

TABLE ONE – DESCRIPTIVE ANALYSIS OF COURSE OUTLINES

	Course One	Course Two	Course Three	Course Four	Course Five	Course Six	Course Seven	Course Eight	Course Nine
COUNTRY	Colombia	Colombia	Germany	India	Morocco	Netherlands	South Africa	Taiwan	United States
DURATION	One Semester =16classes	One Semester =26classes	One Semester =16classes	One Semester =17classes	One Semester =32 classes	One Semester =12classes	One Semester =14 classes (2 IR theory)	One Semester = 18 classes	One Semester = 22 classes
CO OR SOLO TAUGHT	Solo taught	Solo taught	Solo taught	Solo taught	Solo taught	Solo taught	Co-taught	Co-taught	Solo taught
COURSE AIM	Develop an understanding of a wide range of theories and the ability to engage with them critically – with a focus on Latin American knowledges	A critical analysis of IR theories, including contributions from the GS	Not expressly stated	Introduction of a diverse range of theories both explanatory & normative	Introduce different IR theories and the contemporary debates within the field. Critically discuss the benefits of including marginalized voices.	Provide an overview of the genesis of IR theory. Problematising Western centrality. Introduce theories from the GS. Decentring IR theory	Develop students’ understanding of fundamental tenets of Realism, Liberalism & Marxism	Not stated	Narrowing and broadening the focus on international relations theory. Focus was a postcolonial critique of IR and the inclusion of philosophical knowledge from the GS.
IDENTIFIED SKILLS REQUIRED FOR STUDENTS TO MASTER	Using theories critically as tools of analysis. Critical reflection on Latin American theories.	Identify post-Cold War political, economic & social concerns and critically reflect on their impact	Critical engagement & comparison of theories from the West & GS	Identify central features or theories including ontological & epistemological conditions. Compare and contrast theories. Practical application of theories	Critical reflection on these theories & approaches as well as their practical utilization in the real world by students	Creative thinking, assessing the explanatory capacity of different theories for real world problems. Critical reading and thinking. Application of abstract concepts	Development of critical thinking, analysis and evaluation skills	Not Stated	Critical thinking & analysis
TYPE OF KNOWLEDGE SELECTION	Knowledge Plural	Knowledge Plural	Knowledge Plural	Knowledge Plural	Knowledge Plural	Knowledge Plural	Exclusively Western Knowledge	Exclusively Western Knowledge	Knowledge Plural

TYPE OF KNOWLEDGE SEQUENCEⁱⁱ	Mainly Chronological but has dependency theory included here. GS in last lecturer. Problematises the absence of knowledges for the GS	Eclectic	Chronological approach, GS in last lectures	Chronological but inserts scholar knowledge from India and China, GS addressed in second last unit	Eclectic	Eclectic	Chronological	Chronological	Eclectic
TYPES OF READING MATERIAL SELECTED	Articles and book chapters from dominant Western IR theorists as well as GS scholars.	Western IR theory textbook as main source, as well as articles and book chapters from both Western and GS scholars.	Articles and book chapters from dominant Western IR theorists as well as GS scholars.	Articles and book chapters from dominant Western IR theorists as well as GS scholars	Western IR theory textbook as main source, as well as articles and book chapters from both Western and GS scholars.	Articles and book chapters from both Western and GS scholarship is most dominant	Western general introduction to IR textbook	Western scholarship	Background readings are a mixture of both Western & GS scholarship. Reading for lectures is GS scholarship
ASSESSMENTⁱⁱⁱ	Potentially knowledge plural	Potentially knowledge plural	Potentially knowledge plural	Knowledge plural	Potentially knowledge plural	Knowledge plural	Knowledge Plural	Western knowledge	Knowledge plural

ⁱ Knowledge Plural - covered the main Western triad of Realism, Liberalism and Constructivism plus critical IR theories and theories from the GS as well as addressed issues of knowledge exclusion in IR theory.

Exclusively Western Knowledge – covered Western IR theoretical triad without any critical IR theories.

Inclusively Western Knowledge - included the Western theoretical triad and Western critical IR theories.

Exclusively GS Knowledge - included only theories or knowledges from the GS.

ⁱⁱ Traditional chronological sequencing that occurs in most introductory IR and IR theory textbooks has the dominant theories of Realism and Liberalism or visa-versa appearing at the beginning of IR theory textbooks or sections on Theory in introductory IR textbooks. This is often followed by Marxism or Structuralism, although these may be included with other critical IR theories. If present, the English Schoolⁱⁱ and/or Constructivism

usually follows the two dominant theories acting as a bridge between the positivist theories of Realism and Liberalism, and critical IR theories. Critical IR theories consistently comprise the later chapters or sections of IR textbooks. If theoretical perspectives from the GS are included, they are always placed after critical IR theories. Situating Realism and Liberalism at the beginning of a textbook or theory course implicitly entrenches their theoretical dominance in the minds of students. A disruption in this format may be indicative of the discursive gap being utilised by designers to achieve their goals of knowledge plurality.

*Chronological = theories sequenced, more or less chronologically.

*Eclectic - placement of Realism Liberalism and Constructivism interspersed with critical IR theories and theories *and/or knowledges from the GS.

iii *Knowledge Plural - Assessment engages with knowledge from both the West and GS

*Potentially Knowledge Plural – Assessment engagement with knowledges from the West and GS determined by students' assessment choices.

*Exclusively Western/GS – assessment engaged with knowledge in either region exclusively.

Table Two – Content Analysis of Semi-Structured Interviews

	Course One – Colombia	Course Two – Colombia	Course Three- Germany	Course Four- India	Course Five- Morocco	Course Six – The Netherlands	Course Seven - South Africa	Course Eight - Taiwan	Course Nine – The United States
Teaching Western IR theories	*Classical Western programme.	*Interspersed Western canon, global South, critical IR theory.	*Lecturer’s own experience as student – preference for germinal texts. *Traditional approach to teaching IR theory.	*IR canon.	*Canon importance.	Canon overview to facilitate Western centric critique	Focus on central tenets of Western IR theories	*Traditional course practice. *Dominance of Western IR theories of Realism and Liberalism in Taiwan.	
Inclusion of knowledge beyond the West	*Problematising Western dominance. *Dependency theory	*Latin American theory *Global south theory epistemological divide. *Seeing the international & relations of power & domination on a global level.	*Content diversification to include global South	*Kautilya *Global South knowledge inclusive.	*Inclusion beyond canon. *Popularity of theories beyond the canon. *Student selected content.	*Critical engagement with Western theories *What is Western centric IR? *Difference *Universal *Alternative ways of looking at IR *African & Chinese contributions *Regional division in course structure – relational IR *Uniqueness *Cultural practice in domestic & foreign policy.	*Need to make course knowledge plural.		
Sequencing knowledge	*Knowledge sequence and dominance especially with Realism becoming a foil to other theories			*Dominance in sequencing of topics. *Dominance of realism’s appeal	*Sequencing determines value assigned to content.	*De-centre focus on Realism		*Constructivism & Critical theory	

Lecturer Agency		*Large amount of agency regarding curriculum design		*Redesigned and focused *Bureaucratic hindrances		*Diverging from first year course curriculum. *Freedom in course design. *Re-telling of IR theories.	Large in terms of content. SAQA rules allowing for difference within a course. *American centric textbook. *Staff dispositions *Resequencing topics. *Assessment innovation Introducing new global South textbook.	*Older staff members *Reluctance to introduce new topics.	*Carte blanche to design the course
Language	*Dominance of English texts *Access to well-translated Spanish texts.	*Dominance of English in IR text *Access to well-translated Spanish texts.		*Language and texts				*Language *Text- access to good translations into Chinese – *“lost in translation problem.”	*Require familiarity with the vocabulary of IR *Need to understand language and concepts.
Pedagogical practice	*Innovative, reflective pedagogy	Reflective pedagogy	*Reflective pedagogical practice. *Continuous curriculum review and development. *Relevance to students.	*Reflective pedagogical practice. *Enrichment of discourse	*Reflective pedagogy	*Reflective pedagogy	Reflective pedagogy	Reflective pedagogy	*Reflective pedagogical practice. *Teaching from texts
Rationale for teaching IR theory	*Explanatory utility	*Explaining versus understanding *Widening of students’ intellectual horizons	*Exposure to wide range of ontologies & epistemologies *Relational thinking – connections between theories & concepts.	*Theory as tool for understanding the world. *Developing abstract thinking	*Show alternative ways of thinking. *Enable students to draw own conclusions.			*Deconstructing and reconstructing IR concepts	*Read better *Freedom to experiment
Skills and learner dispositions requiring development	*Critical engagement		*Critical engagement required	*Critical/analytical Thinking	*Critical engagement with content *Critical engagement with primary sources	*Historical context	*Reading intensive		Critical reading

<p>Student engagement</p>	<ul style="list-style-type: none"> *Challenge to get students enthusiastic *Relevance of theory *Practical application and analysis 	<ul style="list-style-type: none"> *Lack of students' enthusiasm for subject *Need to show relevance of subject to students *Theory as a lens through which to observe the world. *Queer IR theory engaged students the most 	<ul style="list-style-type: none"> *Challenge in getting students to enjoy course 	<ul style="list-style-type: none"> *Challenge of keeping students engaged. *Link between theory and lived realities. 	<ul style="list-style-type: none"> *Getting students to read *Field work – theory meets practical world. *Getting students to enjoy course is challenging. *Subject not seen as practical 		<ul style="list-style-type: none"> *Initially hard to get students engaged. 	<ul style="list-style-type: none"> *Hard to get students engaged in classes. *Thinking & engaging critically was difficult for students. 	<ul style="list-style-type: none"> *Trendiness in use of language. *Teaching from current events/issues
<p>Student demographics</p>			<ul style="list-style-type: none"> *Heterogeneous student cohort *Very engaged and active participation in seminars 	<ul style="list-style-type: none"> *Large Class 	<ul style="list-style-type: none"> *Diversity 	<ul style="list-style-type: none"> *Well-educated student demographic 	<ul style="list-style-type: none"> *Marginalised student cohort. 	<ul style="list-style-type: none"> *Diverse class 	<ul style="list-style-type: none"> *Globalised class context. *Small elite class teaching.