



## International Political Sociology / Internationale Politische Soziologie

Summer Semester 2020

### Course Information

Meeting: Thursdays, 10:00-12:00

Instructor: Madeleine Böhm

Via **BigBlueButton** (integrated in Moodle)

Email: [madeleine.boehm@uni-erfurt.de](mailto:madeleine.boehm@uni-erfurt.de)

Office Hours: Thu. from 13:30-15:00

> This is an online course. If you are interested in attending it, please email me ([madeleine.boehm@uni-erfurt.de](mailto:madeleine.boehm@uni-erfurt.de)) until 06.05.2020. I will send you the password to enter the Moodle classroom.

### Course Description and Purpose

In the last decades, a variety of critical debates on the state of International Relations and International Relations (IR) as (a) disciplines enriched academic disputes. With the field of International Political Sociology, a heterogenous field emerged, fostering the work of academics who challenge the status quo in IR with their critical thinking.

This includes [1] theoretical contributions, for instance about the *International* and the *Global*, [2] methodological reflections on how to do research (e.g. fieldwork, ethnographic or archival methods) and [3] reclaiming (traditional and new) areas of study for International Relations.

These three realms make up the frame of the seminar that aims to introduce students to the heterogeneity and complexity of the field(s) of International Political Sociology. The focus will lie on discussing key publications in-depth and taking inspiration from these authors' thinking for own critical reflections. While instructions and readings will be in English only, the class discussions will forego in German.

### Course Module Options

B InB 2014 SVIntB#01 // S 6LP

B InB 2014 SVIntB#04 // S 3LP

B Sta 2012 SVIntB#01 // S 6LP

B Sta 2012 SVIntB#04 // S 3LP

B Sta 2012 SVPol#03 // S 6LP

B Sta 2012 SVPol#06 // S 3LP

B Sta 2012 SVSoz#03 // S 6LP

B Sta 2012 SVSoz#06 // S 3LP

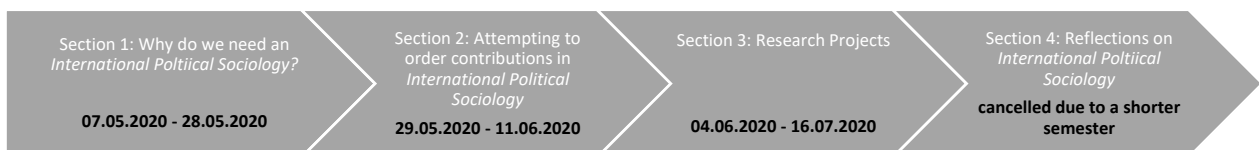
## Course Learning Objectives

Students taking this course will be able to

1. Get familiarized with the broad academic realm of International Political Sociology and its central debates.
2. Become familiar with the historical emergence and contextuality of International Political Sociology and its central claims.
3. Gain an understanding of the heterogeneity of the field of International Political Sociology and the arguments and perspectives linked to these multiple angles.
4. Make use of the arguments of the area in an academic exercise to employ their research questions in group projects.
5. Discuss the theoretical claims and arguments for specific cases and develop their take on these cases.
6. Improve their research and academic writing skills through teamwork with peers and individual reflection papers.
7. Improve their communication with peers and their self-organizing skills through working on academic projects.

## General Organization

To successfully accomplish the learning objectives listed above, the course is organized around four main sections. **[1]** In the first section *The emergence of International Political Sociology as a field of study*, students will get familiar with the debates leading to the establishment of the journal *International Political Sociology* and “formalization” of *International Political Sociology* as a field of study. An **essay** handed in by all students will close this section. **[2]** Section two *Attempting to order contributions in International Political Sociology* aims at giving students a very general overview of this broad and heterogeneous field. Students will work in groups and are expected to prepare **learning materials** available for everyone attending the course. The learning materials will be the basis for the class discussion. Having a basic understanding of the landscape of *International Political Sociology*, **[3]** the third section allows students to develop their research projects in teamwork, with **regular feedback** from peers and the instructor and during mini-conferences we will be hosting. Students are given **reviews** by peers at the end of the term, enabling them to improve their **group class papers**. **[4]** Section *Reflections on International Political Sociology* introduces students to critical reflections on the field today. Due to the Corona pandemic and the shorter semester as a result of this, however, the last section will not be discussed in class. The course map below may aid in orientation.



## Course Requirements

The course requirements may vary, depending on whether students aim at obtaining three credit points (3 ECTS) or six credit points (6ECTS). However, if not indicated otherwise, the following criteria are valid for all students.

**Class Preparation:** In order to take full advantage of the class and make it more enjoyable, everyone should have read the assigned readings and prepared the assignments. Due to the Corona pandemic, personal meetings are improbable this semester, and the class is set up in a way that allows for online-teaching and discussions. This demands high communication skills and excellent preparation. Therefore, students are expected to prepare for class discussion by taking notes while reading and noting down questions.

Also, the class is set up in a way that should enable everyone to follow their research interests and deepen their understanding of the field. This will, however, only work in this format if everyone is dedicated to meet deadlines and work independently with peers. Particularly the high level of freedom offered by this class makes excellent group communication and organization vital. Students should be aware of partly overlapping course sections and organize themselves accordingly. Therefore, I suggest that groups meet at fixed dates in the week online, make sure that they are still “on track” and follow the suggestions I offer for time schedules.

Since a meeting in person is very unlikely this semester, I also have to ask for an extraordinarily high level of commitment for this class. Thus, if students sign up for this class and decide to opt-out in the process (and fail to meet the class requirements), students will fail the class.

**Attendance:** For the class to begin on time, students should plan and make sure to have entered Moodle and the platform *BigBlueButton* on time. As a backup, we'll use *Webex*. You will get the passwords for the platforms once you are a participant of the course. Participation is not mandatory but highly recommended – since it is already limited due to the Corona pandemic, I expect students to make every effort to attend class discussions. If you should have any trouble meeting up, please let me know ahead of time. Also, in case there are problems with the internet connection or any other problems (e.g. with the technological infrastructure), please let me know, and I'll do my best to find a good solution.

**(Academic) Integrity:** The University of Erfurt is committed to keeping high academic standards. Please note that any academic dishonesty – such as plagiarism or misrepresentation of one's work will lead to you failing the course. Also, I expect students to treat each other with respect. I will not tolerate harmful or repressive language in the class.

**Communication:** While it will be difficult to have face-to-face meetings this semester, I expect students to contact me regularly via email ([madeleine.boehm@uni-erfurt.de](mailto:madeleine.boehm@uni-erfurt.de)) or using the online tools to get feedback, if needed. Regular contact is especially vital for the time without regular class meetings in June and July, in which you are required to work very independently. Please follow the suggested working plan below and get back to me regularly to make sure you are on track. **If there is the opportunity to meet in person, we will meet at the university at the respective class hours and dates indicated in this syllabus.**

**Essay:** Based on the readings of the first section *The emergence of International Political Economy*, an essay discussing the texts is due on **May 28<sup>th</sup> 2020, 16 hours**. In this essay, students are expected to

discuss the following question: “What is ‘the’ International?”. The expected length of the essay is approximately 1500 words (typed, double-spaced). Students should concentrate on answering the question by making their arguments and follow a line of argumentation, citing the literature discussed wherever and whenever needed. Every essay should contain an introductory paragraph, the main body and a conclusion.<sup>1</sup> However, for this course, students are not expected to go beyond the assigned readings to answer the question.

	1	2	3	4
Critical Evaluation	Shows mastery in assessing the question and answering it excellently and reflectively with a thorough argument. Uses examples and makes exciting and insightful connections. Synthesizes and integrates discussed material.	Shows general grasp of the question and the readings. Makes connections of the arguments but lacks a clear argumentation that is traceable throughout the essay.	Understands the question but shows little ability to discuss the different arguments. Lacks a stringent argumentation and shows no efforts in drawing connections.	Does not address the question and draws no connections.
Organization and Style	Organized neatly into paragraphs (e.g. introduction, main body, conclusion). Clear structure of argumentation. Headings and subheadings are logically placed. No spelling or grammatical errors.	Some problems with clarity or topic. Structure of argumentation is not entirely clear. Uses fairly sophisticated style. Well written but may contain a few errors in grammar, spelling, and punctuation.	Lacks coherence, few or no transitional devices. Line of argumentation is unclear. Odd or no formatting. Little or no sections or subheadings. Contains numerous errors in grammar, spelling, and punctuation.	Many errors in grammar, spelling, and punctuation.
Follows Guidelines	Meets all guidelines for word length etc., Cites correctly. Deadline is met.	Meets some formal guidelines. Cites correctly.	Delivers assignment but fails to follow guidelines for word length. Citations are accurate.	Deadlines not met.

**Develop Learning Material:** The second section of the course introduces students to key realms of *International Political Sociology* and is thus an attempt to order – as impossible it might be to draw borders – the field. Students are expected to choose one group (out of three) on the first day of class and develop **learning material** for their peers who don’t read the texts. Students thus become experts on one realm (as we call it for lack of another term) and extract essential information for their fellow students. The material should be uploaded by **08.06.2020, 16 hours**. Students are expected to read through the material of the other groups in preparation for the session on 11.06.2020.

They should concentrate on the following questions when developing the learning material: What questions are important? What kind of concepts and conceptualizations are used? What kind of

<sup>1</sup> For inspiration of other essays see, for instance, the following websites: <https://www.e-ir.info/category/essays/> and <https://christinescottcheng.wordpress.com/teaching/how-to-get-a-first-in-politics-and-international-relations-at-oxford/>

problems are mentioned and tackled? What do you think is special and interesting about this way of doing *International Political Sociology*? When developing the material, students should carefully link their products to academic references: Other students should be able to check and improve the material. The product itself is up to every group's creativity. Groups can use the tools offered by Moodle to design *wikis*, write blogs, develop tests or upload videos.

Students will be assessed based on the product, its accuracy and its academic references.

	1	2	3	4
Critical Evaluation	Excellent presentation of the realm. Demonstrate ability to extract main arguments from the texts and find commonalities. Mastery in drawing parallels and distinctions. Are able to present arguments in a way that allows peers to grasp the important arguments quickly.	Present the main points in a good way. Demonstrate ability to extract main arguments from the texts but have difficulties in finding commonalities and. Are able to present arguments in a way that allows peers to grasp the important arguments.	Present the main points but lack a presentation of commonalities. Present arguments in a way that makes it difficult for peers to grasp the important arguments.	Main arguments are lacking.
Follow Guidelines	Cite correctly. Deadline is met.	Cite correctly.	Deliver late. Citations are accurate.	Deadline not met.

### Review of a Research Paper –Assignment for students taking the class for 3 credit points:

If students take the class for three credit points, they are expected to join a group of students taking the course for six credit points who work on their own research project. Those groups **will be announced on 05.06.2020** and students taking the class for 3 credit points should sign up for accompanying them **within one week**. While they don't need to take part in the writing process actively, students should follow the group work's development. During the first mini-conference on 18.06.2020, they are expected to discuss the group's idea shortly and give feedback. After the group has handed in the first draft of their research paper on 19.07.2020, students taking the class for 3 credit point are expected to write a review of that paper until **27.07.2020, 16:00**. The paper's length should be between 4 and 7 pages (double spaced). It should discuss the research paper and formulate suggestions and feedback that the groups can incorporate into their final version. Students should summarize the project, check the literature cited and the line of argumentation.

	1	2	3	4
Critical Evaluation	Excellent presentation and discussion of the main points of the paper. Demonstrates ability to extract main arguments from the text and make suggestions on how to improve the line of argumentation.	Good presentation and discussion of the main points of the paper but misses some. Demonstrates ability to extract main arguments but finds it difficult to give feedback.	Presentation of main points ok, but discussion is lacking  No Feedback.	Main arguments are lacking.

Follow Guidelines	Cites correctly. Deadline is met. Length of the paper is within the criteria.	Cites correctly. Deadline is met. Length of the paper is not met.	Cites correctly. Deliver late. Length of the paper is not met.	Deadline not met.
-------------------	---	---	--	-------------------

**Research Paper – Assignment for students taking the class for 6 credit points:** Students taking the class to obtain 6 credit points are expected to work on their own group research projects. Based on the literature discussed in class and their own interests, the session on **04.06.2020** at 10:15 is designed to identify common research interests that will be explored further in the process of the seminar. Students taking the class for 3 credit points will be accompanying a chosen group and offer regular peer-feedback.

The process: Each group (no more than 4 people) will present their first ideas and questions during an **online mini-conference on 18.06.2020**. They are requested to upload a short presentation or a similar product on the platform to make sure that everyone can have a look at what they are planning while presenting it. They will then get feedback on the question and are required to present a draft version of the research paper at a second **online mini-conference on 16.07.2020**. Please upload the recent version of the paper onto the platform by 19.07.2020, 16:00. The peers accompanying your research will then give you written feedback – a review – by the 27.07.2020, 16:00. You will then have time to revise your group paper until **13.08.2020, 16:00**.

General requirements: Research papers are supposed to show that you are able to deal with a topic academically. This implies that you are familiar with the academic conduct, that you are citing *academic literature* correctly (and follow-through in the style of citation!) and that you are able to follow a line of argumentation. It is very important that you have a clear question that your group is trying to answer. If that is the case, it will be easier to decide upon a structure for your research paper.<sup>2</sup>

Your paper should not exceed 8000 words in length, but it shouldn't be shorter than 5000 words either. The cover letter, the content and the bibliography do not count into the word count (double spaced, with page numbers).

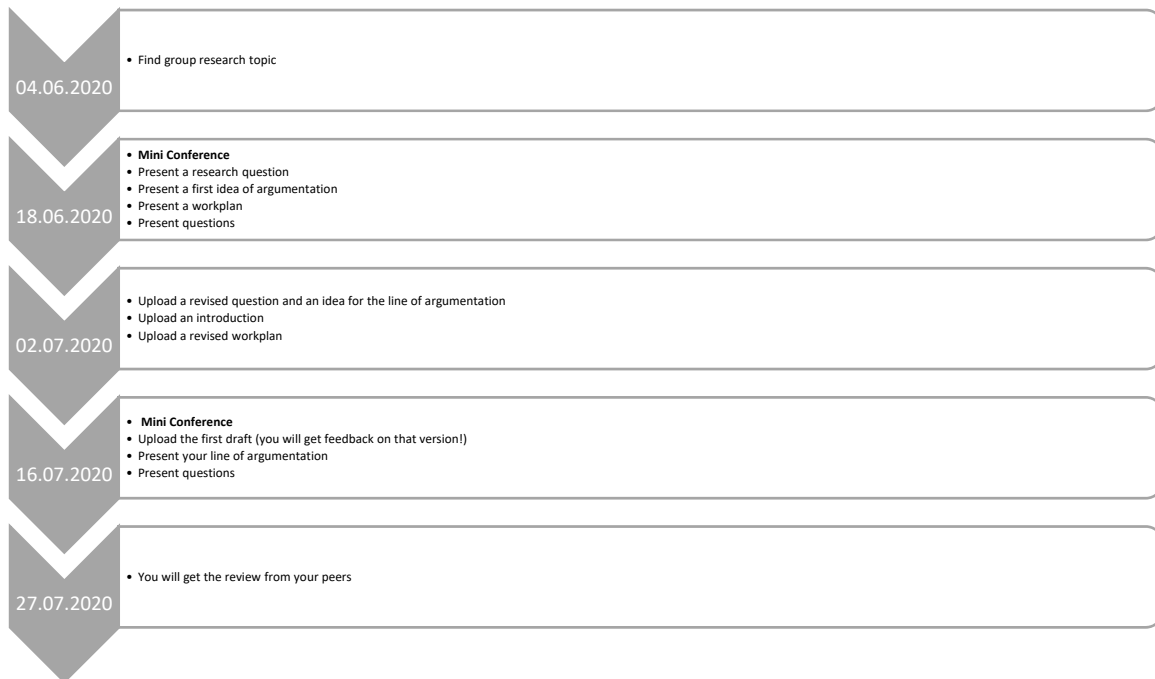
Every research paper should have, quite generally, four sections: [1] an introduction, [2] the main part, [3] a conclusion and [4] a bibliography. The *introduction* is supposed to “trigger” the reader and tell him or her what kind of question you are having and how you will go about discussing it. So, you should introduce the reader to the problem you're approaching and argue why you approach it the way you do. In the *main part* of the work, you argue along a line of argumentation. Usually, you introduce a theory of method, and you show your results and discuss them. This varies, of course, depending on the paper you're writing. The *conclusion* is more than just a summary: you draw a conclusion, highlight the most crucial arguments and discuss these. You can also highlight the further potential for research in this part. The *bibliography* needs to be complete (every literature cited in the text must be listed in the bibliography) and has to have the same style. Please don't sort your literature according to what kind of source it is but according to the last names of the authors. It is advisable to use a software (such as *Zotero* or *Citavi*).

Limited access to academic literature due to the Corona pandemic: Depending on the situation, I will, of course, take into account that there has been limited access to library resources.

Supervision and Feedback: This seminar is set up in a way that allows students to work very independently. This, however, implies that you ask for guidance whenever needed. I trust that you

<sup>2</sup> Additional information is available on the homepage of the chair of International Relations: <https://www.uni-erfurt.de/internationale-beziehungen/ib-studium/essays-und-hausarbeiten/>.

contact me regularly and are, as a general rule, always available online on the platform during class hours, and via email. Because I trust that you have control over your work and your routines, I will only grade the final product of the paper. However, I ask every group to hand in "products" regularly and discuss them with their peers and myself. The timeline, therefore, looks as follows:



	1	2	3	4
Critical Evaluation	<p>Show mastery in formulating an academic question and go about in a well-structured manner.</p> <p>The line of argumentation is flawless and highlights interesting connections.</p> <p>Examples are fitting, and transitions are neatly placed.</p>	<p>Show general ability to formulate a research question and can conceptualize the question.</p> <p>Make connections of the arguments but lack a clear argumentation that is traceable throughout the paper.</p> <p>Examples are most often fitting.</p>	<p>The research question is too fuzzy and results in a very superficial paper.</p> <p>The arguments are not connected; transitions are missing.</p> <p>Examples are most often not fitting.</p>	<p>Does not address the question, no line of argumentation.</p>
Organization and Style	<p>Organized neatly into paragraphs (e.g. introduction, main body, conclusion). Clear structure of argumentation.</p> <p>Headings and subheadings are logically placed. No spelling or grammatical errors.</p>	<p>Some problems with clarity or topic. Structure of argumentation is not entirely clear. Uses fairly sophisticated style. Well written but may contain a few errors in grammar, spelling, and punctuation.</p>	<p>Lacks coherence, few or no transitional devices. Line of argumentation is unclear. Odd or no formatting. Little or no sections or subheadings. Contains numerous errors in grammar, spelling, and punctuation.</p>	<p>Many errors in grammar, spelling, and punctuation.</p>
Follows Guidelines	<p>Meets all guidelines for word length etc., Cites</p>	<p>Meets some formal guidelines. Cites correctly.</p>	<p>Delivers assignment but fails to follow guidelines for word</p>	<p>Deadlines not met.</p>

	correctly. Deadline is met.		length. Citations are accurate.	
--	-----------------------------	--	---------------------------------	--

**Grading:** Students taking the class for 3 ECTS will not get a grade at the end of the semester. However, they have to pass every assignment.

Students taking the class for 6 ECTS will get graded according to the criteria listed above for every assignment. Their final grade will be made up by

Essay	20% of the final grade
Learning Material	10% of the final grade
Group Research Paper	70% of the final grade



## Detailed Course Organization

### Starting: The Course, it's objectives and goals

> 07.05.2020, 10:15-11:45 (Online): Getting to know each other and dividing tasks

[a] Divide into groups preparing **learning materials** for discussion on 11.06.2020 (3 groups)

### Part 1: The emergence of *International Political Sociology* as a field of study, or: what do we need *International Political Sociology* for?

> 14.05.2020, 10:15-11:45 (Online Discussion of the texts)

#### The sociology of IR

Wæver, Ole. 1998. 'The Sociology of a Not So International Discipline: American and European Developments in International Relations'. *International Organization* 52: 687–727.

#### International Political Sociology

Bigo, Didier, and R. B. J. Walker. 2007. 'International, Political, Sociology: Editorial'. *International Political Sociology* 1 (1): 1–5. <https://doi.org/10.1111/j.1749-5687.2007.00001.x>.

Walker, R.B.J. 2017. 'Only Connect: International, Political, Sociology'. In *International Political Sociology: Transversal Lines*, edited by Tugba Basaran, Didier Bigo, Emmanuel-Pierre Guittet, and R.B.J. Walker, 13–23. Routledge Studies in International Political Sociology. London: Routledge, Taylor & Francis Group.

#### Further Background Reading

Sylvester, Christine. 2007. 'Whither the International at the End of IR1'. *Millennium: Journal of International Studies* 35 (3): 551–73. <https://doi.org/10.1177/03058298070350031101>.

> 28.05.2020, 16:00 (Submission Deadline **Essay**, no Online Discussion):

Key Debate: What is 'the' International?

Bartelson, Jens. 2018. 'From the International to the Global?' In *The SAGE Handbook of the History, Philosophy and Sociology of International Relations*, edited by Andreas Gofas, Inanna Hamati-Ataya, and Nicholas Onuf, 33–45. London: SAGE Reference.

Bigo, Didier, and R.B.J. Walker. 2007. 'Political Sociology and the Problem of the International'. *Millennium* 35 (3): 725–39. <https://doi.org/10.1177/03058298070350030401>.

Bilgin, Pinar. 2009. 'The International Political "Sociology of a Not So International Discipline"'. *International Political Sociology* 3 (3): 338–42. [https://doi.org/10.1111/j.1749-5687.2009.00079\\_5.x](https://doi.org/10.1111/j.1749-5687.2009.00079_5.x).

Guillaume, Xavier. 2007. 'Unveiling the 'International': Process, Identity and Alterity'. *Millennium: Journal of International Studies* 35 (3): 741–58. <https://doi.org/10.1177/03058298070350030501>.

Nabers, Dirk, and Frank A. Stengel. 2019. 'International/Global Political Sociology'. In *Oxford Research Encyclopedia of International Studies*, edited by Renée Marlin-Bennett. Oxford: Oxford University Press. <https://doi.org/10.1093/acrefore/9780190846626.013.371>.

> 04.06.2020, 10:15-11:45 **Online Consultation** for 6ECTS students – finding a group research topic

Topics will be published on *Moodle*. 3ECTS students are expected to sign up as reviewers and follow the group's work carefully, assisting and commenting whenever needed.

> 05.06.2020 Group Research Topics are announced on moodle

> 08.06.2020, 16:00 **Learning Material** is uploaded on moodle. Everybody is expected to read through it before the next class discussion on 11.06.2020.

## **Part 2: Attempting to order contributions in *International Political Sociology***

> **11.06.2020, 10:00-12:00** (Online Discussion, using your **learning material**)

### [Group 1] International Political Sociology (IPS)

Bigo, Didier. 2017. 'International Political Sociology: Rethinking the International through Dynamics of Power'. In *International Political Sociology: Transversal Lines*, edited by Tugba Basaran, Didier Bigo, Emmanuel-Pierre Guittet, and R.B.J. Walker, 24–48. Routledge Studies in International Political Sociology. London: Routledge, Taylor & Francis Group.

Bonditti, Philippe, and Christian Olsson. 2017. 'Violence, War and Security Knowledge: Between Practical Theories and Theoretical Practices'. In *International Political Sociology: Transversal Lines*, edited by Tugba Basaran, Didier Bigo, Emmanuel-Pierre Guittet, and R.B.J. Walker, 228–53. Routledge Studies in International Political Sociology. London: Routledge, Taylor & Francis Group.

Huysmans, Jef, and Joao Pontes Nogueira. 2016. 'Ten Years of IPS: Fracturing IR'. *International Political Sociology* 10: 299–319. <https://doi.org/10.1093/ips/olk025>.

Kratochwil, Friedrich. 2011. 'Making Sense of "International Practices"'. In *International Practices*, edited by Emmanuel Adler and Vincent Pouliot, 36–60. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511862373.004>.

Leander, Anna. 2011. 'The Promises, Problems, and Potentials of a Bourdieu-Inspired Staging of International Relations1: Promises, Problems, and Potentials'. *International Political Sociology* 5 (3): 294–313. <https://doi.org/10.1111/j.1749-5687.2011.00135.x>.

### [Group 2] The Political Sociology of the International

Bigo, Didier. 2014. 'Sociologie politique de l'international : une alternative (French). Version en français inédite de la déclaration IPS'. *Cultures & Conflits*. <http://journals.openedition.org/conflits/1175>.

Dezalay, Yves, and Bryant Garth. 1995. 'Merchants of Law as Moral Entrepreneurs: Constructing International Justice from the Competition for Transnational Business Disputes'. *Law and Society Review; Beverly Hills, Calif.* 29 (1). <https://search.proquest.com/docview/1297912440/citation/39FBC8AF83FA48E0PQ/7>.

Kauppi, Niilo, and Mikael R. Madsen. 2014. 'Fields of Global Governance: How Transnational Power Elites Can Make Global Governance Intelligible'. *International Political Sociology* 8 (3): 324–30. <https://doi.org/10.1111/ips.12060>.

Kauppi, Niilo, and Mikael Rask Madsen. 2017. 'Global Elites'. In *Routledge Handbook of International Political Sociology*, edited by Xavier Guillaume and Pinar Bilgin, 166–74. London / New York: Routledge.

Dezalay, Yves, and Bryant G. Garth. 2017. 'Reflexive Sociology and International Political Economy'. In *Routledge Handbook of International Political Sociology*, edited by Xavier Guillaume and Pinar Bilgin, 223–32. London / New York: Routledge.

### [Group 3] Postcolonial/Historical Sociological Engagement

Bilgin, Pinar. 2008. 'Thinking Past "Western" IR?' *Third World Quarterly* 29 (1): 5–23.  
<https://doi.org/10.1080/01436590701726392>.

Bleiker, Roland. 2017. 'Multidisciplinarity'. In *Routledge Handbook of International Political Sociology*, edited by Xavier Guillaume and Pinar Bilgin, 319–27. London / New York: Routledge.

Chan, Stephen. 1993. 'Cultural and Linguistic Reductionisms and a New Historical Sociology for International Relations'. *Millennium* 22 (3): 423–42.  
<https://doi.org/10.1177/03058298930220030901>.

Krishna, Sankaran. 2013. 'IR and the Postcolonial Novel'. In *Postcolonial Theory and International Relations: A Critical Introduction*, edited by Sanjay Seth, 124–43. Interventions. London [u.a.]: Routledge.

Lobo-Guerrero, Luis. 2017. 'Archival Methods'. In *Routledge Handbook of International Political Sociology*, edited by Xavier Guillaume, Pinar Bilgin, and Yara van't Groenewout, 247–52. London / New York: Routledge.

### **Part 3: Research Project – Approaching your theme with frameworks associated with *International Political Sociology***

> 12.06.2020 Sign up for a group that you would like to accompany during the research project (3ECTS students)

> **18.06.2020, 10:00-12:00** (Online Mini-Conference on Research Project Proposals)

[a] Presentations (10-15 minutes) by groups on their research question, first ideas on the line of argumentation, Workplan and questions (6ECTS students)

[b] Feedback on Research Proposals (3ECTS students)

> 02.07.2020 Consultation for Groups (6ECTS students)

> **16.07.2020, 10:00-12:00** (Online Mini-Conference on the Research Project)

[a] Presentations (10-15 minutes) by groups on their research question, on the line of argumentation, Workplan and questions (6ECTS students)

[b] Feedback on Research Proposals (3ECTS students)

> 19.07.2020 Upload the first draft of your Research Paper (6ECTS students)

> 27.07.2020 Upload the Review for the first draft of the Research Paper (3ECTS students)

> 13.08.2020 Deadline for Group Research Papers (6ECTS students)

### **Part 4: Reflections on *International Political Sociology* (due to the Corona situation, this section will not be discussed in class)**

Goede, Marieke de. 2017. 'Afterword: Transversal Politics'. In *Routledge Handbook of International Political Sociology*, edited by Xavier Guillaume and Pinar Bilgin, 355–67. London / New York: Routledge.

Guzzini, Stefano. 2017. 'Afterword: International Political Sociology, or the Social Ontology and Power Politics of Process'. In *Routledge Handbook of International Political Sociology*, edited by Xavier Guillaume and Pinar Bilgin, 368–77. London / New York: Routledge.

### Important Dates<sup>3</sup>

07.05.2020 <b>10:15-11:45</b>	Welcome! > Divide into groups preparing <b>learning material</b> for discussion on 11.06.2020 (3 groups)	Online Seminar
14.05.2020 <b>10:15-11:45</b>	Online Discussion: The emergence of International Political Sociology as a field of study	Online Seminar
28.05.2020 16:00	Deadline for <b>Essays</b> at 16:00	<b>Deadline</b>
04.06.2020 <b>10:15-11:45</b>	Finding your Group Research Topic > Divide into groups for your Research Topics	Online seminar for <b>6ECTS students</b>
05.06.2020	Group Research Topics are announced	
08.06.2020 16:00	Upload your <b>learning material</b> at 16:00 to the platform, visible for everybody > Everybody is expected to read through the material by next session	<b>Deadline</b>
11.06.2020 <b>10:00-12:00</b>	Online Discussion: Attempting to order contributions in <i>International Political Sociology</i> > Use the <b>learning material</b> uploaded	Online Seminar
12.06.2020	Sign up for which group you would like to accompany during their Group Research Projects via email to <a href="mailto:madeleine.boehm@uni-erfurt.de">madeleine.boehm@uni-erfurt.de</a>	<b>Deadline</b> for <b>3ECTS students</b>
18.06.2020 <b>10:00-12:00</b>	Online Mini-Conference on Research Project Proposals > Presentations (10-15 minutes) by groups on their research question, first ideas on the line of argumentation, Workplan and questions ( <b>6 ECTS students</b> ) > Feedback on Research Proposals ( <b>3 ECTS students</b> )	Online Mini-Conference
02.07.2020	Group Consultation for 6ECTS students	
16.07.2020 <b>10:00-12:00</b>	Online Mini-Conference on Research Project Proposals > Presentations (10-15 minutes) by groups on their research paper, line of argumentation and questions ( <b>6 ECTS students</b> ) > Feedback on Research Proposals ( <b>3 ECTS students</b> )	Online Mini-Conference
19.07.2020	Upload the first draft of your Research Paper > Basis for Reviews by 3ECTS students	<b>Deadline</b> for <b>6ECTS students</b>
27.07.2020 16:00	Upload the Review for the first draft of the Group Research Papers	<b>Deadline</b> for <b>3ECTS students</b>
13.08.2020 16:00	Deadline for Group Research Papers	<b>Deadline</b> for <b>6ECTS students</b>

<sup>3</sup> Please note that the deadlines apply to everybody unless it is marked differently.

