical skills in research and teaching. For this purpose, core teaching modules of the programme include Theories of International Relations, which will allow students to learn state-of-the-art in the researching International Relations in IR and acquire skills to use this theoretical knowledge in practice, research, teaching in an independent, active and innovative way. Finally, the third goal of the programme is to develop values based on ethical principles International Relations among students, consideration of which is essential not only during research and analysis but also in a teaching process. Overall, the programme through these three goals aims to train a young scholars of International Relations the discipline who will be capable of critical and analytical reasoning, of solving the methodological problems innovatively and adhere to ethical values.



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Learning Outcome:

After completion of the program, the graduate will have developed the following general and field-specific competencies:

Knowledge and Understanding	Student has: <ul style="list-style-type: none"> • Knowledge of International Relations as an academic discipline, which is a part of social sciences, based on the state-of-the-art in the field; • Complete comprehension of the challenges related to ontology and epistemology of International Relations; • Complete knowledge of the traditional and contemporary theories of International Relations; • Ability to rethink and reevaluate the major concepts of International Relations theories; • In-depth theoretical knowledge of teaching methods in line with the contemporary standards; • Deep knowledge of structure of research, innovative quantitative and qualitative research methods, data collection and analysis methods, ethics and politics of social research; • Practical knowledge of contemporary developments in research and teaching methods; • Knowledge of student-oriented teaching methods, which allows for applying innovative methods.
Applying knowledge	Students can: <ul style="list-style-type: none"> • Select a research topic in the field of International Relations, design a research question, develop an original hypothesis and review literature and collect data as well as conduct analysis around the hypothesis in order to either verify or falsify it; • Apply relevant theoretical framework to a research problem; • Analyse historical and contemporary events in International Relations through applying relevant theoretical approaches; • Prepare analytical, research papers and reports in the field of International Relations to present at international conferences or submit to academic journals; • In-depth knowledge of which innovative method is relevant for preparing a publication for a peer-reviewed journal in International Relations; • Independently plan and conduct lectures at university, evaluate students' learning outcomes, supervise students' research.
Making judgments	Students can: <ul style="list-style-type: none"> • Critically evaluate traditional and contemporary theoretical paradigms and make conclusions to what extent each of them is a useful instrument for studying International Relations;



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	<ul style="list-style-type: none"> • Juxtapose various theories for understanding International Relations and identify their strengths and weaknesses; • Critically evaluate various theoretical views of the same concept and make judgments about the importance of similarities and differences between; • Critically analyse academic literature in International Relations, information received through media and based on such analysis, make decisions and solve complex and controversial problems; • Evaluate which data collection and analysis methods are the most optimal for conducting an independent research and evaluate advantages and disadvantages of the developed methodological framework; • Through the analysis and synthesis of the primary and secondary data gathered during a research process, reevaluate the existing knowledge and juxtapose old and new ideas and critically evaluate controversies; • Based on the acquired theoretical and practical knowledge, critically analyse and refine methods of teaching about International Relations, solve the problems arising during the teaching process and develop a new methodology to improve the outcomes of teaching.
<p>Communication skills</p>	<p>Student can:</p> <ul style="list-style-type: none"> • Join verbal or written debates with participation of colleagues and established scholars through well-constructed arguments, which take their roots in the theories of International Relations; • Communicate complex theoretical concepts in a correct and coherent manner through using clear, understandable and jargon-free language to those people who are not specialists of International Relations; • Present an original research paper in front of scholarly community at an international conference, answer questions, conduct professional verbal and written communication; • Effectively deliver a message to the audience including through using contemporary technical equipment.
<p>Learning skills</p>	<p>Student can:</p> <ul style="list-style-type: none"> • Correctly define the learning priorities and research process in International Relations; • Identify resources necessary for conducting research in social sciences particularly in International Relations; • Develop the ability of critical self-evaluation as well as evaluation of others; • Judging from the knowledge based on the latest achievements in the field of International Relations, identify opportunities to improve teaching/learning process and develop and establish innovative ideas.



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Values	<p>Student has:</p> <ul style="list-style-type: none"> • Thorough understanding of the normative aspects of studying International Relations through traditional and contemporary theoretical approaches and their importance for the development of International Relations as an academic discipline; • Ability to juxtapose ideas and concepts such as rationality and pragmatism, cooperation and collective security, sustainable development and interests, power and equality, and to form morally justifiable position; • Complete comprehension of the ethical norms of social research and ability to explore innovative ways of solving ethical dilemmas arising from researching the problems of International Relations as well as ability to develop necessary methodology to establish such innovations.
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Learning Outcome Map

Teaching course / Module / Practice /Research component	List of competences					
	Knowledge and Understanding	Applying Knowledge	Making Judgments	Communication Skills	Learning Skills	Values
Core courses						
Pedagogy of Higher Education	x	x	x	x	x	x
Research Methodology	x	x	x	x	x	x



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International Relations: Traditional Theories	X	X	X	X	X	X
International Relations: Critical Theories	X	X	X	X	X	X
Seminar in International Relations	X	X	X	X	X	X
Elective courses						
Teaching Assistance*	X	X	X	X		X
Obligatory research component						
Dissertation	X	X	X	X	X	X

***Please, note:**

Students who have at least one year’s experience in teaching at higher educational institutions are free to use the 10 ECTS assigned to the modeule of Teaching Assistance as free credits.

Methodsfor Attainment of Learning Outcomes:

Format of learning and teaching methods include: lectures, seminars, individual and group works, practical activities, home assignments, presenationas etc.

Following Methods of learning and teaching will be applied during the study process:

Lecture	<ul style="list-style-type: none"> • Presentation by a lecturer • demonstration • induction • deduction • analysis • synthesis • case study • teaching through electronic sources
Group work	<ul style="list-style-type: none"> • verbal method



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	<ul style="list-style-type: none"> • discussion/debate • case study • project
Practice / lab work	<ul style="list-style-type: none"> • individual work • groupwork
Seminar	<ul style="list-style-type: none"> • student presentation • brain-storming
Independent work	<ul style="list-style-type: none"> • working with a course-book • problem-based learning • homework • learning through electronic sources

- **Presentation** - the process of presenting a topic to an audience using visual, verbal or other means.
- **Demonstration Method** - A method of instruction, which implies visual demonstration and is result-oriented. Demonstration of the learning material may be conducted by either an instructor or a student. This method helps to visualize learning material on various stages of perception and to specify what tasks students will have to conduct independently. At the same time this strategy visualizes the essence of a particular problem.
- **Induction, deduction, analysis and synthesis** – inductive method deals with generalization when the process of learning moves from concrete examples towards generalizations. It develops an ability of making judgments. Deductive method defines the type of learning, which is a logical process of discovering new knowledge on the basis of general knowledge. This process moves from general examples towards specific cases. A method of analysis allows to break down the learning material into smaller components, which makes it easier for students to understand composing parts of a complex problem in a detailed manner. Synthesis implies an opposite process when grouping of particular issues creates one whole. This method helps to see a holistic picture of a particular problem.
- **Case Study** – Case studies require students to analyze problematic situations and create their own version of an outcome. Case studies can be situations involving some conflict or dilemma; and real-life situations extracted from newspapers, magazines, books, or other sources. A case usually includes the following elements: describing the facts, stating the issue or a problem caused by the case. Eventually case study leads to making decisions and analyzing outcomes.
- **Teaching with electronic resources** – Drawing on public lectures and videos.
- **Verbal or oral method** – students accumulate information throughout the lectures that helps them form theoretical foundation for the course and develop students’ awareness of the field.
- **Discussion/Debates** – it is one of the types of the interactive learning. During discussion process students develop a skill to provide their arguments and defend their position. Meanwhile, discussion may turn into a debate. This process is not limited to the lecturer’s questions only. It develops students’ ability to accept critical comments and remarks as well as answer them in a stressful situation.



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- **Book-based learning** – Applied in learning process mainly, when a student works on the issue-related materials based on the literature and other sources.
- **Project/presentation preparation** - development of the project takes place under the lecturer’s supervision and guidance, promotes scholarly dialogue focused on certain topics / issues / problems in the class. Afterwards, students (or along with their peers) have to prepare individually a problem-oriented issue and give presentations.
- **Individual work** – analyzing and solving the issues independently, without external help.
- **Group work** – A learning strategy, where each member of the group learns through shared knowledge.
- **Brain storming** - a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.
- **Problem based learning (PBL)** – this method uses a problem as an initial stage of knowledge acquisition. Students can be asked to work individually (independent individual inquiry) or work in pairs or groups (collaborative-cooperative work) to solve practical assignments. This method helps to form theoretical knowledge as well as practical skills.
- **Action Based Learning** – requires active involvement of the instructor and students in the teaching process, during which special focus falls on practical interpretation of theoretical information. Advances the ability to apply knowledge in practice.
- **Working with a course-book** – applied mainly throughout the learning process when a student works on the issue-related materials based on the given readings.
- **Teaching/learning through electronic sources** – study process involves electronic materials.
- **Doing homework** – completing assignments that instructors assign to be done at home by students in order to reinforce the knowledge that is learn in the classroom.
- **Project** – an individual or collaborative measures that are carefully planned to achieve a particular aim. Usually consists of input, output, goals, mission and outcomes.

Student Knowledge Evaluation System:

The goal of evaluation is to determine student’s education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student’s knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

- a) five types of positive grades:
 - 1) (A) Excellent – 91-100 points of assessment;
 - 2) (B) Very good – 81-90 points of maximal assessment;



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- 3) (C) Good - 71-80 points of maximal assessment;
- 4) (D) Satisfactory - 61-70 points of maximal assessment;
- 5) (E) Enough - 51-60 points of maximal assessment;

b) two types of negative grades:

- 1) (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- 2) (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

- a) Obtaining minimal competence levels set for midterm and final evaluations;
- b) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

Evaluation format:

- Written home assignments
- Participation in seminars
- Analytical essayPresentation
- Articles
- Team-work
- Written reports



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- Mid-term and final exams

Depending on the nature of the course, evaluation components of the course is the extent to which the answers are: correc, exact, complete, adequate base on theoretical foundation and examples, relevance of applied terminology, degree of participation in discussion, and the logic of arguments.

Dissertation: The title and a research plan of the dissertation is approved after the doctoral student finishes the teaching component of the programme. The research component consists of 120 ECTS and is equally distributed over four semesters. Before a candidate proceeds to the defence of the dissertation the PhD student has to go through various stages. At the first stage the supervisor of the doctoral student has to prepare a review. If the review is positive, the dissertation is sent to two internal experts from IBSU. Internal experts are appointed by the Dissertation Field Board. Over a month the internal experts have to write a review with three possible evaluations. Internal experts can recommend the dissertation to be presented at pre-defence, recommend only with the request for corrections or not recommend. The following stage involves organizing a pre-defence of the commission of which must include the above-mentioned two internal experts as well as other members of the faculty dissertation field board. At the pre-defence following the presentation by the PhD student the reviews prepared by the internal experts are discussed. As a result of pre-defence, the dissertation may proceed to the stage of the defence or may not be recommended to go through the next stage. In the case of recommendation faculty dissertation field board will select two opponents (who will evaluate the dissertation during one month) to oppose the doctoral candidate at the defence procedure. It is also desirable to select an international expert as the third opponent (however this clause is of advisory character and is not an obligation). Opponents and IBSU dissertation board members have to make up a panel of 5, 7 or 9 examiners in front of whom the doctoral candidate will present their dissertation as a defence procedure. The evaluation of the examiners constitutes 100 points in the evaluation of the dissertation.

Evaluation Criteria of the Dissertation by the Supervisors, Internal Experts and Opponents

Please, note: the supervisor of the doctoral student, internal experts and opponents do not assign a specific points to the dissertation. Therefore, the proportional weight of each component provided in the table has an orientational purpose.

Component	Evaluation criteria	Weight of the component in the final evaluation
Topic and research problem	15-13 points – The topic of the research has significant relevance for the study and development of International Relations, the stated research problem is very original and pertinent, research goal/question and hypothesis represent a novelty in the field and are clearly constructed; variables are clearly identified and their conceptualization and/or operationalization is comprehensively udnertaken; research objects are specified;	15 points



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	<p>11-9 – the topic of the research concerns a significant problem of the field and the research problem is original and pertinent, research goal/question and hypothesis show high potential for novelty in the field and are clearly constructed but minor flaws are noticeable; variables are not completely clearly identified and their conceptualization and/or operationalization raise questions; research objects are specified;</p> <p>8-5 – the topic of the research concerns a significant problem of the field but the research problem is not original or pertinent, research goal/question and hypothesis are vague and show low potential for novelty; variables are not clearly identified and the attempt at their conceptualization and/or operationalization is incomplete; research objects are not specified;</p> <p>4-1 – the research topic concerns a well-researched theme of the field, research goal/question and hypothesis are not identifiable; variables are not identified and research objects are not specified;</p> <p>0 – assignment not submitted.</p>	
Literature review	<p>25-23 points – the paper cites relevant academic literature, the author completely understands the academic debates on a given topic and critically analyses used materials, theoretical contribution to the development of International Relations is convincingly demonstrated;</p> <p>22-19 – the paper cites relevant academic literature, the author almost completely understands the academic debates on a given topic and stands out with critical analysis, theoretical contribution to the development of International Relations is clearly demonstrated;</p> <p>18-15 – the paper cites academic literature as well as other types of literature, which is irrelevant for literature review, the author demonstrates good knowledge of the academic debates on a given topic and critical analysis needs to be refined, theoretical contribution to the development of International Relations is not convincing;</p> <p>14-11 – the paper cites academic literature but at the same time by citing non-academic texts the author fails to demonstrate the knowledge of the academic debates on a given topic, flaws in critical analysis are noticeable, theoretical contribution to the development of International Relations is unclear;</p> <p>10-7 – the paper mostly cites non-academic literature but some academic texts are also cited, the author fails to demonstrate the knowledge of the academic debates, the used materials are simply summed up and critical analysis is absent, discussion of theoretical contribution to the development of International Relations is absent in the paper;</p> <p>6-4 – the paper is completely based on non-academic literature, because of which the author fails to demonstrate any knowledge of academic debates, critical analysis is absent, discussion of theoretical contribution to the development of International Relations is absent in the paper;</p> <p>3-1 – the paper cites unreliable sources, the author fails to demonstrate any knowledge of academic debates, critical analysis is absent, discussion of theoretical contribution to the development of International Relations is absent in the paper;</p> <p>0 – assignment not submitted.</p>	25 points
Research methodology	<p>25-23 points – the paper uses optimal research methods closely related to the goal of the research, the author fully understands the advantages and disadvantages of the methods used, the possibility of applying alternative methods is discussed, methodological framework is parsimonious and replicable;</p>	25 points



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	<p>22-19 – the paper uses optimal research methods closely related to the goal of the research, the author fully understands the advantages and disadvantages of the methods used, however, the possibility of applying alternative methods is not fully discussed, methodological framework is parsimonious and replicable;</p> <p>18-15 – the paper uses relevant but not optimal research methods, the author fully understands the advantages and disadvantages of the methods used, however, the possibility of applying alternative methods is not discussed, parsimoniousness and replicability of the methodological framework raise some questions;</p> <p>14-11 – the paper uses relevant but not optimal research methods, the author does not fully understand the advantages and disadvantages of the methods used, the possibility of applying alternative methods is not discussed, parsimoniousness and replicability of the methodological framework raise some questions;</p> <p>10-7 – the paper uses irrelevant research methods, the author does not fully understand the advantages and disadvantages of the methods used, the possibility of applying alternative methods is not discussed, the methodological framework is not parsimonious and replicable;</p> <p>6-4 – the data-collection methods used in the research is unclear;</p> <p>3-1 – the paper does not use a concrete methodological framework for data collection and analysis;</p> <p>0 – assignment not submitted.</p>	
<p>Data analysis / argumentation</p>	<p>25-23 points – data analysis clearly and comprehensibly demonstrates the novelty of the paper and its impact on the contribution to the development of International Relations, data is analysed in line with the methodological framework applied for data collection, the author critically analyses sources and uses logical, well-argued inference to support a certain position;</p> <p>22-19 – data analysis clearly and comprehensibly demonstrates the novelty of the paper and its impact on the contribution to the development of International Relations, data is analysed in line with the methodological framework applied for data collection, however, the critical analysis of sources as well as use of logical and argued inference to support a certain position includes some drawbacks;</p> <p>18-15 – data analysis clearly and comprehensibly demonstrates the novelty of the paper but its impact on the contribution to the development of International Relations remains vague, data is analysed in line with the methodological framework applied for data collection but critical analysis includes significant weaknesses, logical and argued inference to support a certain position also includes some drawbacks;</p> <p>14-11 – data analysis does not appropriately demonstrate the novelty of the paper and its impact on the contribution to the development of International Relations remains vague, data is analysed in line with the methodological framework applied for data collection but critical analysis of sources as well as use of logical and argued inference to support a certain position includes significant drawbacks;</p> <p>10-7 – data analysis does not appropriately demonstrate the novelty of the paper and its impact on the contribution to the development of International Relations is unclear, data is not analysed according to the methodological framework applied for data collection, critical analysis and logical reasoning is deficient, argumentation includes some drawbacks;</p>	<p>25 points</p>



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	<p>6-4 – data analysis does not appropriately demonstrate the novelty of the paper and its impact on the contribution to the development of International Relations is unclear, data is not analysed according to the methodological framework applied for data collection, critical analysis and logical reasoning is deficient, argumentation includes some drawbacks;</p> <p>3-1 – the paper does not contain novelty, data is not analysed according to the methodological framework applied for data collection, critical analysis and logical reasoning are absent;</p> <p>0 – assignment not submitted.</p>	
Conclusion	<p>5 points – the author effectively and succinctly sums up the major arguments expressed in the paper and clearly demonstrates the originality of the work as well as its contribution to the development of the field;</p> <p>4-3 – the author effectively and succinctly sums up the major arguments expressed in the paper; however, the originality of the work as well as its contribution to the development of the field remain unclear;</p> <p>2-1 – the author is not able to effectively and succinctly sums up the major arguments expressed in the paper and the originality of the work as well as its contribution to the development of the field remain unclear;</p> <p>0 – assignment not submitted.</p>	5 points
Style	<p>5 points – the work is fully in line with the principles of academic writing, the text is coherent structurally and stylistically, there are few grammar mistakes;</p> <p>4-3 – the work is fully in line with the principles of academic writing, the text is almost coherent structurally and stylistically, there are a few grammar mistakes;</p> <p>2-1 – the work is not in line with the principles of academic writing, the structure and style are not coherent, there are abundant grammar mistakes;</p> <p>0 – assignment not submitted.</p>	5 points

Defence of the dissertation is evaluated according to the following criteria:

Component	Evaluation criteria	Weight of the component in the final evaluation



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<p>Topic and statement of the research problem</p>	<p>15-13 points – the topic of the research represents a significant challenge for the studying and development of International Relations, the stated research problem is very original and pertinent, research goal/question and hypothesis represent a novelty in the field and are clearly constructed; variables are clearly identified and their conceptualization and/or operationalization is comprehensively undertaken; research objects are specified;</p> <p>11-9 – the topic of the research concerns a significant problem of the field and the research problem is original and pertinent, research goal/question and hypothesis show high potential for novelty in the field and are clearly constructed but minor flaws are noticeable; variables are not completely clearly identified and their conceptualization and/or operationalization raise questions; research objects are specified;</p> <p>8-5 – the topic of the research concerns a significant problem of the field but the research problem is not original or pertinent, research goal/question and hypothesis are vague and show low potential for novelty; variables are not clearly identified and the attempt at their conceptualization and/or operationalization is incomplete; research objects are not specified;</p> <p>4-1 – the research topic concerns a well-researched theme of the field, research goal/question and hypothesis are not identifiable; variables are not identified and research objects are not specified;</p> <p>0 – assignment not submitted.</p>	<p>15 points</p>
<p>Literature review</p>	<p>15-14 points – the paper cites relevant academic literature, the author completely understands the academic debates on a given topic and critically analyses used materials, theoretical contribution to the development of International Relations is convincingly demonstrated;</p> <p>13-12 – the paper cites relevant academic literature, the author almost completely understands the academic debates on a given topic and stands out with critical analysis, theoretical contribution to the development of International Relations is clearly demonstrated;</p> <p>11-10 – the paper cites academic literature as well as other types of literature, which is irrelevant for literature review, the author demonstrates good knowledge of the academic debates on a given topic and critical analysis needs to be refined, theoretical contribution to the development of International Relations is not convincing;</p> <p>9-8 – the paper cites academic literature but at the same time by citing non-academic texts the author fails to demonstrate the knowledge of the academic debates on a given topic, flaws in critical analysis are noticeable, theoretical contribution to the development of International Relations is unclear;</p> <p>7-6 – the paper mostly cites non-academic literature but some academic texts are also cited, the author fails to demonstrate the knowledge of the academic debates, the used materials are simply summed up and critical analysis is absent, discussion of theoretical contribution to the development of International Relations is absent in the paper;</p> <p>5-4 – the paper is completely based on non-academic literature, because of which the author fails to demonstrate any knowledge of academic debates, critical analysis is absent, discussion of theoretical contribution to the development of International Relations is absent in the paper;</p>	<p>15 points</p>



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	<p>3-1 – the paper cites unreliable sources, the author fails to demonstrate any knowledge of academic debates, critical analysis is absent, discussion of theoretical contribution to the development of International Relations is absent in the paper; 0 – assignment not submitted.</p>	
Research methodology	<p>20-19 points – the paper uses optimal research methods closely related to the goal of the research, the author fully understands the advantages and disadvantages of the methods used, the possibility of applying alternative methods is discussed, methodological framework is parsimonious and replicable; 18-17 – the paper uses optimal research methods closely related to the goal of the research, the author fully understands the advantages and disadvantages of the methods used, however, the possibility of applying alternative methods is not discussed, methodological framework is parsimonious and replicable; 16-15 – the paper uses relevant but not optimal research methods, the author fully understands the advantages and disadvantages of the methods used, however, the possibility of applying alternative methods is not discussed, parsimoniousness and replicability of the methodological framework raise some questions; 14-11 – the paper uses relevant but not optimal research methods, the author does not fully understand the advantages and disadvantages of the methods used, the possibility of applying alternative methods is not discussed, parsimoniousness and replicability of the methodological framework raise some questions; 10-7 – the paper uses irrelevant research methods, the author does not fully understand the advantages and disadvantages of the methods used, the possibility of applying alternative methods is not discussed, the methodological framework is not parsimonious and replicable; 6-4 – the data-collection methods used in the research is unclear; 3-1 – the paper does not use a concrete methodological framework for data collection and analysis; 0 – assignment not submitted.</p>	20 points
Data analysis / argumentation	<p>20-19 points – data analysis clearly and comprehensibly demonstrates the novelty of the paper and its impact on the contribution to the development of International Relations, data is analysed in line with the methodological framework applied for data collection, the author critically analyses sources and uses logical, well-argued inference to support a certain position; 18-17 – data analysis clearly and comprehensibly demonstrates the novelty of the paper and its impact on the contribution to the development of International Relations, data is analysed in line with the methodological framework applied for data collection, however, the critical analysis of sources as well as use of logical and argued inference to support a certain position includes some drawbacks; 16-15 – data analysis clearly and comprehensibly demonstrates the novelty of the paper but its impact on the contribution to the development of International Relations remains vague, data is analysed in line with the methodological framework applied for data collection but critical analysis includes significant weaknesses, logical and argued inference to support a certain position also includes some drawbacks; 14-11 – data analysis does not appropriately demonstrate the novelty of the paper and its impact on the contribution to the development of International Relations remains vague, data is analysed in line with the methodological framework</p>	20 points



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	<p>applied for data collection but critical analysis of sources as well as use of logical and argued inference to support a certain position includes significant drawbacks;</p> <p>10-7 – data analysis does not appropriately demonstrate the novelty of the paper and its impact on the contribution to the development of International Relations is unclear, data is not analysed according to the methodological framework applied for data collection, critical analysis and logical reasoning is deficient, argumentation includes some drawbacks;</p> <p>6-4 – data analysis does not appropriately demonstrate the novelty of the paper and its impact on the contribution to the development of International Relations is unclear, data is not analysed according to the methodological framework applied for data collection, critical analysis and logical reasoning is deficient, argumentation includes some drawbacks;</p> <p>3-1 – the paper does not contain novelty, data is not analysed according to the methodological framework applied for data collection, critical analysis and logical reasoning are absent;</p> <p>0 – assignment not submitted.</p>	
Conclusion	<p>5 points – the author effectively and succinctly sums up the major arguments expressed in the paper and clearly demonstrates the originality of the work as well as its contribution to the development of the field;</p> <p>4-3 – the author effectively and succinctly sums up the major arguments expressed in the paper; however, the originality of the work as well as its contribution to the development of the field remain unclear;</p> <p>2-1 – the author is not able to effectively and succinctly sum up the major arguments expressed in the paper and the originality of the work as well as its contribution to the development of the field remain unclear;</p> <p>0 – assignment not submitted.</p>	5 points
Style	<p>5 points – the work is fully in line with the principles of academic writing, the text is coherent structurally and stylistically, there are almost no grammar mistakes;</p> <p>4-3 – the work is fully in line with the principles of academic writing, the text is almost coherent structurally and stylistically, there are a few grammar mistakes;</p> <p>2-1 – the work is not in line with the principles of academic writing, the structure and style are not coherent, there are abundant grammar mistakes;</p> <p>0 – assignment not submitted.</p>	5 points
Speech and contact with the audience	<p>5 points – the author speaks clearly and understandably, shows confidence and maintains contact with the audience;</p> <p>4-3 – the author speaks in a concrete manner and does not use any vague claims, establishes contact with the audience but lacks confidence;</p> <p>2-1 – the author frequently makes long pauses, repeats the same phrases and expressions and rarely establishes contact with the audience;</p> <p>0 – assignment not submitted.</p>	5 points



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Answers to questions	15-13 points – the author fully answers every question and demonstrates complex understanding of the topic; 12-10 – the author fully answers most questions and demonstrates deep understanding of the topic; 9-6 – the author answers most questions incompletely or only a part of questions are answered fully and demonstrates satisfactory knowledge of the topic; 5-1 – the author incompletely answers almost all questions or manages to answer only a part of the questions and demonstrates dissatisfactory knowledge of the topic; 0 – assignment not submitted.	15 points
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Dissertations will be evaluated in the following terms:

- a) **Excellent (*summa cum laude*)** – 91-100 points, excellent work
- b) **Very good (*magna cum laude*)** – 81-90 points, result, which is above all the requirements in every way
- c) **Good (*cum laude*)** – 71-80 points, result, which is above the requirements
- d) **Satisfactory (*bene*)** – 61-70 points, result, which satisfies all the requirements in every way
- e) **Enough (*rite*)** – 51-60 points, result, which despite the shortcomings, still satisfies the requirements
- f) **Insufficient can be revised (*insufficenter*)** – 41-50 points, result, which because of the significant shortcomings, does not satisfy the requirements
- g) **Unsatisfactory (*sub omni canone*)** – 40 points or less, result, which does not satisfy the requirements at all

If student is assessed by “summa cum laude”, “magna cum laude”, “cum laude”, “bene”, “rite” - s/he is awarded the Academic degree of Doctor, if student is assessed by, “insufficenter” – the student has a right to improve and re-defend the same dissertation thesis during the one year period, if student is assessed by “sub omni canone” – the student has no right to re-defend the same dissertation.

Specificities of the Organization of the Teaching Process:

Teaching includes 3 academic years (6 semesters), each academic year consists of 38 weeks, out of which each study semester includes 15 study weeks and 4 session weeks. During the semesters 3-6 the PhD student works on a dissertation and the publications related to it. In the 6th semester defence procedure of the dissertation is planned.

The basis for calculating credits is European Credit Transfer System (ECTS): 1 credit = 25 hours.

Each course on the programme is 10 ECTS. Students have to take a total of 6 courses (60 ECTS; out of which 30 ECTS is covered in the first semester and 30 ECTS – in the second). Throughout the rest four semesters the PhD student writes and defends a dissertation, which is assigned 30 ECTS per semester (total of 120 ECTS).



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Every doctoral student is required to publish at least 3 academic article(s) and submit it to the secretary of the dissertation board in order to fulfil the programme requirements for granting the doctoral degree. Among which two should be in an peer-reviewed scientific journal and one from these two in IBSU journal. peer-reviewed journal, includes, but is not limited to (can be published in other indexed journals of the same categories):

1. Indexed in Thomson Reuters, including Social Science Citation Index (SSCI) (http://ip-science.thomsonreuters.com/mjl/publist_ssci.pdf);
2. Indexed in Scopus (<https://www.scopus.com/home.uri>);
3. Indexed in Google Scholar
4. Indexed in Taylor and Francis Group, EBSCO, JSTOR, Muse (<http://taylorandfrancis.com/>
<https://www.ebscohost.com/titleLists/a9h-journals> <https://www.jstor.org/> <https://muse.jhu.edu/about/publishers.html>
5. Has an Impact Factor (IF) of any value, assigned to a selection of journals from the Journal Citation Reports (JCR) (<http://scientific.thomsonreuters.com/imgblast/JCRFullCovlist-2016.pdf>).

To receive a positive evaluation, the dissertation has to be original and a result of an independent work. In order to check for plagiarism, the Secretary of the Dissertation Board sets up a group consisting of three members: supervisor, one of the experts and an IT specialist to check academic honesty of the PhD candidate using the appropriate computer software.

Field of Employment:

After the successful completion of the doctoral programme students will be able to work at:

- Higher education institutions; research institutions and think-tanks;
- Public institutions: MFA, Parliament, committees on foreign relations, MOD, National Security Council, Council on State Security and Crises Management, International Relations departments of other public institutions;
- Analytical departments of embassies of foreign countries;
- Local and international governmental and non-governmental organizations, which operate in the field of International Relations, foreign policy, security, energy security, conflicts, etc.

Information Concerning Material Resources Necessary for the Implementation of the programme:

Material resources (infrastructure)

IBSU's infrastructure and material resources completely meet international standards:

- Students' security is protected 24/7 at IBSU;



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- The campus has its own canteen, computer rooms, medical room, playgrounds for various sports, etc.;
- During the 2015-2016 academic year the Faculty of Social Sciences had up to 20 classrooms at its disposal;
- Every classroom is equipped with a computer, projector, loudspeakers and the Internet;
- The university has large and small conference halls, which allows students to get actively involved in extracurricular activities such as public lectures, conferences, seminars and trainings;
- The new campus of the university opened in August 2016 after which IBSU acquired up to 50 more classrooms;
- The university has student information database (SIS) in which every student has their own individual account. The database allows students to register, choose desirable courses, view grades, order transcripts electronically and evaluate lecturers;
- The university additionally has a student portal (SMART), which allows students to access materials used by lecturers during teaching process. Students have individual accounts accessed by e-mail and password;
- Under the auspices of the Faculty of Social Sciences, there is an IBSU Center for Political Research and Black Sea Region Geopolitical Research Center, which conduct research on current issues in the region and additionally serve to advance the knowledge and research skills of students. Students are involved in research projects of these centers and with the guidance of the qualified instructors contribute to the development of the organizations;
- The Faculty of Social Sciences published an academic journal “Journal of Social Science”, which provides an opportunity for graduate students to publish their academic works.

Library

International Black Sea University pays special attention to the library and development of the relevant material-technical base in order to meet international standards:

- IBSU’s library resources include a rich catalogue of books and articles.
- The university ensures that students are able to access obligatory literature in a printed or electronic form;
- The library has an electronic catalogue, which allows students independently search for the desired literature;
- The library also offers access to EBSCO and JSTOR databases;
- The library is equipped with computers.

Information Concerning Human Resources Necessary for the Implementation of the programme:

Teaching course	Name, Surname	Qualifications
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Pedagogy of Higher Education	Natela Doghonadze	Professor / Doctor of Science in Education
Research Methodology	Nikoloz Parjanadze / Nino Kereselidze	Professor / Doctor of Philology / Associate Professor, Doctor of International Relations
International Relations: Traditional Theories	Shalva Dzebisashvili / Nino Kereselidze	Associate Professor / PhD in Political Science and Governance / Associate Professor, PhD in International Relations - (Affiliated Professor)
International Relations: Critical Theories	Shalva Dzebisashvili / Nino Kereselidze	Associate Professor / PhD in Political Science and Governance / Associate Professor, PhD in International Relations - (Affiliated Professor)
Seminar in International Relations	Any lecturer with a PhD degree	Dr., Associate Professor / Professor
Professor's Assistantship	Any lecturer with a PhD degree	Dr., Associate Professor / Professor
Dissertation (with stages)	Any lecturer with a PhD degree	Dr., Associate Professor / Professor



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Study Plan

№	Course / Module / Internship / Research Component	Status	Number of Credits	Distribution of credits per courses and semesters						Distribution of hours							
				I s.y.		II s.y.		III s.y.		Contact hours					Independent work	Total number of hours	Number of contact hours per week
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	Lecture/Consultations	Seminar / Team work / Practical work / Laboratory work	Mid-term exam(s)	Final exam	Total number of contact hours			
I	Obligatory courses	Obligatory	50	30	20	0	0	0	0	59	59	8	13	139	1111	1250	8
1	Pedagogy of Higher Education	Obligatory		10						8	20	2	2	32	218	250	2
2	Research Methodology	Obligatory		10						15	13	2	3	33	217	250	2
3	International Relations: Traditional Theories	Obligatory		10						15	13	2	3	33	217	250	2
4	International Relations: Critical Theories	Obligatory			10					15	13	2	3	33	217	250	2
5	Seminar in International Relations	Obligatory			10					6	0	0	2	8	242	250	6 hours distributed over 15 weeks
II	Elective courses	Elective	10	0	10	0	0	0	0	0	32	0	0	32	218	250	2
6	Professor's Assistantship*	Elective			10					0	32	0	0	32	218	250	2



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II	Obligatory Research Component	Obligatory	120	0	0	30	30	30	30	122	0	0	2	124	2876	3000	2
I																	
	7	Dissertation	Obligatory			30	30	30	30	122	0	0	2	124	2876	3000	2
Total				180	30	30	30	30	30	181	91	8	15	295	4205	4500	12

***Note:** Students who have at least one year’s experience in teaching at higher educational institutions are free to use the 10 ECTS assigned to the module of Professor’s Assistantship as free credits.

Additional Table for Study Plan

№	Study Courses/ Practice/ Reserch Component	Code	Semester	Prerequisites	Lecturer	Obligatory Literature
1	Pedagogy of Higher Education	450025 HUM603	I	-	Prof. Dr. Natela Doghonadze / Doctor of Science in Education	Eggen, P. and Kauchak, D. (2004). <i>Educational Psychology</i> . Pearson Education International. Ambrose, S.A. et al. (2010). How learning works. San Francisco: Jossey-Bass. Doghonadze, N. (2013). Contemporary methods of teaching. Course notes. Tbilisi. IBSU
2	Research Methodology	460014 INT111	I	-	Assoc. Prof. Dr. Nino / PhD in Relations – Affiliated Professor Prof. Dr. Nikoloz Parjanadze / Doctor of Philology	Textbooks Babbie, Earl. <i>The Practice of Social Research</i> . 12th edition. Australia: Wadsworth. 2010, 1-62. Gerring, John. “Case Studies and Comparative Politics,” in Carles Boix and Susan C. Stokes (eds.), <i>The Oxford Handbook of Comparative Politics</i> . New York: Oxford University Press, 2007, 91-121. Creswell, John. <i>Research Design: Qualitative, Quantitative, and Mixed Method Approaches</i> . London: Sage, 2014, 57-80. Neuman, Laurence. <i>Basics of Social Research</i> , Boston, Pearson, 2007, 275-304.



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						<p>Books and articles</p> <p>Burchill, Scott, Andrew Linklater, Richard Devetak et. al. <i>Theories of International Relations</i>. New York: Pelgrave, 2005, 29-55.</p> <p>Busan, Barry, Ole Wæver, and Jaap de Wilde. <i>Security: A New Framework for Analysis</i>. London: Lynne, 1997.</p> <p>Cox, Robert. "Social Forces, States and World Orders: Beyond International Relations Theory," <i>Millennium: Journal of International Studies</i>, 10(1981): 126-155.</p> <p>Howorth, Jolyon. "Hard and Soft Power in the European Neighbourhood" in <i>The Regent's Report 2015: Europe and its Neighbours; from Morocco to Moscow</i>, London: Regent's University London, 14-16.</p> <p>Hudson, Valerie. "Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations," <i>Foreign Policy Analysis</i>, 1 (2005): 1-30.</p> <p>Keohane, Robert O. and Joseph Nye, "Power and Interdependence in the Information Age," <i>Foreign Affairs</i> 77 (1998): 81-94.</p> <p>Llewelyn, Sue, "What Counts as "Theory" in Qualitative Management and Accounting Research? Introducing Five Levels of Theorizing", <i>Accounting, Auditing & Accountability Journal</i>, 16 (2003) 662-708.</p> <p>Olsson, Ola. "Diamonds Are a Rebel's Best Friend," <i>The World Economy</i>, (2006): 1133- 1150.</p> <p>Smith, Dan. "Water, Peace and Security," in <i>Tackling the World Water Crisis: Reshaping the Future of Foreign Policy</i>, Josephine Osikena (ed.), London: FPC, 2010, 24-29.</p> <p>Stritzel, Holger. "Towards a Theory of Securitization: Copenhagen and Beyond." <i>European Journal of International Relations</i> 13 (2007): 357-383.</p> <p>Other resources</p> <p>Nye, Joseph. British Council, House of Commons, London, 2010. https://www.dropbox.com/s/rq0vum9lc8k7e9d/3a.%20Joseph%20Nye%2C%20Portcullis%20House%2C%20</p>
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						<p>20House%20of%20Commons%2C%20London%2C%202020.01.09.mp4?dl=0 (1-09-17).</p> <p>Political war thriller film: Blood Diamond (2006), directed by Edward Zwick, https://www.youtube.com/watch?v=xhSSLQMJ-Y0 (1-09-17).</p> <p>Video of a talk, public lecture “The Ethics of What We Eat” by Peter Singer (Professor of Bioethics at Princeton University) about public ethics and hedonistic utilitarianism, https://www.youtube.com/watch?v=UHwzqf_JkrA (1-09-17).</p>
3	International Relations: Traditional Theories	460028 INT006	I	-	<p>Assoc. Prof. Dr. Shalva Dzebisashvili / PhD in Political Science and Governance</p> <p>Assoc. Prof. Dr. Nino / PhD in Relations – Affiliated Professor</p>	<p>Primary Textbooks</p> <p>Art, Robert, and Robert Jervis. <i>International Politics: Enduring Concepts and Contemporary Issues</i>. New York: Longoman: 2007.</p> <p>Barnett, Michel and Sikkink, Kathryn. “The Point is Not Just to Explain the World But to Change It,” in Christian Reus-Smit and Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press, 2002, 84-93.</p> <p>Brown, Chris & Ainley, Kirsten. “International Relations Theory Today” in Chris Brown and Kirsten Ainley (Eds.), <i>Understanding International Relations</i> 3rd edition. New York: Palgrave, 2005, 40-62.</p> <p>Brown, Chris and Ainley, Kirsten. “Power and Security,” in Chris Brown and Kirsten Ainley (Eds.), <i>Understanding International Relations</i> 3rd edition.. New York: Palgrave, 2005, 80-96.</p> <p>Burchill, Scott. “Liberalism,” in Scott Burchill (Ed.), <i>Theories of International Relations</i>. New York: Palgrave Macmillan, 2005, 55-83.</p> <p>Donnelly, Jack “Realism,” in Scott Burchil (Ed.), <i>Theories of International Relations</i>. New York: Palgrave Macmillan, 2005, 29-54.</p> <p>Kydd, Andrew. “Methodological Individualism and Rational Choice,” in Christian Reus-Smit and Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press, 2002, 425-443.</p>



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						<p>Mansfield, Edward and Pevehouse, Jon. “Quantitative Approaches,” in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press, 2002, 481-498.</p> <p>Richardson, James. “The Ethics of Neoliberal Institutionalism,” in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 221-233.</p> <p>Schmidt, Brian. “On the History and Historiography of International Relations,” in Walter Carlsnaes, Thomas Risse-Kappen, and Beth Simmons (Eds.), <i>Handbook of International Relations</i>. London: SAGE, 2002, 6-29.</p> <p>Simpson, Gerry. “The Ethics of the New Liberalism,” in Christian Reus-Smit and Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press, 2002, 255-266.</p> <p>Viotti, Paul, and Mark Kauppi. <i>International Relations Theory</i>. 5th eds, US: Pearson, 2012, 1-42.</p> <p>Primary books and articles</p> <p>Clark, Ian. “How Hierarchical Can International Society Be?,” in Ken Booth (Ed.), <i>Realism and World Politics</i>. London: Routledge, 2011, 271-287.</p> <p>Waltz, Kenneth. “Political Structures,” in Kenneth Waltz. <i>Theory of International Politics</i>. Boston: Addison-Wisley Publishing Company, 1979, 79-101.</p> <p>Kuhn, Thomas. <i>The Structure of Scientific Revolutions</i>. USA: The University of Chicago Press, 1970, 1-210.</p> <p>Nye, Joseph. “Soft Power and American Foreign Policy,” <i>Political Science Quarterly</i>, 119 (2004): 255-270.</p> <p>Recommended textbooks</p> <p>Barnett, Michel and Sikkink, Kathryn. “The Point is Not Just to Explain the World But to Change It,” in Christian Reus-Smit and Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press, 2002, 84-93.</p>
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						<p>Mansfield, Edward and Pevehouse, Jon. “Quantitative Approaches,” in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press, 2002, 481-498.</p> <p>Quirk, Joel. “Historical Methods,” in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press, 2002, 518-536.</p> <p>Wohlforth, William. “Realism,” in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press, 2002, 131-149.</p> <p>Recommended books and articles</p> <p>Bull, Hedley. “Martin Wright and the Theory of International Relations,” <i>British Journal of International Studies</i> 2 (1976): 101-116.</p> <p>Doyle, Michael. “Liberalism and World Politics,” <i>American Political Sciences Preview</i>, 80(1986): 1151-1169.</p> <p>Ikenberry, John. “The Future of the Liberal World Order: Internationalism After America,” <i>Foreign Affairs</i>. May/ June 2011 Issue, 2011. https://www.foreignaffairs.com/articles/2011-05-01/future-liberal-world-order</p> <p>Keohane, Robert O. and Joseph Nye, “Power and Interdependence in the Information Age,” <i>Foreign Affairs</i> 77 (1998): 81-94.</p> <p>King, Gary & Keohane, Robert. “The Science in Social Sciences,” in Gary King, Robert Keohane, & Sidney, V. <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i>. Princeton: Princeton University Press, 1994, 3-34.</p> <p>Lipschutz, Ronnie. “Global Civil Society and Global Governmentality: Or, the Search for Politics and the State Amidst the Capillaries of Social Power,” in Michael Barnett & Raymond Duvall (eds.), <i>Power in Global Governance</i>. Cambridge: Cambridge Press, 2005, 228-249.</p>
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						<p>Mearshimer, John J. "Back to the Future: Instability in Europe After the Cold War," <i>International Security</i> 1(1990): 5-56.</p> <p>Snyder, Jack. <i>One World, Rival Theories</i>. Canada: Thomson, 2004.</p> <p>Walt, Stephen. "International Relations: One World, Many Theories," <i>Foreign Policy</i>, 110 (1998): 29-46.</p> <p>Weber, Max. "Science as a Vocation," in Tubingen, <i>Gesammelte Aufsätze zur Wissenschaftslehre</i>, 1922, 524-555.</p>
4	International Relations: Critical Theories	460029 INT007	II	-	<p>Assoc. Prof. Dr. Shalva Dzebisashvili / PhD in Political Science and Governance</p> <p>Assoc. Prof. Dr. Nino / PhD in Relations – Affiliated Professor</p>	<p>Adler, Emanuel & Bernstein, Steven. "Knowledge in Power: the Epistemic Construction of Global Governance," in Michael Barnett & Raymond Duvall (eds.), <i>Power in Global Governance</i>. Cambridge: Cambridge Press, 2005, 294-318.</p> <p>Adler, Emanuel. "Constructivism and International Relations," in Walter Carlsnaes & Thomas Risse-Kappen, and Beth Simmons (Eds.), <i>Handbook of International Relations</i>. London: SAGE Publications, 2002, 127-158.</p> <p>Ayson, Robert. "Strategic Studies," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 558-575.</p> <p>Barnett, Michael & Duvall, Raymond. "Power in Global Governance," in Michael Barnett & Raymond Duvall (eds.), <i>Power in Global Governance</i>. Cambridge: Cambridge Press, 2005, 1-32.</p> <p>Barnett, Michael and Sikkink, Kathryn. "From International Relations to Global Society," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 62-83.</p> <p>Bennett, Andrew & Elman, Cole. "Case Study Methods," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 499-517.</p>



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						<p>Biersteker, Thomas. "State, Sovereignty and Territory," in Walter Carlsnaes & Thomas Risse-Kappen, and Beth Simmons (Eds.), <i>Handbook of International Relations</i>. London: SAGE Publications, 2002, 207-235.</p> <p>Burke, Anthony. "Postmodernism," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 359-377.</p> <p>Barry Buzan (Ed.), <i>People, state and fear The national security problem in International Relations</i>. Great Britain: Wheatsheaf Books LTD, 1983, 18-35.</p> <p>Byers, Michael. "International Law," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 612-631.</p> <p>Cochran, Molly. "The Ethics of the English School," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 288-297.</p> <p>Devetak, Richard. "Postmodernism," Scott Burchill (Ed.), <i>Theories of International Relations</i>. New York: Palgrave Macmillan, 2005, 161-187.</p> <p>Dunne, Tim. "The English School," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 267-285.</p> <p>Erskine, Tony. "Locating Responsibility: the Problem of Moral Agency in International Relations," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 699-707.</p> <p>Fearon, James & Wend, Alexander. "Rationalism v. Constructivism: A Skeptical View," in Walter Carlsnaes & Thomas Risse-Kappen, and Beth Simmons (Eds.), <i>Handbook of International Relations</i>. London: SAGE Publications, 2002, 66-99.</p> <p>Goldgeier, James & Tetlock, Philip. "Psychological Approaches," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International</i></p>
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						<p><i>Relations</i>. New York: Oxford University Press Inc., 2002, 462-480.</p> <p>Gruber, Lloyd. "Power Politics and the Institutionalization of International Relations," in Michael Barnett & Raymond Duvall (eds.), <i>Power in Global Governance</i>. Cambridge: Cambridge Press, 2005, 102-129.</p> <p>Hurd, Ian. "Constructivism," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 298-316.</p> <p>Hurrell, Andrew. "Power, Institutions, and the Production of Inequality," in Michael Barnett & Raymond Duvall (eds.), <i>Power in Global Governance</i>. Cambridge: Cambridge Press, 2005, 33-58.</p> <p>Katzenstein, Peter & Sil, Rudra. "Eclectic Theorizing in the Study and Practice of International Relations," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 109-130.</p> <p>Keohane, Robert. "Big Questions in the Study of World Politics," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 708-715.</p> <p>Kratochwil, Friedrich. "Sociological Approaches," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 444-461.</p> <p>Kydd, Andrew. "Methodological Individualism and Rational Choice," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 425-443.</p> <p>Lawler, Peter. "The Ethics of Postmodernism," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 378-390.</p> <p>Levy, Jack. "War and Peace," in Walter Carlsnaes & Thomas Risse-Kappen, and Beth Simmons (Eds.),</p>
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						<p><i>Handbook of International Relations</i>. London: SAGE Publications, 2002, 453-476.</p> <p>Linklater, Andrew. "The English School," Scott Burchill (Ed.), <i>Theories of International Relations</i>. New York: Palgrave Macmillan, 2005, 84-109.</p> <p>Mansfield, Edward & Pevehouse, Jon. "Quantitative Approaches," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 481-498.</p> <p>Mattern, Janice. "The Concept of Power and the (Un) discipline of International Relations," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 391-698.</p> <p>Müller, Harald. "Security Cooperation," in Walter Carlsnaes & Thomas Risse-Kappen, and Beth Simmons (Eds.), <i>Handbook of International Relations</i>. London: SAGE Publications, 2002, 477-506.</p> <p>Nardin, Terry. "International Ethics," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 591-611.</p> <p>Nye, Joseph. "International Relations: the Relevance of Theory to Practice," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 648-660.</p> <p>Paterson, Matthew. "Green Politics," Scott Burchill (Ed.), <i>Theories of International Relations</i>. New York: Palgrave Macmillan, 2005, 235-257.</p> <p>Price, Richard. "The Ethics of Constructivism," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 317-326.</p> <p>Quirk, Joel. "Historical Methods," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 518-536.</p>
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					<p>Ravenhill, John. "International Political Economy," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 539-557.</p> <p>Rengger, Nicholas. "The Ethics of Marxism," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 188-200.</p> <p>Reus-Smit, Christian. "Constructivism," Scott Burchill (Ed.), <i>Theories of International Relations</i>. New York: Palgrave Macmillan, 2005, 188-212.</p> <p>Rosecrance, Richard. "The Failure of Static and the Need for Dynamic Approaches to International Relations," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 716-724.</p> <p>Smith, Steve. "Six Wishes for a More Relevant Discipline of International Relations," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 725-732.</p> <p>Stuart, Douglas. "Foreign-Policy Decision-Making," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 576-593.</p> <p>Teschke, Benno. "Marxism," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press Inc., 2002, 163-187.</p> <p>Tickner, Ann. "Feminist Perspectives on International Relations," in Walter Carlsnaes & Thomas Risse-Kappen, and Beth Simmons (Eds.), <i>Handbook of International Relations</i>. London: SAGE Publications, 2002, 361-384.</p> <p>True, Jacqui. "Feminism," Scott Burchill (Ed.), <i>Theories of International Relations</i>. New York: Palgrave Macmillan, 2005, 213-234.</p> <p>True, Jacqui. "The Ethics of Feminism," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook</i></p>
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						<i>of International Relations</i> . New York: Oxford University Press Inc., 2002, 408-421. Whitworth, Sandra. "Feminism," in Christian Reus-Smit & Duncan Snidal (Eds.), <i>The Oxford Handbook of International Relations</i> . New York: Oxford University Press Inc., 2002, 391-407.
5	Seminar in International Relations	460027 INT005	II	-	Any lecturer with a PhD degree	PhD students independently collect literature related to their research topic
6	Professor's Assistantship	460026 INT337	II	Pedagogy of Higher Education	Any lecturer with a PhD degree	Assigned by the relevant professor based on a group and activities to be conducted
7	Dissertation I Stage	460025 INT333	III	All teaching components	Academic supervisor	Literature relevant to the research topic
8	Dissertation II Stage	460024 INT334	IV	Dissertation I Stage	Academic supervisor	Literature relevant to the research topic
9	Dissertation III Stage	460030 INT340	V	Dissertation II Stage	Academic supervisor	Literature relevant to the research topic
10	Dissertation	460015 INT335	VI	Dissertation III Stage	Academic supervisor	Literature relevant to the research topic

Annex 1: Criteria for evaluating PhD proposals:

Component	General guiding principles	Weight of the component in the final evaluation
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<p>Title and research topic</p>	<p>5 points – the title fully expresses the research topic through keywords, the topic of the research represents a significant challenge for the studying and development of International Relations; 4-3 – the title clearly expresses the research topic, the topic of the research concerns a significant problem of the field; 2-1 – the title incompletely expresses the research topic, which concerns a well-researched theme of the field; 0 – assignment not submitted.</p>	<p>5 points</p>
<p>Research question and hypothesis or research goal</p>	<p>20-17 points – research goal/question and hypothesis are clearly constructed; variables are clearly identified and their conceptualization and/or operationalization is comprehensively undertaken; research objects are specified; 16-13 – research goal/question and hypothesis are clearly constructed but minor flaws are noticeable; variables are not completely clearly identified and their conceptualization and/or operationalization raise questions; research objects are specified; 12-9 – research goal/question and hypothesis are relatively clear; variables are not clearly identified and the attempt at their conceptualization and/or operationalization is incomplete; research objects are not specified; 8-5 – research goal/question, hypothesis and variables are vague; conceptualization and/or operationalization is absent; research objects are not specified; 4-1 – research goal/question and hypothesis are absent; variables are not identified and research objects are not specified; 0 – assignment not submitted.</p>	<p>20 points</p>
<p>Literature review</p>	<p>30-28 points – the paper cites relevant academic literature, the author completely understands the academic debates on a given topic and critically analyses used materials; 27-24 – the paper cites relevant academic literature, the author almost completely understands the academic debates on a given topic and stands out with critical analysis; 23-19 – the paper cites academic literature as well as other types of literature, which is irrelevant for literature review, the author demonstrates good knowledge of the academic debates on a given topic and critical analysis needs to be refined; 18-14 – the paper cites academic literature but at the same time by citing non-academic texts the author fails to demonstrate the knowledge of the academic debates on a given topic, flaws in critical analysis are noticeable; 13-9 – the paper mostly cites non-academic literature but some academic texts are also cited, the author fails to demonstrate the knowledge of the academic debates, the used materials are simply summed up and critical analysis is absent; 8-4 – the paper is completely based on non-academic literature, because of which the author fails to demonstrate some knowledge of academic debates, critical analysis is absent; 3-1 – the paper cites unreliable sources, the author fails to demonstrate any knowledge of academic debates, critical analysis is absent; 0 – assignment not submitted.</p>	<p>30 points</p>



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<p>Research methodology</p>	<p>40-37 points – the paper uses optimal research methods closely related to the goal of the research, the author fully understands the advantages and disadvantages of the methods used, data analysis techniques are fully explained and do not raise any questions; 36-32 – the paper uses optimal research methods closely related to the goal of the research, the author fully understands the advantages and disadvantages of the methods used, however, data analysis techniques are not fully explained and raise some questions; 31-26 – the paper uses relevant but not optimal research methods, the author fully understands the advantages and disadvantages of the methods used, however, data analysis techniques are not fully explained and raise some questions; 25-20 – the paper uses relevant but not optimal research methods, the author does not fully understand the advantages and disadvantages of the methods used, data analysis techniques are not fully explained and raise some questions; 19-13 – the paper uses irrelevant research methods, the author does not fully understand the advantages and disadvantages of the methods used, data analysis techniques are not explained; 12-6 – the data-collection methods used in the research is unclear, data analysis techniques are not explained; 5-1 – the paper almost does not use a concrete methodological framework for data collection and analysis; 0 – assignment not submitted.</p>	<p>40 points</p>
<p>Style</p>	<p>5 points – the work is fully in line with the principles of academic writing, the text is coherent structurally and stylistically, there are almost no grammar mistakes; 4-3 – the work is fully in line with the principles of academic writing, the text is almost coherent structurally and stylistically, there are a few grammar mistakes; 2-1 – the work is not in line with the principles of academic writing, the structure and style are not coherent, there are abundant grammar mistakes; 0 – assignment not submitted.</p>	<p>5 points</p>