

Pedagogies for Teaching International Relations in the Twenty-First Century

Thursday, 6 June 2024 10:45 (1h 30m)

This roundtable discusses the challenges students face learning about International Relations (IR) theories, concepts, (intellectual) histories, and day-to-day experiences of international relations in IR classrooms and the challenges lecturers face teaching these subjects in and across different geographies in an age of polycrisis. It explores how racialized, neo-colonial, imperial, gendered and/or patriarchal discourses and practices in global politics, shifts in global power, the curtailment of academic freedom next to the vicissitudes of neoliberal capitalism, global climate change, ecological and environmental crises, technological changes (e.g., rise of artificial intelligence), and students' ever-growing needs for intellectual safety and safe spaces due to a threatened sense of ontological security affect teaching and learning about IR and global politics. On the basis of this discussion, the roundtable seeks to identify and discuss how and what different critical, reflexive, inclusive, resilient and student-centered pedagogies can effectively address the challenges for teaching and learning about International Relations and global politics in the twenty-first century.

Track Classification: Interpretivism in International Relations Working Group