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Coordinated with the Quality Assurance Office
Minute № 11, September 19, 2022
Vice-rector   Assoc. Prof. Dr. Nino Jojua

Reviewed at the Faculty Board
Minute №.48, September 20, 2022 year
Dean of the Faculty   Tamar Shioshvili, Affiliate Professor, Doctor

Approved by the Governing Board
Minute № 31, September 26, 2022
Rector   Dr. Saffet Bayraktutan

Master's Educational Program

International Relations

Tbilisi

2022 Year

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Name of the Educational Program: International Relations / საერთაშორისო ურთიერთობები

Faculty: Social Sciences, Humanities and Education

Program Coordinators: Affiliate Prof. Dr. Nika Chitadze; Email: imachitidze@ibsu.edu.ge; Contact phone: +995 32 2595005 (156)

Dr. Baia Ivaneishvili (co-coordinator); Email: bivaneishvili@ibsu.edu.ge; Contact Phonde: +995 32 2595005 (184)

Education Cycle: Master's (level II of a higher education)

Type of the Program: Academic, Major

Name and code of the detailed field (ISCED - F - 2013): 0312 პოლიტიკის მეცნიერებები და მოქალაქეობრიობის საფუძვლები / Political Sciences and Civics

Awarded Qualification: Master of International Relations / საერთაშორისო ურთიერთობების მაგისტრი

Qualification Code: 0312

Language of Education: English

Credit Value of the Program: 120 ECTS

Structure of the Program:

The University uses the European Credit Transfer System (ECTS): 1 credit = 25 hours, covering both, contact and student independent work hours. The content of the program meets the requirements set for the master's degree in the framework of national qualifications. Its volume is 120 credits. Of these:

- Mandatory courses of specialty - 58 credits;
- Elective courses of specialty - 32 credits;
- Master's Thesis - 30 credits.

Among 32 credits assigned to the elective courses of specialization, the student shall have the right to use 8 credits in the form of free credits.

Programme Admission Precondition:

Student enrollment is conducted according to the Georgian legislation - based on the results of the Unified National Master's Exams (Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law). Admission requirements for foreign citizens can be found at the link https://iro.ibsu.edu.ge/en/home

A person can become a student of Master program if he/she has a bachelor or equivalent degree. In addition, the applicant should pass the University internal exam in specialty and English language (B2 level).

In following cases, the applicants will be exempted from passing the language exam: (1) applicants, who have graduated from English language educational program within the last 3 years and their GPA is at least 75 (out of 100) or 3 (out of 4); (2) if an applicant is a citizen of a country, where first/second official

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language is English, (3) if an applicant presents one of the international certificate: **CEFR, TOEFL iBT, IELTS, YDS, or Cambridge**, corresponding to B2 level of English. For detailed information, please see IBSU.R04 Regulation for Master's Education.

Exams in English language and specialty are distributed in accordance with the following coefficient: 40% -60% respectively.

Purpose of the Programme:

The aim of the Master program in International Relations is to train highly qualified specialists who are competitive in the local and international labor markets and satisfy contemporary requirements that enable them to pursue a successful professional path as well as/or proceed with further education goals at the next study cycle. With the view to achieve this, the program envisages three core objectives:

1. To give students a deep and systematic knowledge of the history of evolution and theory of international relations (IR) as well as equip them with the tools to critically analyze key issues, current processes and challenges in the field;

2. Based on an acquired comprehensive, substantive and practical knowledge of the field, develop analytical and critical thinking skills, enabling students to create original ideas and solve complex problems in a multidisciplinary environment;

3. To develop a sound command of research methods selected and applied in an independent manner, embarking upon the latest methodological approaches and innovative techniques in the field while observing academic and ethical standards.

The BA program in International Relations is consistent with the mission and strategic objectives of the International Black Sea University and is in line with labour market requirements.

Learning Outcomes:

Upon completion of the program, the following general and field specific competencies required from graduates will be acquired including knowledge and understanding; skills; responsibility and autonomy:

1. Interprets contemporary scholarly polemics in relation to core ontological, epistemological and methodological issues of the field; applies philosophical paradigms and concepts in own research;

2. Explains, contrasts and interprets in a critical manner the classical theories of international relations as well as modern trends and paradigms; classifies theoretical schools and evaluates them both through the lens of scholarly discourse as well as from the standpoint of behavior determinants for key actors studied by theories of international relations; puts forward a theoretical framework for own research project and interprets empirical data through relevant theoretical arguments;

3. Critically interprets key events in the history of international relations and puts them into the relevant context; Outlines and interprets the important historical processes that have shaped IR as an academic discipline;

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4. Interprets and critically analyzes the concept of the modern world order; Demonstrates comprehensive, substantive and practical knowledge in the field when assessing key issues of international relations, modern processes and challenges;

5. Explains the concepts and possibilities of war and peace in international relations while applying the relevant theoretical framework; demonstrates an in-depth understanding of the essence of both interstate and intrastate conflicts; interprets and critically analyzes the challenges to international security; Distinguishes between just and unjust wars at theoretical and practical (case study analysis) levels; Explores normative contradictions of war-related issues;

6. Defines and critically interprets the latest methodological approaches and innovative techniques in the field and conducts research independently, embarking upon them in compliance with academic and ethical standards; Compiles the analytical framework and methodology for own research; Applies qualitative and quantitative research methods in an independent manner, draws their sampling strategies and data analysis techniques; arranges empirical data from an appropriate theoretical standpoint, synthesizes and evaluates them in an innovative manner, puts forward conclusions based on research findings; critically evaluates the quality of a research paper departing from an author's philosophical perspective as well as epistemological and methodological approaches of paper under discussion;

7. Delivers professional communication with researchers and practitioners in the field of international relations in accordance with the standards of academic ethics; presents own opinion during discussions and workshops based upon original analysis of complex data; prepares and submits a research project;

8. Analyzes the moral dilemmas that a social science researcher faces while carrying out research, recognizes the utmost importance of ethical behavior and shapes own values system based on the knowledge of modern norms and standards in the field;

9. Plans and conducts own study process in an independent manner; Discusses issues that are insufficiently studied in the field of international relations and identifies the need for further research; Independently defines own research interests.

Map of Program Goals and Learning Outcomes:

Program Goals	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8	Learning Outcome 9
1									
2									

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3									

Map of the Learning Outcomes:

Course / Module / Internship / Research Component	List of Competences								
	Knowledge and Understanding; Skills, Responsibility and Autonomy								
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8	Learning Outcome 9
Philosophy of Social Sciences									
History of International Relations – Critical Analysis									
Theory of International Relations									
Qualitative Research Methods									
World Politics – Patterns and Trends									
War and Peace in International Relations									
Quantitative Reseach Methods									
Georgia's Foreign Policy Analysis									
Master Thesis									

Methods of Attainment of Learning Outcomes:

The following teaching and learning methods are used in the academic process:

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Lecture – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students' active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.

Group work – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.

Practice / lab work – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students' ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.

Seminar – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.

Independent work – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

The teaching and learning methods mentioned above are fulfilled using following activities:

Presentation (by lecturer) – The method consists of narration and speaking through which the information is provided by a teacher to a learner. Through this process teacher transfers knowledge verbally, explains the material and students obtain this knowledge through listening, memorizing and comprehension. It is important to make sure that understanding occurs and information is perceived correctly. In case of necessity additional instruction should be provided. A teacher is giving specific examples and provides detailed explanation.

Demonstration - It demonstrates information visually. It's sufficiently effective when reaching the result because it takes into consideration the interests of different students. Learning material can be demonstrated by lecturer or student. This method helps different steps of learning process to be seen visually and concretize, what should student do independently. At the same time, this strategy visually demonstrates the main point of the subject/problem.

Induction – modern, one of the most effective student-oriented methods. Major objective of this method is to collect much data and by generalizing the observed perspectives discover general principles through which it is possible to discuss the facts, cases and events and explain them. Learning is oriented at relying on facts and developing rules through generalizing these facts, thus, moving from specific facts to general rules.

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Deduction – a traditional method of teaching and learning which sees a teacher as a major source of information and students learn general theories through a teacher's supervision. Deductive method of learning determines that kind of any subject knowledge, which presents the process when depending on general knowledge we discover new knowledge, so the process goes from general to concrete.

Analysis – In the modern world majority of disciplines have become complex; accordingly, courses in these fields require complex approaches. The method of analysis helps us to dismantle multi-disciplinary and inter-disciplinary courses into parts which allows dividing an issue under the study into separate aspects. This helps to discuss separate issues in details.

Synthesis - Method of synthesis means back-procedure, using some parts and making the whole with them. This method helps to see the whole problem.

Case Study – active problem-situation analysis method, which presupposes discussing real cases and discussing them which allows students to look at the issues from different perspectives, analyze possible solutions of the problem and choose and justify specific strategies, objectives and expected outcomes. A case presents a context and it is an instrument by itself which allows a student to use specific knowledge obtained through the course and put it into practice in the context which is close to real-life situation.

Brain Storming - collecting as many/various ideas about the topic/issue as possible. The method enhances development of creative approach towards the problem. It supports the development of creative approaches when students try to see an issue from different perspectives. This approach ensures that every person is involved in the learning process. It is efficient for a large group and is used in stages.

Discussion – one of the most broadly spread interactive methods; discussion raises the level of student involvement; while discussion different opinions are confronted and the discussion is not limited to the questions asked by a teacher. Overall aim is to synthesise different views. This method develops students' ability of reflection and argumentation.

Project – This approach is a unity of perceptive methods, which makes it possible to solve a problem through students' independent work and presenting the achieved solutions. This approach raises students' motivation and responsibility; working on the project involves planning, research, practical activities and presenting the results; the projects are complete if the outcomes are presented in a convincable manner through examplifying specific results; a project could be done individually, in peer or group work; upon completion, the project is presented to a broader audience.

Presentation (by student/students) – Taking into consideration the development of technology presentation is one of the most interactive and effective ways of teaching. It is a combination of teaching and learning methods which allows a student to solve a problem through independent work and presenting the outcomes. This method raises students' motivation to work independently; it also develops specific skills – planning, researching, and presenting data in an effective manner; it develops skills to work in groups or individually.

Teaching though Electronic Sources – The method implies teaching through internet and the means of multimedia. It consists of all the components of teaching process that are realized through specific means of internet and multimedia.

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Problem Solving – The method of teaching that enables employment of newly obtained knowledge by students through study, analysis and solution of specific problem. While employing this method it is important to assess and analyze the results received through the solution of a specific problem. By using this method the skills and the ability of a student to use obtained knowledge in practice is developed.

Group Work – Teaching method through which students are divided into the groups and the assignments are given to each of the groups. Group members process the information individually and share their ideas to other group members at the same time. Group members may be assigned different functions depending on the objective defined by the task. This method ensures active involvement of each student in the process of teaching.

Individual Work – The method when a student individually performs the tasks and the assignments determined through the academic process.

Working with a Course-Book – Actively used method in a process of learning through which a student process given material by using given literature and other sources.

Problem-based Learning – a method which uses a specific problem from the field in order to help a learner to acquire new knowledge and integrate it with specific skills.

Preparing a Presentation – Students' independent work through which a specific issue or topic is studied and the skills like planning, research, processing and analyzing data as well as presenting the results of study and arguments in a persuasive manner is developed. The method develops students' individual working skills.

Doing Homework – Independent work when students do the home assignments determined through the academic process. Doing home assignments implies reading, processing and studying material determined through the study course as well as doing given assignments in written form or presenting them orally.

Learning though Electronic Sources – The method implies learning through internet and the means of multimedia. It consists of all the components of learning process that are realized through specific means of internet and multimedia.

Explanation– implies discussion of specific topics. Lecturer and students participate in a detailed discussion of an issue based on a particular example. This method will have a double effect – complex issues are explained to the students, and lecturer has an opportunity to double-check whether understanding of the issues is achieved.

Debates – a method that allows to learn how to construct arguments, using supporting evidence, and communicating them in an oral or written form with a high degree of confidence. As a result, student obtains experience of dealing with stress and doubts when confronted with harsh criticism of his/her own position from their counterparts. Debates help students boost self-confidence, practical skills and refine their public speaking and rhetoric skills.

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Interactive lectures – this method implies students' active involvement in the class discussion. Using this method in small groups or pairs provides understanding of students' awareness of a topic before it is introduced in the classroom. Lectures can also be made interactive by asking students to narrate their personal experiences relating to the topic through sharing specific observations.

Critical thinking – uses questions form for evaluating student's viewpoint. Emphasis is made on thinking and analysis skills. It requires the classroom environment that is referred to as the "productive discomfort" and is used for the purpose to get used to difficulties, complexity and misunderstanding rather than working in quiet and stress-free conditions.

Role Play - an activity in which students are usually given an open-ended situation where they make a decision, resolve a conflict, or act out the conclusion to an unfinished case. Role-playing is designed to promote students empathy and understanding of different positions and roles. Role-playing equips the students with opportunity to learn various behavior strategies appropriate to a specific situation. Role-playing is also useful for developing critical thinking, decision making, and assertiveness skills.

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.

The grading system allows:

   five types of positive grades:

.   (A) Excellent – 91-100 points;

a.   (B)Very good – 81-90 points;

b.   (C) Good - 71-80 points;

c.   (D) Satisfactory - 61-70 points;

d.   (E) Enough - 51-60 points;

   two types of negative grades:

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.   (FX) Fail – 41-50 points, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;

a.   (F) Fail – 40 points and less, 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.

Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.

The evaluation system of the research component (Master thesis) is similar to the above, except for the following cases: in case of (FX) assessment, the student is allowed to submit the re-considered master's thesis during the following semester, and in case of receiving (F), loses the right to submit the same thesis.

Specific components and criteria for the evaluation of the research component are given in the syllabus of the Master thesis.
Master Thesis is assessed by final evaluation which is the sum of a supervisor (IBSU_R04F05.b.), a reviewer (IBSU_R04F04.b.) and a public defense commission evaluation (IBSU_R04F01.), 30/33/37 points respectively.
Master Thesis is evaluated by maximum 100 points.

Specificities of the Organization of the Teaching Process:

120 ECTS, provided by the program are distributed over 2 academic years, 4 semesters, in the amount of 30 credits in each semester. MA Thesis is scheduled for the fourth semester of the studies and is designed as a 30 ECTS component.

Of the 32 ECTS of elective courses students are free to utilize 8 ECTS as free credits.

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Field of Employment: MA students of International Relations and Politics will be able to work at the Ministry of Foreign Affairs, State structures responsible for foreign policy and national security issues, namely, Office of National Security Council, Ministry of Defense, foreign relations departments of various Ministries, NGOs working on international relations and national security issues, research centers, universities etc.

Besides, MA graduate can continue studies in Ph.D. program to increase his/her competence and qualification.

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

Material and technical base of the International Black Sea University, which ensures the proper implementation of the teaching process:

- Classrooms equipped with essential set of teaching tools;
- Conference halls of different capacity serving as venue for lectures as well as extra-curricular activities: public lectures, conferences, simulations and workshops;
- Cable Internet in the Computer lab (Library) as well as free Wi-Fi for students and teaching staff;
- Student database (SIS) with an individual profile for each student allowing students to register, select courses, access transcript, order different types of certificates and participate in various types of educational process evaluation;
- Student Portal– SMART serving as the formal tool of communication between the lecturer and the students through accessing course materials as well as the news and information regarding the study components;
- University Library equipped with modern technologies, internet and rich print and e-book collection, including the obligatory literature indicated in the syllabi of the study components;
- Access to electronic databases:
  - Cambridge Journals Online (https://www.cambridge.org/core)
  - e–Duke Journals Scholarly Collection (https://read.dukeupress.edu/)
  - Edward Elgar Publishing Journals and Development Studies e-books
  - (https://www.elgaronline.com/)
  - Edward Elgar Publishing Journals (https://www.elgaronline.com/)
  - European Respiratory Journal (https://erj.ersjournals.com/)
  - IMechE Journals (https://uk.sagepub.com/en–gb/eur/IMEchE)
  - Mathematical Sciences Publishers Journals (https://msp.org/)
  - Open Book Publishers E-books (https://www.openbookpublishers.com/)
  - Royal Society Journals Collection (https://royalsociety.org/journals/)
  - SAGE Journals (https://journals.sagepub.com)
- Study space for students;

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- Other material resources owned by the University.

Study Plan:

#	Course / Module / Internship / Research Component	Status	Credit Number	I semester	II semester	III semester	IV semester	Lecture / Consultation	Workshop / Group Work / Practical work	midterm exam(s)	Final exam	Total contact	Independent work	Total hours	Number of contact hours per week
				I year		**II year**		**Contact**							
I	**Mandatory Study Courses**		**58**	**22**	**22**	**14**		184	160	12	16	372	1073	1450	**24**
1	IRP001 Philosophy of Social Sciences	Mandatory	**6**	6				25	18	2	2	47	103	150	3
2	IRP005 Analysis of the Evolution of International Relations	Mandatory	**8**	8				29	14	2	2	47	153	200	3
3	IRP004 Theory of International Relations	Mandatory	**8**	8				15	28	-	2	45	150	200	3
4	IRP003 Qualitative Research Methods	Mandatory	**6**		6			15	28	-	2	45	105	150	3
5	IRP007 World Politics – Patterns and Trends	Mandatory	**8**		8			21	22	2	2	47	153	200	3

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#	Course	Type												
6	IRP197 War and Peace in International Relations	Mandatory	**8**	8			23	20	2	2	47	153	200	3
7	IRP002 Quantitative Reseach Methods	Mandatory	**6**		6		29	14	2	2	47	103	150	3
8	IRP015 Georgia's Foreign Policy Analysis	Mandatory	**8**		8		27	16	2	2	47	153	200	3
II	**Research Component**		**30**			**30**	**29.5**		**-**	**0.5**	**30**	**720**	**750**	**1**
1	INT308 Master Thesis	Mandatory	**30**			30	29.5		-	0.5	30	720	750	1
III	**Elective Study Courses**		**32**	8	8	16	**-**	**-**	**-**	**-**	**-**	**-**	**800**	**12**
1	IRP014 Decision-Making in International Relations	Elective	**8**				11	32	2	2	47	153	200	3
2	IRP510 Contemporary International Law	Elective	**8**				16	27	2	2	47	153	200	3
3	IRP519 Global Governance	Elective	**8**				15	28	2	2	47	153	200	3
4	IRP103 International Security	Elective	**8**				23	20	2	2	47	153	200	3
5	IRP006 European Union in International Relations	Elective	**8**				29	14	2	2	47	153	200	3
6	IRP104 History of the US Foreign Policy Since 1900	Elective	**8**				29	14	2	2	**47**	153	200	3
7	IRP008 Contemporary Issues in the US Foreign Policy	Elective	**8**				29	14	2	2	**47**	153	200	3
8	IRP009 Russia in International Affairs	Elective	**8**				24	19	3	-	46	154	200	3
9	IRP010 Political ideology and practice in the Middle East	Elective	**8**				24	19	3	-	46	154	200	3
10	IRP105 Transition in Post-Communist Eastern Europe and Former Soviet Union	Elective	**8**				27	16	-	-	43	157	200	3
11	IRP101 Comparative Government and Politics	Elective	**8**				28	15	2	2	47	153	200	3
12	IRP196 International Political Economy	Elective	**8**				27	16	2	2	47	153	200	3
13	IRP011 Conflict Studies	Elective	**8**				23	20	2	2	47	153	200	3

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14	IRP013 Diplomacy: From Traditional Practices to Digital Age	Elective	**8**					27	16	2	2	47	153	200	3
15	IRP017 Theory and Policy of International Economics	Elective	**8**					26	17	2	2	47	153	200	3
	Total numbers:		**120 ECTS**					-	-	-	-	-	-	**3000**	**37**

Note: *Elective courses can be offered in any semester, considering their prerequisites.*

Table of Prerequisites:

Study Component	Prerequisite	
Philosophy of Social Sciences	-	-
Analysis of the Evolution of International Relations	-	-
Theory of International Relations	-	-
Qualitative Research Methods	-	-
World Politics – Patterns and Trends	Theory of International Relations	-
War and Peace in International Relations	Theory of International Relations	-
Quantitative Reseach Methods	-	-
Georgia's Foreign Policy Analysis	-	-
Master Thesis	Student has to complete all mandatory study courses in order to register for Master thesis	
Decision-Making in International Relations	-	-
Contemporary International Law	-	-
Global Governance	-	-
International Security	-	-
European Union in International Relations	-	-
History of the US Foreign Policy Since 1900	-	-
Contemporary Issues in the US Foreign Policy	-	-
Russia in International Affairs	-	-
Political ideology and practice in the Middle East	-	-
Transition in Post-Communist Eastern Europe and Former Soviet Union	-	-
Comparative Government and Politics	-	-
International Political Economy	-	-
Conflict Studies	-	-
Diplomacy: From Traditional Practices to Digital Age	-	-

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Theory and Policy of International Economics	-	-

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

Study component	Name and surname	Status, qualification
Philosophy of Social Sciences	Giorgi Lekveishvili	Invited Lecturer, PhD in International Relations
Analysis of the Evolution of International Relations	Jonathan Gerdes Scott	Affiliated Associate Professor, PhD in American Studies
Theory of International Relations	Nino Kereselidze	Affiliated Associate Professor, PhD in International Relations
Qualitative Research Methods	Nino Kereselidze	Affiliated Associate Professor, PhD in International Relations
World Politics – Patterns and Trends	Ivanna Machitidze	Affiliated Associate Professor, PhD in Political Science
War and Peace in International Relations	Giorgi Lekveishvili	Invited Lecturer, PhD in International Relations
Quantitative Reseach Methods	Rati Shubladze	Invited lecturer, MA of Social Sciences
Georgia's Foreign Policy Analysis	Amiran Kavadze	Affiliated Professor, PhD in Biology
Master Thesis	Master thesis supervisor is an academic staff or invited lecturer of IBSU holding a PhD, in possession of research experience relevant to the field.	
Decision-Making in International Relations	Giorgi Lekveishvili	Invited Lecturer, PhD in International Relations
Contemporary International Law	Niko Tatulashvili	Affiliated Associate Professor, PhD in Law
Global Governance	Nino Kereselidze	Affiliated Associate Professor, PhD in International Relations
International Security	Giorgi Lekveishvili	Invited Lecturer, PhD in International Relations
European Union in International Relations	Levan Makhashvili Steven Van Hecke	Invited Lecturer, PhD in European Studies Invited Lecturer, PhD in Political Science
History of the US Foreign Policy Since 1900	Jonathan Gerdes Scott	Affiliated Associate Professor, PhD in American Studies
Contemporary Issues in the US Foreign Policy	Jonathan Gerdes Scott	Affiliated Associate Professor, PhD in American Studies
Russia in International Affairs	Giorgi Gobronidze	Invited Lecturer, MA in International Relations
Political ideology and practice in the Middle East	Giorgi Gobronidze	Invited Lecturer, MA in International Relations
Transition in Post-Communist Eastern Europe and Former Soviet Union	Ivanna Machitidze	Affiliated Associate Professor, PhD in Political Science
Comparative Government and Politics	Tamta Tskhovrebadze	Affiliated Associate Professor, PhD in Polirical Science
International Political Economy	Azer Dilanchiev	Affiliated Associate Professor, PhD in Business Administration
Conflict Studies	Nika Chitadze	Affiliated Professor, PhD in Geography
Diplomacy: From Traditional Practices to Digital Age	Amiran Kavadze	Affiliated Professor, PhD in Biology
Theory and Policy of International Economics	Azer Dilanchiev	Affiliated Associate Professor, PhD in Business Administration

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