

<b>Module code</b>	<b>INR711</b>	<b>Level</b>	7
<b>Module title</b>	<b>Critical International Relations</b>		
<b>Status</b>	Core		
<b>Teaching Period</b>	Autumn		
<b>Courses on which the module is taught</b>	MA International Relations		
<b>Prerequisite modules</b>	Not applicable		
<b>Notional learning hours</b>	200	<b>Credit value</b>	20
		<b>ECTS Credits</b>	10
<b>Field trips?</b>	<i>Compulsory field trips in London will form part of this module. All entrance fees will be covered by the university, but you will need to cover travel costs within the Greater London area.</i>		
<b>Additional costs</b>	<i>Not applicable</i>		
<b>Content notes</b>	<i>This module covers issues of race, gender, inequality and climate change which may be upsetting to some students.</i>		

## 1. Module description

Issues of race, gender, inequality and climate change are prominent in current International Relations. Investigating them through the lenses of critical social science requires the unpacking of a subject, International Relations, which was born in an age of colonial empires, traditional patriarchy and tremendous class inequality. In this module you will explore critical perspectives in the social sciences which will be applied to real-world examples of conflicts, climate security, gender and racial discrimination. You will learn how concepts and ideas in International Relations have often been constructed to serve political power, colonial empires, Western domination, patriarchal systems and other forms of oppression. Such ideas also inform the landscape of political debates and actual policymaking in international affairs. At the same time, you will learn how a critical perspective can contribute to creating fairer, more just and more equal international politics on issues of class, gender, race, and other sources of inequality and discrimination.

## 2. Learning Outcomes

*Upon successful completion of this module, you will be able to:*

**Decision-making (MLO4):** Formulate informed decisions on international phenomena using critical and reflexive thinking.

**Discipline Knowledge (MLO7):** Critique theories, facts and concepts at the forefront of international relations.

**Interdisciplinary Perspective (MLO9):** Combine different disciplinary approaches in proposing critical insights into complex international scenarios.

**Human and Environmental Impact (MLO10):** Reflect on the global impact of human activity, including your own, on people and on the environment.

### 3. Learning and teaching methods, and reasonable adjustments

This module adopts an active-learning approach where you are at the centre of your own learning journey. You will engage in a variety of activities that deal with cases and will lead you to research theories and concepts, share ideas and perspectives, participate in discussions, collaborate with your peers, and reflect on your learning. You will learn how to think critically about complex international circumstances and how to understand them with the help of theories and concepts.

<b>Learning hours</b>			<b>200</b>
<b>Directed learning</b>			<b>48</b>
Workshops/ classes/ seminars/ lead events	Supervision	Studio time	Other
48			
<b>Guided/Self-guided learning</b>			<b>152</b>

Directed learning activities will comprise: 1 hour per week lead event and 3 hours per week workshops.

### 4. Assessments and weighting, reasonable adjustment, and feedback methods

**Assessment component 1:** Presentation (Group); 50%  
Maximum 15 minutes.

Your team will consider one global problem (e.g., climate change, inequality etc.) and choose three critical paradigms to explain its roots and challenge conventional paradigms. Allocation of marks for group work will be specified in the course assignment brief.

**Assessment component 2:** Essay (Individual); 50%  
Maximum 2500 words.

You will apply the knowledge gained in component 1 to a specific instance of a global problem (e.g., Femicide in Mexico) and illustrate how it can be explained according to both traditional and critical paradigms in an essay.

Reasonable adjustments for the assessments will be confirmed with students that have a support plan in place.

The above assessment components are summative. Students will have the opportunity for formative assessment and feedback before each summative assessment.

Mapping of assessment tasks:

Assessment components	MLO4	MLO7	MLO9	MLO10
Group presentation	X		X	X
Individual essay	X	X		X

## 5. Indicative resources

Bhambra, G.K. (2014) *Connected Sociologies*. Bloomsbury. Available as Ebook

Connell, R. (2007) *Southern theory: the global dynamics of knowledge in social science*. Routledge.

Edkins, J. (2021) *Critical International Relations*. Routledge. Available as Ebook

Hobden, S. (2023) *Critical Theory and International Relations: Knowledge, power and practice*. Manchester University Press. Available as Ebook

Kürsad Özekin, M. and Sune, E. (2022) *Critical Approaches to International Relations. Philosophical Foundations and Current Debates*. Brill. Available as Ebook

Roach, S.C. (2013) *Critical Theory of International Politics: Complementarity, Justice, and Governance*. Routledge. Available as Ebook

Said, E. (1978) *Orientalism*. Pantheon Books. Available as Ebook

Shilliam, R. (2021) *Decolonizing politics*. Polity Press. Available as Ebook

Journal: International Relations (<https://journals.sagepub.com/home/IRE>)

Journal: European Journal of International Relations  
(<https://journals.sagepub.com/home/EJT>)

Website: Global Social Theory (<https://globalsocialtheory.org/>)