



GENEVA SCHOOL OF DIPLOMACY  
& INTERNATIONAL RELATIONS  
UNIVERSITY INSTITUTE



BACHELOR OF ARTS IN INTERNATIONAL RELATIONS (BA-IR)

# Programme Handbook

Bachelor of Arts in International Relations  
Academic Year 2020-2021

Geneva School of Diplomacy & International Relations  
[www.genevadiplomacy.ch](http://www.genevadiplomacy.ch)

- Located in the heart of the most diplomatic neighbourhood in the world
- Highly distinguished faculty and small, interactive classes
- Internship & networking possibilities
- Theory & praxis-

## An introduction

The Geneva School of Diplomacy & International Relations (GSD) is located in the *Domaine de Penthes* at Pregny-Geneva, a very beautiful campus in the heart of the most diplomatic neighborhood on the planet. That neighborhood is home to more than 190 international organizations – governmental and non-governmental. GSD students are regular visitors to one or another of these organizations. And every GSD student carries a card and pass to one of the great libraries of the world in the field of international relations and international law – the United Nations Library.

The mission and commitment of GSD is that its graduates and alumni contribute to improving the state of world society – while building careers for themselves of high value. To this end, the faculty of GSD is second to none: lecturers are either renowned academics or are themselves serving diplomats. A number of ambassadors serving their countries in Geneva are regularly teaching at GSD.

The GSD prepares future world leaders for their roles on the world stage to advance peace and human rights. Based on its core values of Academic & Vocational Excellence, Integrity and Professionalism, GSD provides high quality and praxis-orientated education combined with an commitment to student support and promotes a philosophy rooted in the School's motto '*serviendo guberno*' – that to govern is to serve.

The [Bachelor of Arts in International Relations \(BA-IR\) Programme](#) has been established to cater for the interests of students seeking both a broad scholarly understanding of the way the world works, and/or for those preparing for a variety of employment options related to international careers in government, business, non-government organisations, media and international agencies.

The Bachelor of Arts in International Relations (BA-IR) Programme aims to introduce students to International Relations, initially via the broad historical and intellectual framework which has framed the modern world of states since the 17th century. It will then concentrate on International Relations in the 20<sup>th</sup> and 21<sup>st</sup> centuries, the age of World Wars and the Cold War, before finally addressing issues of the present age, the age of global political economy, global culture and communication, global environmental concerns and post-Cold war political conflict, including the 'War on Terror'.

## Programme aims

The aims of the programme are:

- To prepare and develop graduates for a career in departments of government, politics, international relations, journalism and private industry;
- To develop understanding and knowledge of the nature and extent of politics and international relations and the organisation, management and impacts associated with the production and consumption of events in a contemporary global environment;
- To develop students' intellectual capabilities of analysis and interpretation, critical evaluation, selection and synthesis, reasoned argument, research and problem solving;
- To develop graduates who can demonstrate effective technical, IT, numerical, communication and research skills, and
- To produce graduates who have a range of generic transferable attributes enabling them to communicate effectively, work individually and in teams to guidelines, be innovative and adaptable to change, manage and reflect on their own learning and who can contribute and respond effectively to the demands of their chosen profession.



## Entry requirements

Entry to the GSD BA-IR Programme requires that candidates should have reached the age of 17 at the beginning of the Programme and have an appropriate school-leaving qualification or its equivalent.

Candidates should also have reached a minimum English proficiency level equivalent to an overall IELTS<sup>1</sup> test score of 6. This should include a minimum score of 6 in both the Writing and Reading components of the IELTS test, or TOEFL<sup>12</sup> minimum score of 550.

In order to progress to Year 2 students need to achieve a mark of at least 50% in each of the Year 1 Examinations and attain a level of English language proficiency equivalent to IELTS band score 6 or TOEFL 550. Students' attendance and general attitude to studying will also be taken into account.

Prospective students may be dispensed from written proof of English language test if they have:

- 1) Attended an international school where the language of instruction was English.
- 2) Their mother tongue is English.
- 3) Passed the admissions interview (in person or facilitated via IT media) resulting in a satisfactory command of the English language by the admissions department.
- 4) Passed the compulsory motivational essay as part of the application process written in English.

## Teaching and learning strategies

Classroom teaching is based on a communicative and student-centred approach to learning. Students will learn through a variety of learning activities both in small group and whole class situations. Students are encouraged to share their views and opinions with others. Students are given encouragement to become more autonomous in their learning. Different teaching and learning formats are used in the Programme with the aim of making the learning experience more wide-ranging.

These teaching and learning formats include lectures, seminars, simulations, round tables, conferences, etc. [Resources](#) and guidance are provided to encourage independent learning and independent research.

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<sup>1</sup> IELTS : International English Testing Service examination, administered by the British Council.

<sup>12</sup> TOEFL CBT or PBT (not IBT) : Test of English as a Foreign Language, administered by the Educational Testing Service, Rosedale Road, Princeton, New Jersey 08541, USA.

## Curriculum content

International Relations is a separate academic discipline, however it is interdisciplinary by its nature, requiring you to acquire solid knowledge and understanding of politics, history, economics and law, diplomacy, and global relations.

The GSD BA-IR curriculum is based on three pillars: **International Relations, International Law and International Economics.**

The BA in International Relations Programme addresses main global challenges, and includes studies of a wide range of topics that have a global dimension or impact and require international co-operation and diplomatic effort.

This three-year undergraduate programme will provide you with an advanced understanding of International Relations, and prepare you intellectually both to further studies and for a wide choice of career options. You will develop the ability to collect data and evidence, to analyse complex issues and present arguments in a clear, laconic and convincing manner, both orally and in writing. You will learn to think critically and independently about the subjects you encounter in your studies, and develop a range of skills that will support your intellectual, professional and personal development.

In the first year, you will study a variety of courses providing you with the foundations of International Relations: such as International Economics, World History, Academic Writing, Introduction to International Law, Intergovernmental Organizations, Introduction to Modern Political Thought, Theory and Practice of Diplomacy, Introduction to International Relations, International Law for Diplomats, Contemporary Armed Conflicts.

In your second year, you will study fundamentals of Foreign Policy and International Security, and also a variety of specialized subjects, such as, International Trade, Development Studies, Environmental Studies, etc. A number of courses on Regional Matters will be offered as well (Asia, Middle East, etc.)

The final year consists of courses from a wide diversity of specialized topics, as well as your research dissertation on a subject of your choice, and internship.

Throughout all three years of their studies, Students will also have a number of bi-weekly workshops within the Series "Essential skills for future diplomats", such as: Rhetoric and Eloquence - the Art of Public Speaking and Persuasion, Diplomatic Protocol and Etiquette, Humanitarian Diplomacy, Leadership, to name just a few.

In addition to [GSD's renowned faculty](#), serving Ambassadors and other members of the diplomatic neighbourhood, representatives from the International Organisations as well as high-level experts on cutting edge issues are regularly invited to share their invaluable knowledge and experience with the students. To provide a forum for meeting such experts, a [Seminar Series: Emerging Issues and Persistent Challenges](#) is organized by GSD on a bi-weekly basis, and is a part of the BA curriculum.

Therefore, GSD curriculum of the BA Programme offers the following types of courses:

- Core Courses
- Specialized Courses
- Seminar Series with invited Guest Speakers “*Emerging Issues and Persistent Challenges*”
- Workshops “*Essential skills for future diplomats*”

Internship and BA thesis (research project) are also integral parts of the curriculum. The “Research Methods” course is offered to provide methodological support for writing Bachelor thesis.

While completing the program, students may be given the opportunity to study abroad in different countries, in one of the [GSD partner institutions](#) (e.g. Georgetown University Washington, the Diplomatic Academy of the MFA of Russia, Moscow State Institute of International Relations, O.P. Jindal Global University, Beijing Institute of Technology, etc.).

## Assessment methods

Assessment methods will depend on the courses you study. The primary methods of assessment for this course are coursework, participation in class activities (group exercises, quizzes, brainstorming, discussions, case studies), simulations and role games, assessed essays, written examinations and individual and group presentations.

## Teaching Methodology and Course Workload

All courses are developed and delivered in accordance with the highest academic standards.

The courses are taught through the variety of methodological approaches: *concept learning, debates, brainstorming, case studies, role games, exposure to real world situations, as well as workshops, multi-stakeholder simulations, conferences, seminars, round-table discussions*, to name just a few. The classes are small group discussions and provide an opportunity to explore topics in greater depth.

The total teaching time amounts to around 14 contact hours per week. In addition to this, you should expect to be doing eight to five hours of guided independent work per course per week. Hours vary according to courses and you can view indicative details in the respective courses syllabi.



## Career prospects

The degree programme does not prepare you for a specific career. It develops a range of intellectual and practical skills that are relevant across a wide range of career opportunities.

Our graduates have found work with a wide range of employers including governments, intergovernmental organisations; non-governmental organisations (NGOs); academia, journalism, research and policy think tanks, humanitarian organisations.

Others have opted to continue studying international relations, or have transferred the skills they developed at GSD to other disciplines, such as law, economics, or more specialized fields of international relations.

There are also career opportunities with private corporations domestically and abroad. Some careers include: Public diplomacy officer, Senior executive, Corporate communications officer, Public affairs officer, Senior policy maker.





## **CORE COURSES**

### **CONTEMPORARY INTERNATIONAL RELATIONS: FRAMEWORK AND ISSUES**

The main objective of this course is to introduce the students into essential concepts, theories and debates in international relations. The course is conceived as a toolbox for students to acquire a foundation in this discipline and develop their analytical skills when apprehending world politics at large.

The course objective is not limited to a simple transmission of concepts and theories but invites students to engage with the readings and mobilize their critical thinking. Students are also strongly encouraged to follow the news of world politics. Suggestions of sources include the New York Times, CNN, Al Jazeera English, The Economist, Foreign Policy, Foreign Affairs.

This course is conceived as a general introduction to the discipline. It is structured in two sections:

1. The first section, “*Framework and Theories*”, gives an overview of main frameworks of analysis and theories in the discipline;
2. The second section, “*Concepts*”, delves into classic concepts of international relations (war, peace, security...) by exploring not only theoretical foundations of such concepts but also current implications and dynamics affecting them.

### **DIPLOMATIC NEIGHBORHOOD: INTERGOVERNMENTAL ORGANIZATIONS**

The main objective is to investigate the place and role of intergovernmental organizations in contemporary international relations. This course investigates also the basic principles and changing interpretations of the existing international network where states and nations interact and cooperate, trying to promote understanding and cooperation in solving problems across regions and cultures.

As many of them are based at Geneva, with its long tradition of hosting various international organizations, the objective is to understand better the advantages of multilateral diplomacy as well, through which the multitude of intergovernmental and non-governmental organizations act on a wider scene of contemporary international relations.

This course offers an advanced introduction to key topics of historical evolution of international organizations, with an emphasis on the role they play in governing international relations that require the consent of sovereign states, but also ever more cooperative approach in solving common problems. It also investigates the pragmatic side of building the network of international organizations and specialized institutions and agencies, capable to create platforms for joint approaches to problems of humanity.

In this context, the course reflects upon the contemporary United Nations system, designed seven decades ago to achieve more advanced and more efficient models of cooperation between nations and states in building prosperity, stability and peace. It also takes a broad approach to many governmental but also non-governmental organizations that nowadays represent increasingly influential actors in international collaboration and creative multilateral negotiations in almost all areas of human activities.



## **GEOPOLITICAL ANALYSIS**

The main objective of this course is to present and apply the geopolitical analysis method which is an indispensable tool for future diplomats, world leaders, and international civil servants to analyse a wide range of issues affecting tensions, conflicts, peace and stability in the contemporary world system.

Moreover, the course objective is to provide not only a theoretical base in geopolitics but a pragmatic interdisciplinary method of analysis that can be used in day-to-day work activities to examine different geopolitical issues.

The course is structured and designed to introduce the main factors of geopolitical analysis and the application of the geopolitical approach to examine different issues in the contemporary international system. International relations have been characterized by a great complexity due to increasing role of non-state actors, resource competition, identity conflicts, and a global power shift. In order to facilitate a more profound understanding of contemporary international relations, this course adopts a multidisciplinary approach that incorporates geographic, strategic, historic, cultural and economic dimensions. Different case studies and some of the main contemporary geopolitical issues are examined during the course to allow student to decipher the complexity of international relations in the 21<sup>st</sup> century.

The course is divided in three core blocks:

1. The discussion of constant, enduring and variable factors of geopolitical analysis;
2. The application of geopolitical analysis in different case study situations;
3. Examination of some of the main geopolitical issues in the contemporary international system.

## **ACADEMIC WRITING AND CRITICAL THINKING: CORE PRINCIPLES**

With the intention of fostering your confidence in undertaking research, writing, and referencing at an advanced level – academic level – the purpose of this class is to assist you in developing the basic writing skills necessary to university success. It is an excellent and necessary choice for students who want to prepare themselves for academic world.

Through using different explanations, examples and quizzes, this class' objective is not only to give you the basics of academic integrity and research. But, it will provide the basics for assessing, referencing and critically reading sources. Thus, this course is designed to help the students to become a more organized and independent scholar.

## **INTERNATIONAL ECONOMICS**

The role of international economics is to provide the future diplomats, world leaders and international civil servants with solid theoretical knowledge and analytical skills needed to understand the workings of the national economy, as well as the impact of policies, and world events on the economic well being of the nation.

The main objective of this course is to introduce the students to the essential concepts, theories and forecasting tools needed to evaluate policies and objectives at the national or international level. Every policy and priority of a nation



or a party has an economic implication and cost. The student will become familiarized with the critical analytical tools needed to evaluate their impact. Choices have costs and consequences and also rewards: suboptimal choices lead to a worsening of the existing economic and social conditions, while optimal choices lead to an overall improvement.

The course will give students the analytical tools and the practice exercises to analyze the impact of such choices. Enthusiasm and philosophical positions are the drivers of change, for good and bad. The course material and techniques empower the student to self assess his/her favorite policies in terms of their economic impact, as well as acquire a better understanding of the larger system of the national, block/continental and global economies, understanding it as a system: the course wishes to present economics as a physical system that is interconnected with the natural world of physical resources, as well as part of the whole, which is the world economy. The legal, diplomatic, technological and ideological theories are all weaved into one large world system, evolving and constraining all our choices, though some degree of self guidance for the national economy is possible. Human will, enthusiasm, intentions, philosophy and politics are bound by the productive powers of society and the natural resources available in every single time period. The student will be well served to learn what is possible and what is optimal, what is helpful and what is harmful as well as to be able to assess what is optimal, given a specific set of conditions in the national economy and the international environment.

The aim of this module is to develop knowledge and understanding of the philosophical, historical and methodological origins of Economics and its nature and significance in society and International Relations. The students are expected to understand various methods of Economics analysis, to be able to analyze schools of Economics thought, case studies and Economic policies applied around the world. The module also aims at introducing the students to comprehensive, methodologically sound economic research.

Additionally, the module gives an overview of the historical context, development and origins of current Economic theories, its main sources and different branches, the main actors as well as the most important Treaties and norms ruling the international system. Part of this module is the application of these norms and procedures to monitor compliance and mechanisms of enforcing them on the basis of specific historical cases.

## **INTRODUCTION TO MODERN POLITICAL THOUGHT: KEY CONCEPTS AND THINKERS**

This course surveys the development of political thought concepts. We will trace paradigmatic shifts in political ideas as they begin to surface around the 5th century BC, evidenced in the writings of Plato, Thucydides, Aristotle, followed by Hobbes, Locke, Rousseau, and Kant, amongst others. And we will trace their developments in the thinking of some prominent 19th and 20th century critics, including Marx, Nietzsche, Weber, and Schmitt. The course is text based. It is expected that students will become familiar with the key texts of political thought. Topics covered will be selected from the following: the nature of political society and of political activity; the relationship between moral, religious and political ideas; the nature of the state, government and authority; justice, liberty and equality; human nature and politics; law and politics; political argument and political deliberation. Through close textual readings and contextual analysis, we will engage in a systematic comparison of our assumptions about politics with those expressed in these philosophical debates. And, in so doing, we will attempt to further our understanding of contemporary politics and the problems requisite to our own political practices.

## **INTERNATIONAL LAW FOR DIPLOMATS I & II**

The Module represents the second part of the *International Law* cycle in the GSD Bachelor Programme and pursues an objective to introduce the students to some of the special areas of international law, such as the law of treaties, diplomatic and consular law, state responsibility, peaceful means of settlement of inter-state disputes, law of international security and use of force, law of international organisations and human rights protection.

The Module objective is not only to provide students with theoretical base, but also to help them develop practical skills to be able to deal with international law issues in their future professional activities as diplomats, international civil servants, representatives of intergovernmental and non-governmental organizations, states' decision-makers, experts and other specialists in international relations and diplomacy. To achieve this objective, the Module encompasses a significant number of practical activities, which shall develop students' ability to apply their knowledge through systematic legal analysis.

## **DISPUTE SETTLEMENT AND CONFLICT RESOLUTION: LEGAL FRAMEWORK AND STRATEGIES**

The main objective of this course is to introduce students with the complexity that arises from combining the legal framework of the main methods of international disputes settlement on the one hand and the strategies adopted while resorting to them (or not) on the other one.

It explores conflict dynamics and dispute settlement mechanisms from a transversal perspective. Thus, it encompasses situations that range from the conflict dynamics of inter-state disputes to the challenges of workplace related disputes within international organizations.

In its unique perspective this course explores how different states and non-state actors engage in the management and settlement of their conflicts and disputes at both international and domestic levels.

The course combines both theoretical and practical aspects of dispute settlement and conflict resolution in current affairs. The scope ranges from the legal framework provided by primary sources from general public international law to the internal regulations of international organizations as well as non-state actors operating at both national and international levels.

Besides the classical methods of dispute settlement: negotiation, good offices, mediation, conciliation, arbitration and litigation special attention is given to new trends as: a) the internal justice systems of international organizations as well as b) the role of the ombuds in international institutions and beyond.

## **THE GLOBAL FRAMEWORK OF THE BLUE DIPLOMACY**

The main objectives of this course will be to:

1. Explore broadly the relationships of the oceans agenda with international relations: maritime law, international law, governance and cooperation and importantly, leadership.
2. Get a greater understanding of the sustainable oceans agenda (and its linkages/related agendas with other key areas like climate change and natural resource management).



3. Empower students to start thinking as “Blue Diplomats” – by getting better knowledge and experience on cooperation, understanding and co-sharing of resources – especially at a time when the COVID19 crisis has deepened across the world and across countries and sectors, and when there is a clear need to push for a blue recovery -- and as such mitigate future potential ocean related/natural resources conflict in the future.

Specifically, the course will help students exchange experience, learning and knowledge in areas where countries are using ocean resources sustainably and peacefully, some of which include (non-exhaustive list): trade negotiation, agriculture, fisheries and aquaculture management, marine spatial plan and governance, climate change, marine pollution reduction, ocean renewable energy deployment, education and skills building, shipping, bunkering, and others.

## **THEORY AND PRACTICE OF DIPLOMACY**

This course aims to identify and critically assess the variables in negotiations, develop sound negotiation planning techniques, develop an understanding of various strategies and tactics for solving conflicts, transactional and interpersonal differences and taking into account the various rules, traditions and expectations. Moreover, the course provides students with the necessary knowledge to build consensus, reach agreements, execute effective dispute resolutions and improve competence to manage professional relationships and effectively participate in multilateral conferences. The course will provide the students who wish to evolve in an international, intercultural and multicultural world with an insight on international, intercultural and multicultural negotiations.

The course is designed to enable students to analyse the impact of key negotiation factors such as: the specific issues in question, the different positions and interests of the stakeholders, their relationships, the timing, environment and the dynamics of the group. The students will develop and practice various strategies and tactics to effectively manage different situations that frequently arise in interpersonal and international negotiations. The course will empower students to apply communication concepts and techniques for problem solving and influencing and persuading techniques for a given situation. The course emphasises on the differences between distributive and integrative situations, the development of appropriate resolution strategies and the use of strategic planning process for conducting and debriefing individual and group negotiations.

## **INTERNATIONAL HISTORY: FROM 1500 TO MODERN TIMES**

This course's main objective is to provide to students with the skills and knowledge necessary to competently analyse and understand the complexity of world history.

As specific objectives & learning outcomes this course enables one to:

- To identify and describe significant historical periods and processes of economic, political, social and religious change.
- To develop knowledge as to how identity has been interpreted in cultures and societies through the family, kinship, religion, gender, ethnicity, class, nationality and status.
- To demonstrate the interactions between ethnic, national and cultural influences in concrete happenings.



- To discern the conditions, actions and motivations that contribute to conflict or cooperation among the peoples of the world.
- To familiarise students with the current process of globalisation, understood as a combination of political, economic and cultural interconnections between peoples, as impacted by history and tradition.
- To become skilled at analysing and explaining the diversity of societies and cultures in the world.
- To develop an overall vision of social movements and discard what is irrelevant, recognizing what is essential.
- To understand the *Weltanschauung* (philosophy of life) of different nations and peoples. The Greeks insisted on knowing yourself (γνῶθι σεαυτόν -- *gnōthi seautón*) and proposed moderation in all things (μηδὲν ἄγαν), the Romans taught us to take distance and the advantages of equanimity. *Nil admirari* (Cicero, Horace, Seneca) warns us not to jump to conclusions, not to be enthusiastic about trivialities, not to commit our evaluation of people and things too early. What can we admire? Most UNESCO World heritage sites, scientific discoveries, medical and technological advances, artistic masterworks. Whom can we admire? This is far more difficult to answer. Experience teaches us that sometimes the product is more admirable than the producer, the book better than its author. Yet don't be blasé either.

## NEW DYNAMICS IN INTERNATIONAL SECURITY

International “security” can encompass a diverse variety of concerns, ranging from nuclear proliferation to literacy and climate change. This expanded definition of globalized challenges understandably requires globally collaborative solutions. While the foundational security challenges of interstate and intrastate conflict are not specifically unique to the post-Cold War era, at no other time in history has the interconnectedness of the international community trended towards interdependence as the present age.

This course will investigate a variety of important topics, including deterrence, health security, terrorism, cybersecurity, UN Security Council reforms, and the challenges of regulatory harmonization. It will provide a broad overview of developments and patterns in both the epistemological and political dimensions of international security as they have emerged over the past decades.

Students will gain a deep understanding of how the international community addresses international security issues. This course is divided in two main blocks:

1. Traditional security concerns, including military power, cooperation, peacekeeping operations, nuclear deterrence, WMDs, terrorism.
2. Expanded international security concerns, including cybersecurity, global health, and the environment.

## APPLIED MACRO-ECONOMICS

GSD's course in applied macro-economic issues will equip you with concrete tools and methods to make the relationship and application of real-world economic data to macro-economic theories in the most-concise terms:

1. Demonstration of the importance of basic macro-economic concepts and techniques as tools and instruments for international managers.
2. Illustration of the role of Macro-Economics within the domain of the external economic environment of international business.
3. Examination of fundamental macro-economic theories: Pre-Keynesian Classical Economists; traditional Keynesian Economics and the Cambridge School of Neo-Keynesians; the Chicago School of Friedmanian Neo-Monetarism; Regional Economics.

Students should be able to apply Neo-Keynesian and Neo-Monetarist theories in order to explain: dynamic, real-world economic problems, such as inflation, unemployment, economic growth; dynamic government macro-economic policies, such as *fiscal* policy, monetary *policy*, regional policies; variable levels of macro-economic *identities*, such as aggregate consumption, savings and investment.

The key benchmark is the ability to make the relationship and application of real-world economic data to macro-economic theories in the most-concise terms. Every macro-economic problem and every aspect of government macro-economic policy should be analysed in the context of the Neo-Keynesian *versus* Neo-Monetarist debate.

## INTERNATIONAL DEVELOPMENT PRACTISES: CHALLENGES AND INNOVATIONS

The objective of this Module is to demonstrate the degree to which “international development” is central to diplomacy as a vocation and to international relations as a career, requiring clarity at individual and organizational levels about [the world we want](#) and how that might be achieved and policy coherence in relation to the purposes of the “society of states” as set out in the [United Nations Charter](#) signed in 1945 and the [Universal Declaration of Human Rights](#) adopted in 1948.

For millennia, the management of competing claims to natural resources and the mediation of power differentials has led to the development of institutions (shared understandings, informal norms or formal rules) to govern human activity, evolving with the passage of time as we ourselves have evolved. With population growth and advances in science and technology, human beings have colonized the planet, looking for places to live and/or resources to exploit to improve their lives and provide for their families. Sometimes, this has been achieved peacefully but as our numbers increased, it has occurred more and more often, by force, sometimes integrating or assimilating local peoples and cultures but in other cases, threatening their very existence. Today, population densities and demographics, the distribution of wealth and prospects of achieving individual and collective goals, even of survival, vary enormously among UN Member States increasing pressure to move elsewhere; but there are few places left to be explored.

Our new “final frontier” is outer space, but with no reasonable prospect of finding and colonizing another planet in the foreseeable future, the reality of the damage to natural ecosystems during the Anthropocene epoch is finally hitting home. While colonization proceeds apace in global markets, our attachment to notions of “state sovereignty” paralyses discussion about new ways of organizing a fairer distribution of resources and opportunities. If we continue to exceed planetary limits and fail to address the widening gaps between rich and poor, the dangers of digitization and the consequences of changing climates, the implications for current and future generations if lessons learned about the need for cooperation not conflict could be catastrophic. Aggressive posturing in global political and economic affairs might secure advantage for privileged constituencies in the short term, but in the longer term, all humanity is at risk. At global, regional and national levels, our recent experience of COVID-19 has shown that current institutions and approaches to international development are unlikely to deliver the course corrections needed, in time to mitigate damage to the natural environments on which all life depends.





Our success in navigating the challenges ahead will require new discoveries, inventions, not just innovations or improvements but new ways of thinking and being, of understanding our place in the world and the universe beyond. Whether for a career in diplomacy or in international relations, economics or law, an understanding of what might constitute, contribute to or inhibit human development is essential. The conceptual framework and practice of “international development” – along the continuum from poverty and/or disaster risk reduction and conflict prevention through the complex trade-offs of political, social and economic development processes to natural and man-made disasters, emergency relief and reconstruction, peace-making, keeping and building - is increasingly under scrutiny as evidence of its inadequacies in the face of global challenges become more and more apparent.

## **MULTILATERAL DIPLOMACY**

Multilateral diplomacy is an important component of diplomacy, particularly in the current international life. This means that the Bachelor students should have a better understanding of this subject as well as a basic knowledge of essential concepts, processes and practices of discussions and negotiations in this field.

The main objective of this course is to provide students with the fundamental theoretical notions of and practical approaches to the key issues of multilateral diplomacy, its historical development, principles, and basic concepts; to familiarize students with the place and role of multilateral diplomacy in major spheres: international security, economic and social, juridical, human rights, specialized spheres, with goals and forms of multilateral diplomacy; to give knowledge of problems of Post-Cold War multilateral diplomacy: unilateralism vs. multilateralism, globalization, anti-terrorism and anti-trafficking, multilateral (in contrast to bilateral during the Cold War) approach to nuclear crises and territorial disputes; to develop critical and objective approach to specific cases in contemporary practice of multilateral discussions and negotiation.

## **FOREIGN POLICY: FROM STRATEGY TO IMPLEMENTATION**

The aim of this course is to acquaint students with the concepts, ideas and analytical tools necessary to understand state behavior and relationships among actors in the international system. During the course, various theoretical explanations for state behavior will be examined. Each of these frameworks will be applied to different case studies to explore how the theory works in practice, how the strategies of the actors meet the objectives of their policy. By the end of the course, students will have knowledge of foreign policy practices; they will be able to approach a myriad of issues and also build scenarios in global affairs from a variety of perspectives.

The course introduces students to the field of foreign policy practice. It examines the connection between theories, strategies and processes in the 'real world' of international relations. The unit reviews the decision-making processes, the changing patterns of state sovereignty, the role of the various actors involved in foreign policy, the changing patterns of world order, and in particular the impact of globalization on states' strategies and actions. Through the course, students will also develop an understanding of foreign policy, examine key structures in international politics, and use theory to critically analyze contemporary issues in international affairs.

## **RESEARCH METHODOLOGIES**

The intended goal of this course is to explain how to write a dissertation or a thesis. Students will learn how to



choose a subject and a clear topic, to write a plan of writing / plan of research, how to elaborate a problem question, a cover page / title page, an introduction, research questions and hypotheses; how to establish a literature review and a theoretical and conceptual framework; to explain the methodology of their research; to define the structure and the content of the central part; to write a conclusion and establish a bibliography.

Students will also learn to gather documentation, to select it and to evaluate sources. They will be taught how to quote, to insert footnotes, to establish a table of content and to prepare the defence / presentation of a thesis.

A particular emphasis will be put upon the respect of the rules of academic writing, the rules of citation, methodology and academic honesty (prevention of frauds and plagiarism).

## **WORKSHOPS SERIES “ESSENTIAL SKILLS FOR FUTURE DIPLOMATS”**

### **ESSENTIAL SKILLS FOR FUTURE DIPLOMATS: DIPLOMATIC COMMUNICATIONS**

This course is an introductory seminar covering essential aspects of diplomatic communications. The main objective of this course is to become familiar with various communication techniques and explore professional communication opportunities through practical simulations and role play.

This course offers an introduction to the key topics of diplomatic communication in an international environment, with the emphasis on practical application.

The course is divided in three core blocks:

1. Influential Messaging
2. Public Speaking for Impact
3. Communicating Effectively with the Media

### **DIPLOMATIC PROTOCOL AND ETIQUETTE**

Protocol and etiquette play an instrumental role in diplomacy. They are not set in stone, but echoes cultural and political environments. They have to be flexible in order to serve its main purpose of supporting relationships between actors working in a bilateral or multilateral environment. Working within any international environment requires diplomats and delegates to have an acute understanding and appreciation of the various layers of protocol. This is of particular importance when working with and for the United Nations as the many formal and informal, official and unofficial meetings and conferences require delegates to apply different protocol and formal rules.

The main objective of this course is to introduce the students into the basic rules of protocol and etiquette in a bilateral environment as well as in the field of multilateral diplomacy.

The course objective is not only to provide students with theoretical base, but also to help them develop practical skill to be able to deal with the protocol practices at UN and UNOG, as well as those of the host country (Swiss Confederation and the Republic and Canton of Geneva) in their future professional activities. Moreover it will familiarize the students with the unwritten practices of etiquette, that is manners and behaviors of individuals whether on official or private business.

## **SPECIALIZED COURSES**

*\*Subject to change from one semester to another, depending on the most urgent challenges for diplomacy and international community.*

### **CASE STUDIES IN INTERNATIONAL HUMANITARIAN LAW**

At the origin of international law, International Humanitarian Law (IHL) is today the specific branch of law regulating armed conflict situations. Although the use of force as a method to solve international disputes has been outlawed, armed violence continues to exist, The UN Charter regulates the use of force and IHL applies in situations of international and non-international armed conflicts, independently of their conformity with the law. The objective of the course is to pass in revue the contents of IHL and the mechanisms for its implementation. Departing from the differences between jus ad bellum and jus in bello, IHL principles and rules and their evolution will be dealt with in order to present how this protective regime limits the consequences of armed violence from a humanitarian perspective. The limitation and regulation in the use of certain weapons that cause more harm than necessary during the conduct of hostilities is essential to ensure the balance between military necessity and humanity. Both principles are the core of IHL, from which very detailed rules derive. Main actors at the humanitarian scene and the role they play in prevention, assistance and protection will make part of the teaching, in order to allow students to familiarize with the rules and the players regulating and acting in situations of armed conflicts.

This course offers an introduction to the key topics of IHL with an emphasis on its contemporary relevance.

The course is divided in four core blocks:

1. Applicability of IHL
2. Protected persons and objects
3. Means and methods of warfare
4. Implementation of IHL

The course intends to provide students with the required IHL knowledge in order to allow them to act in international forums dealing with the use of force, the fight against terrorism, the development of aid policies and all related areas. By the end of the course students should be able to better understand and to provide answers and propose solutions to humanitarian problems mentioned in daily news. Furthermore they should be able to play a role in future work by better understanding a world that continuous to be marked by armed conflicts and armed violence.

### **INTERNATIONAL MIGRATION: CURRENT CHALLENGES AND POLICY RESPONSES**

International migration is one of today's most important, dynamic and yet contentious issues of sustainable development and human rights, and thus of national governance and of international relations.

Migration is essentially internationalized labour and skills mobility driven by contemporary economic globalization. Demographic trends, changing technology an organization of work and economic factors impose increasing demand for immigration in a growing number of countries. However, while push and pull factors for migration are expanding, incentives abound to exploit migrants and reduce protection in global and national de-regulatory environments.

Migration today also reflects forced displacement of people due to armed conflicts and absence of human rights protection. Environmental degradation and climate change are increasing involuntary human displacement from affected areas around the world.

Meanwhile resentment, hostility and violence against foreigners have become globalized. All indications show that these challenges will intensify. Astute and deliberate legislative, policy and practical governance measures are required to assure economic well-being, social cohesion and democracy in countries worldwide.

The main objective of this course is to introduce the main features of international migration, its causes and effects, and its importance to sustaining economies and development worldwide.

This module intends to build knowledge of the real characteristics of migration and of the concepts and tools to address international migration and resolve policy challenges today and tomorrow. It also intends to enhance students' analytical and research skills and develop practical competences in policy advocacy and implementation.

## **GLOBAL ENVIRONMENTAL GOVERNANCE**

The Earth's environment has become a major focal point of international conflict and cooperation. Responding to growing threats of environmental degradation, countries have signed over 700 international treaties designed to protect and manage the environment. Just as importantly, they have developed elaborate tools and systems for observing and modeling the behavior of the global environment and translating this knowledge into global policy advice.

This course will investigate a variety of important topics, including processes of globalization, geopolitical divisions in international society, the structure and evolution of international institutions and regimes, and the challenges of regulatory harmonization. It will provide a broad overview of developments and patterns in both the epistemological and political dimensions of global environmental governance as they have emerged over the past decades.

Global environmental governance is complex and broad. It includes a wide array of governmental and non-governmental actors. It addresses major global issues ranging from climate change to loss of biodiversity, most of which have direct and indirect impacts on society and the economy. In other words, the environment cannot be governed independently from other fields of international relations. Questions of food security, access to water, land degradation, deforestations need to be understood from a sustainable development perspective. The international community has developed the Sustainable Development Goals (SDGs) to respond to this challenge.

Students will gain a deep understanding of how the international community addresses global environmental issues. This course will approach global environmental governance from three perspectives:

1. Actors: governmental and non-governmental, public and private, local and international,
2. Processes: formal and informal, multilateral and multi-stakeholder governance mechanisms,
3. Issues: including climate change, biodiversity, and others.

This will be a reading, writing, discussion, and student-engagement intensive class designed to develop your critical thinking skills.



## **GLOBAL HEALTH DIPLOMACY**

The concept of global health governance, global health architecture, and global health diplomacy has been re-shifted by a new paradigm that includes new actors; new and innovative financing mechanism; and the emerging of new diseases.

This course in global health and international relations has the aim to support students to develop a comprehensive and diversified understanding of the most important areas of global health and the dynamics around which operations at global and country level take place. In addition, the course aims to make students understand the interactions between this new paradigm and the countries and even more its impact on populations health outcomes.

The main objective of the course is to introduce the students to the essential concepts, processes and practices of the new paradigm for global health and international relations. In addition, the course has the objective to support students to develop practical skills in this domain possibly helpful in their future professional activities.

## **CIVIL SOCIETY, COALITIONS AND NETWORKS**

This course intends to provide an overview of main roles, factors and conditions of civil society today in its organization forms, coalitions and networking. It focuses on main opportunities and challenges civil society organizing faces in mobilizing people's participation in society to address social challenges and obtain democratic governance. It aims to give students the basis to understand and address the debates raging around the world on how, for whose benefit, and with what instruments civil society is organized and its roles and influence in society and in governance.

Civil Society, a loosely defined concept and term, has come to symbolize one of the most dynamic features of contemporary social organizing and societal engagement. As usefully defined by the WHO Social Determinants of Health unit;

Civil society refers to the space for collective action around shared interests, purposes and values, generally distinct from government and commercial for-profit actors. Civil society includes charities, development NGOs, community groups, women's organizations, faith-based organizations, professional associations, trade unions, social movements, coalitions and advocacy groups. However civil society is not homogeneous and the boundaries between civil society and government or civil society and commercial actors can be blurred. There is certainly no one 'civil society' view, and civil society actors need to contend with similar issues of representativeness and legitimacy as those of other representatives and advocates.

Civil society organizations, often referred to as non-governmental organizations –NGOs, have become a central pillar --whether or not recognized as such-- in governing States and societies, in meeting social, economic and political needs, and in building social participation in local communities, in countries, and internationally. With the deliberate weakening of social welfare, public services and conflict-resolution functions of States, the challenges for civil society organizing are intensifying.

## **DIGITAL DIPLOMACY: STRATEGIES AND TOOLS**

Internet, social media, mobiles and other recent digital technology advances have unleashed powerful forces that shape and reshape local, national and international life. Information and Communication technologies (ICTs) change the way individuals, communities and societies interact with each other. ICTs affect the performance of information-based activities and offer new information and interaction flows between people and organization. The interests of many stakeholders are impacted by the generalization of new ICTs and the emergence of an information society.

Diplomacy — both as an academic field and as practice — is in the midst of a profound transition wrought by the Internet, Web 2.0 and social media. The theorizing and research that have accompanied our shift to a digital, networked world have achieved both successes and false starts, as have the efforts of public diplomacy actors. However, the changes to public diplomacy (and to all human communication) ushered in by the Internet are not the only such transformations owing to technologies and their advancement. Technologies, from the newspaper to television to Web 2.0, have all had important implications for the practice and study of diplomacy. The objective is to integrate case study material to bring the topic close to the student and create an atmosphere of interactive learning conducive to familiarize the student with the competencies listed.

## **MEDIA AND INTERNATIONAL AFFAIRS**

The main objective of this course is to demonstrate that the media is an essential tool in any action in modern international relations, and that both media and international relations need each other. Moreover, the course objective is to show that lessons drawn from the interaction between media and actors in the international arena are applicable to many domains where competition and conflicts are to be found (politics, business, industry, PR, etc.)

This course offers an advanced introduction to the key topics of the impact of technological and societal factors on media in modern times (i.e. from early 19<sup>th</sup> century) and of the use of the media by a myriad actors (state, non-state, lobbying groups) to advance their international objectives. Particular attention is given to the impact of media in modern crises and conflicts.

The course is divided in three core blocks [however, these are not separate, but intertwined and mentioned in each and all lectures – with relevant examples / use cases explained]

1. Societal changes and technology linked to media development
2. Changes in media in modern times (role, and structure); the social media paradigm shift
3. Media management of conflicts and crises (e.g. propaganda vs information, disinformation)

## **WORLD IN TRANSIT: EMERGING THREATS, CHALLENGES AND TRENDS**

This course intends to help students develop the ability to think rationally and systemically when they interpret international political phenomena.

The course, drawing on the “Introduction to Political Thought” BA module, offers an advanced introduction to the key topics of the process of global transformation, in which the elements of a new postmodern world coexist and interact with the realities of the modern epoch. The module provides a deeper understanding of the nature of the





interactive shifts in the intertwined systems of nature, economics, politics, as well as social and cultural domains. We will examine these changes that are evolving fast, essentially interconnected and systemic and behaving, individually and together in non-linear ways, deeply reformatting the world system.

This course will equip you with a solid understanding of global systemic change that is driven by and also impact on a number of factors that are economic, social, cultural, and political in nature, and provide with rational understanding of “paradigm change”, using historical reflection, conceptual discussion and in-depth analysis. On completion of this module, successful students will be able to:

- frame the evolution of the international system in the major historical events that served as milestones of its formation;
- appreciate the systemic character of the modern world and learn to apply this understanding to real world international politics;
- demonstrate an ideological sophistication by challenging accepted orthodoxy on the basis of new or reinterpreted evidence or new conceptual approaches.
- analyse and interpret the current issues and situations of global agenda in a multi-disciplinary and systemic way;
- understand and explain main social, political and economic determinants of world development and how they relate to the global policy agenda;
- identify and examine policies, strategies, and influences of global actors;
- competently undertake research tasks with minimum guidance and become an independent and self-critical learner.

## COMERCIAL DIPLOMACY

The main objective of this course is to learn concepts and build up knowledge about commercial diplomacy. Moreover, the course objective is to understand the interface between private business and the government in the case of commercial diplomacy.

This course introduces the main types of State run commercial diplomacy. Students will learn the rationale behind diplomatic representations and affiliated external trade representations. The course will also take into account the economic context of digital transformation, the technology sector and reflect on the future of commercial diplomacy

## Programme overview

### Bachelors, 2020/2021

#### Year I

Autumn Semester	ECTS	Spring Semester	ECTS	Total
BA C1-I/20-21 International Economics	6	BA C1-II/20-21 Diplomacy: Theory and Practice	6	
BA C1+2-I/20-21 An Introduction to Political Thought: Key Concepts and Thinkers	6	BA C1-II/20-21 Contemporary International Relations: Framework and Issues	6	
BA C1-I/20-21 World History from 1500 to Modern Times	6	BA C1-II/20-21 International Law for Diplomats I	6	
BA C1-I/20-21 Academic Writing and Critical Thinking: Core Principles	4	BA S1-II/20-21 Diplomatic Neighbourhood: Intergovernmental Organizations	4	
BA C1+2-I/20-21 New Dynamics in International Security	6	<i>BA W1-II/20-21 Essential skills for future diplomats: Influence, Persuasion, and Impact</i>	2	
<i>BA W1-I/20-21 Essential skills for future diplomats: Diplomatic Communications</i>	2	<i>BA PA-II/20-21 Emerging Issues and Persistent Challenges</i>	2	
<i>Seminar Series, Emerging Issues and Persistent Challenges</i>	2			
	32		26	58

#### Year II

Autumn Semester	ECTS	Spring Semester	ECTS	Total
BA C1+2-I/20-21 International Law for Diplomats II	6	BA C2-II/20-21 Applied Macroeconomics	6	
BA C1+2-I/20-21 New Dynamics in International Security	6	BA C2-II/20-21 International Trade: 21st Century Issues	6	
BA S2+3-I/20-21 International Migration: Current Challenges and Policy Responses	4	BA S2-II-20-21 Dilemmas in Foreign Policy / Humanitarian Diplomacy / Leaders of the XXI Century	4	
BA S2+3-I/20-21 Global Environmental Governance	4	BA S2+3-II/20-21 Commercial Diplomacy / Special Issues in International Law / Human Rights Jurisprudence	4	

BA S2+3-I/20-21 The Global Framework of the Blue Diplomacy	4	BA S2+3-II/20-21 Democracy: Problems and Prospects / Russia and Europe: a part of or apart from	4	
BA S2+3-I/20-21 Dispute Settlement and Conflict Resolution: Legal Framework and Strategies	4	BA S2+3-II/20-21 Contemporary Armed Conflicts: Political Analysis / Regional Challenges, Threats, and Opportunities: Middle East / Asia	4	
BA S2+3-I/20-21 International Development Practices: Challenges and Innovations	4	BA PA-II/20-21 <i>Emerging Issues and Persistent Challenges</i>	2	
BA S2+3-I/20-21 Global Health Diplomacy	4			
	36		30	66

### Year III

Autumn Semester	ECTS	Spring Semester	ECTS	Total
BA S2+3-I/20-21 International Migration: Current Challenges and Policy Responses	4	<i>Final Research Paper (Thesis)</i>	20	
BA S2+3-I/20-21 Global Environmental Governance	4	<i>Internship</i>	8	
BA S2+3-I/20-21 The Global Framework of the Blue Diplomacy	4	BA W3-II/20-21 <i>Colloquium: Religions, Ethics, and International Politics / Management of Humanitarian Projects</i>	2	
BA S2+3-I/20-21 Dispute Settlement and Conflict Resolution: Legal Framework and Strategies	4	BA C3-II/20-21 World in Transit: Emerging Threats, Challenges and Trends / Geopolitical Analysis	6	
BA S2+3-I/20-21 International Development Practices: Challenges and Innovations	4			
BA S2+3-I/20-21 Global Health Diplomacy	4			
BA C3-I/20-21 Research Methods	4			
	28		36	64
				180

*\*Modifications are possible.*

## Assessment

The assessment strategy is designed to ensure that the learning outcomes are achieved. Assessment is done through examinations and coursework. Coursework consists of a variety of assessment methods and includes written assignments (essays, case studies, reports, summaries) and oral presentations.

Specific and clearly stated deadlines are set for coursework assignments. If a deadline is missed without a good reason, then the assignment will be capped at a maximum mark of 50%, if the assignment is submitted within one week after the missed deadline. If submission is more than one week late then assignment will be given an F.

Feedback to students on assessed coursework and examinations is seen as of fundamental importance to encourage and support their learning and also to indicate their standards of achievement. Workloads are carefully scheduled to balance activities and clear criteria are given for marking and grading.

## Assessment criteria

The [grades and descriptors](#) are as follows:

Swiss Grade (CRUS)	English distinctions (CRUS)	GSD Letter equivalent (ECTS)	Ideal distribution of pass grades (ECTS)	Percentage equivalent (GSD)	Latin for dissertations (CRUS/GSD)	US/GPA equivalent (WES)
6	Excellent	A	top 10%	90-100%	summa cum laude	A (4.0)
5 1/2	Very good	B	next 25%	80-89%	insigni cum laude	B+ (3.3)
5	Good	C	next 30%	70-79%	magna cum laude	B (3.0)
4 1/2	Satisfactory	D	next 25%	60-69%	cum laude	C+ (2.3)
4	Pass	E	lowest 10%	50-59%	Rite	C (2.0)
3 1/2	Fail, some more work required	FX	[best fail grades]	40-49%		F
3 and below	Fail, much further work required	F	[remaining fail grades]	0-39%		F



## Dissertation/Thesis

This module gives students the opportunity to do research and to produce [a piece of academic writing](#) (10 000 words) on a topic of their choice (agreed with by an advisor and approved by GSD). The module “Research Methodologies” (Year III) shall develop students’ skills on how to formulate research questions, on how to compose academic texts, on how to use references, on research methods, on research ‘ethics’, and on presenting papers at academic conferences.

Each BA student will have a ‘dissertation advisor’, who will guide the student towards the relevant literature, help with the design of the dissertation project and offer subject specific advice. All dissertations must be written in English. Upon submission of the dissertation, an Adviser is given one month to revise and evaluate the dissertation. Latin denominations are used for evaluation the dissertations.



## Internship

GSD students have the opportunity to do [internships](#) as part of their BA International Relations Programme. The internship is for one semester, and receives 9 credits. Internship projects are approved by GSD in order to ensure that they complement the programme and the job aspirations of the student. This guarantees that students make the most of the opportunity to adapt their academic knowledge to professional life in their field of interest, to explore career paths, to acquire relevant hands-on practice, and to make important professional contacts.

GSD ensures that interning students incorporate their internship experience into the academic programme, by assigning them an internship coordinator who guides them in the fulfilment of internship requirements.

In order to help students in their internship search, GSD has developed regular agreements with a network of organizations, benefitting from its Geneva location and the nearby presence of embassies, diplomatic missions, governmental agencies, NGO's, multi-national private corporations, etc.

Tools that can help you to find an internship:

- [Internship Syllabus](#)
- [Internship Acceptance Form](#)
- [Internship guidelines and evaluation](#)
- [Internship final report - template & guidelines](#)
  
- [Sample CV](#)
- [Sample Cover Letter](#)
- [Internship Report Sample 1](#)
- [Internship Report Sample 2](#)

In the past, GSD students have interned at:

- United Nations
- UNEP (United Nations Environment Program)
- UNESCO (United Nations Educational, Scientific and Cultural Organization)
- OECD (Organization for Economic Co-operation and Development)
- Various Diplomatic Missions
- World Health Organization
- International Labour Organization



