

PSC 641.001 – Normative & Critical International Theory  
Department of Political Science  
University of Alabama - Fall 2019  
Daniel J. Levine

Thursday, 1-3:30 pm, 330 ten Hoor Hall

*Office Hours: Tues, 1-3:30, 311 ten Hoor (or by appointment)*  
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## I. Seminar Overview

This seminar is a departure from my field surveys in IR-Realism and IR-Liberalism, both in terms of its organization and its requirements. There are three reasons for this, which relate to the particular nature of the subject matter.

The first relates to how International Relations organizes and legitimates itself as a scholarly field of study. 'Realist' and 'liberal' IR theory self-consciously draw upon – or put differently, derive a degree of intellectual legitimacy from – putative traditions of political, historical, and philosophical inquiry that are said to be of long standing: the systematic study of power and interest in the former case, the philosophy and political theory of the liberal enlightenment in the latter.<sup>1</sup>

By contrast, critical international theory has an ambivalent relationship to the broader tradition of social and political theory upon which it draws. To be sure, the work of historical or contemporary critical theorists – think of Judith Butler, Jürgen Habermas, Paul Gilroy, or Edward Said – have been read (or at least cited) by a host of IR scholars, as have sociologists, philosophers, and political theorists from Karl Marx to Hannah Arendt to Bruno Latour. The social theory of what is sometimes called the 'Frankfurt School' looms especially large here – so large, indeed, that it has become a figure of abuse and conspiracy-mongering for some.<sup>2</sup>

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<sup>1</sup> On traditions in IR, see *inter alia*, Michael W. Doyle: *Ways of War and Peace* (Norton, 1997); Richard Ned Lebow: *The Tragic Vision of Politics* (Cambridge, 2003); Chris Brown, Terry Nardin and Nick Rengger (eds.): *International Relations in Political Thought* (Cambridge, 2003); Hartmut Behr: *A History of International Political Theory* (Palgrave, 2010); Torbjorn Knutsen: *History of International Relations Theory* (Manchester, 1997); Beate Jahn: *Liberal Internationalism: Theory, History, Practice* (Springer, 2013) and *Classical Theory in International Relations* (Cambridge, 2006); Daniel H. Deudney: *Bounding Power* (Princeton, 2006).

<sup>2</sup> Eg, Martin Jay: "Dialectic of Counter-Enlightenment: The Frankfurt School as Scapegoat of the Lunatic Fringe." *Salmagundi* 168-9 (2010), available ungated here: <http://canisa.org/blog/dialectic-of-counter-enlightenment-the-frankfurt-school-as-scapegoat-of-the-lunatic-fringe> (last accessed 9 Aug 2019); Ben Alpers "The Frankfurt School, Right-Wing Conspiracy Theories, and American Conservatism." *S-USIH*, 25 July 2011; <https://s-usih.org/2011/07/frankfurt-school-right-wing-conspiracy/> (accessed 9 Aug 2019).

Yet the boundaries, methods, and aims of 'critical theory' are under continual assault – both from without and from within. The result is a field that is unusually broad, diverse, and changing – and whose key texts are both notoriously difficult to read and open to multiple interpretations and appropriations. There are, to be sure, both 'foundational' texts<sup>3</sup> and useful 'overview' works – whether embracing critical theory as a whole,<sup>4</sup> or particular theorists within it.<sup>5</sup> But such work tends either to flatten the views of those they represent, or fit them to the author's specific concerns and sensibilities.<sup>6</sup>

Related, the term 'critical' when applied to international theory has historically functioned less to signal the specific content of a given body of work and more to delimit where that work falls relative to a putative disciplinary mainstream. For much of its disciplinary life, critical IR was simply *transgressive* or *dissident* IR – for whatever reason and in whatever sense.<sup>7</sup>

Finally, there is an essential disconnect between the origins and aims of contemporary International Relations – which is inseparable from the growth of state and imperial power, and of the university within it – and the aims of critical theory, which is typically suspicious of extant power structures.<sup>8</sup> Yet it is easy to misread that suspicion. Consciously or otherwise, scholars often make exceptions for their own favored structures of powers, influence, and

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<sup>3</sup> Eg, Walter Benjamin: "On the Concept of History" [also sometimes referred to as "Theses on the Philosophy of History,"] in *Illuminations* (Harcourt, 1968) or [here](#); Max Horkheimer: "Traditional and Critical Theory" in *Critical Theory: Selected Essays* (Continuum, 1986) or [here](#); Theodor Adorno: "Resignation" in *Critical Models: Interventions and Catchwords* (Columbia, 1998) or [here](#).

<sup>4</sup> Eg, Susan Buck-Morss: *The Origin of Negative Dialectics* (Harvester, 1977); Martin Jay: *The Dialectical Imagination* (California, 1996), 2nd ed.; Rolf Wiggershaus: *The Frankfurt School: Its Histories, Theories and Political Significance* (MIT, 1994); Gillian Rose: *The Melancholy Science*. (Columbia, 1978); Yvonne Sherratt: *The Continental Philosophy of Social Science* (Cambridge, 2005); Stuart Jeffries: *Grand Hotel Abyss* (Verso, 2016).

<sup>5</sup> Eg, Martin Jay: *Adorno* (Harvard, 1984); James Gordon Finlayson: *Habermas: A Very Short Introduction* (Oxford 2005); Eric Oberle: *Theodor Adorno and the Century of Negative Dialectics* (Stanford, 2018); Christopher Zurn: *Axel Honneth* (Polity, 2015); Stephen Eric Bronner: *Of Critical Theory and its Theorists* (Wiley, 1994).

<sup>6</sup> For examples in IR, see Ken Booth: *Theory of World Security* (Cambridge, 2007); Andrew Linklater: *Critical Theory and World Politics* (Routledge, 2007); Richard Wyn Jones: *Security, Strategy and Critical Theory* (Boulder, CO: Lynne Rienner, 1999). On this point, see my *Recovering International Relations* (Oxford, 2012), ch. 2. But see Richard Shapcott's and Robyn Eckersley's essays in the *Oxford Handbook of International Relations* for very different 'takes' than these. Stephen C. Roach and Shannon Brincat have also done excellent work in this area.

<sup>7</sup> Viz: Inanna Hamati-Ataya: 'Contemporary "Dissidence" in American International Relations: The New Structure of Anti-Mainstream Scholarship?', *International Studies Perspectives* 12:4 (2011), 362-398; Richard K. Ashley and R. B. J. Walker: 'Speaking the Language of Exile: Dissident Thought in International Studies.' *International Studies Quarterly* 34:3 (1990), 259-68. For examples of such disciplinary labeling, see Jeffrey Checkel: "The Constructivist Turn in International Relations" *World Politics*, 50:2 (1998), 324-48; Emanuel Adler: "Seizing the Middle Ground: Constructivism in World Politics." *European Journal of International Relations* 3:5 (1997), 319-63; Faruk Yalvaç: "Critical International Theory" *Oxford Research Encyclopedia in International Theory* <https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-109?rskey=ojDbRK> (last accessed 12 August 2019).

<sup>8</sup> On the concurrent growth of IR and state/imperial power, see *inter alia* Robert Vitalis: *White World Order, Black Power Politics* (Cornell, 2015); Himadeep Mupiddi: *Colonial Signs of International Relations* (Oxford, 2012); Inderjeet Parmar: *Foundations of the American Century: The Ford, Carnegie, and Rockefeller Foundations in the Rise of American Power* (Columbia, 2012); Joy Rohde: *Armed with Expertise: The Militarization of American Social Research During the Cold War* (Cornell, 2013); and Ido Oren: *Our Enemies and Us* (Cornell, 2003).

privilege; and no thinker or school is entirely free of limitations and myopias.<sup>9</sup> No less confusing, it turns out that sensitivities to power and its excesses are both subjective and contingent. This problem is exacerbated by the fact that particular methodological and epistemological elements of critical theory can be, and have been, taken up in contemporary IR theory – but in ways, and put to ends, that its initial promulgators would certainly not have authorized.<sup>10</sup>

For these reasons, the present course will be less an attempt to distill critical theory down to a core set of traditions, and more a survey of contemporary critical and normative international theory: a survey of what contemporary ‘non-mainstream’ students of global politics consider important, pressing, or otherwise worth writing about. After the first few weeks, we will focus almost entirely on single monographs: the work of individual scholars, with an eye to their aims, their choices of method and subject matter, and the successes and limitations that follow from those choices.

## II. Student Learning Outcomes

- To identify, engage with, and evaluate a range of arguments in contemporary international theory, both critical and otherwise;
- To identify particular methodological and rhetorical ‘moves’ in those texts, with an eye to the knowledge they both produce and draw upon, and to which they contribute, both within the academy and in the context of broader political arguments and policy discourses;
- To develop a facility for rapid reading and close analysis that lends itself to the assimilation of complex scholarly arguments and the production of focused, germane responses – with an eye to comprehensive examinations (in the short term) and a lifetime of scholarly engagement (in the longer one);

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<sup>9</sup> See eg Amy Allen: *The End of Progress* (Columbia, 2016); Thomas McCarthy: *Race, Empire, and the Idea of Human Development* (Cambridge, 2009); Aamir Mufti: *Enlightenment in the Colony* (Princeton, 2007); Eric Oberle: *Theodor Adorno and the Century of Negative Identity* (Stanford, 2018). In IR circles, John Hobson, Duncan Bell, Jeanne Moorefield, Karuna Mantena, Helen Kinsella, and Brian C. Schmidt have done excellent work.

<sup>10</sup> Eg, Alexander Barder and Daniel J. Levine: "'The World is Too Much with Us:' The Depoliticizing of Via Media Constructivist IR." *Millennium* 40:3 (June 2012), pp. 580-599; Piki Ish-Shalom: *Beyond the Veil of Knowledge* (Michigan, 2019); Samuel J. Barkin and Laura Sjoberg: *IR's Last Synthesis?* (Oxford, 2019); Patrick Jackson: *The Conduct of Inquiry in International Relations* (Routledge, 2013). More broadly on this point, see Ira Katznelson: *Desolation and Enlightenment: Political Knowledge After Total War, Totalitarianism and the Holocaust*. (Columbia, 2003); David Ricci: *The Tragedy of Political Science* (Yale, 1987); Anne Norton: *95 Theses on Politics, Culture, and Method* (Yale, 2004); Kristen Renwick Monroe: *Perestroika! The Raucous Rebellion in Political Science* (Yale, 2005); William E. Connolly: *Political Theory and Modernity* (Cornell, 1993); Cornel West: *The American Evasion of Philosophy* (Wisconsin, 1989).

- To identify core points of vital scholarly disagreement and contestation, with an eye to developing the students' research interests and dissertation prospectus.

### III. Assignments, Preparation, and Assessment

This is a reading- and writing-intensive graduate seminar, designed to prepare you for comprehensive examinations, and for writing your thesis/dissertation. We will not survey the history of world politics or the pressing issues of the day, except as they relate to theoretical questions covered in the assigned literature. Nor is this class intended for students who would solely like to learn more, or to "visit" about international politics.

I will assume a fairly advanced understanding of IR theory, but will be happy to answer questions in class or office hours if you are confused or feel behind on things. Feel free also to avail yourself of any of the following resources if you find you need a 'refresher', or if you are struggling to make sense of key concepts or topics:

- The *Oxford Research Encyclopedia on International Relations and International Studies*, produced jointly by Oxford University Press and the International Studies Association <https://oxfordre.com/internationalstudies> is probably the best single source for quick, authoritative overviews of key terms, theories and schools of international thought. (This should be available to you with your UA login credentials; let me know if it is not).
- Any of a number of recent 'handbooks' and 'key concept' books, eg:
  - Snidal and Reus-Smit (eds.): *Handbook of International Relations* (Oxford, 2008)
  - Risse, Simmonds, and Carlsnaes (eds.): *Sage Handbook of International Relations* (Sage, 2002)
  - Gofas, Hamati-Ataya and Onuf (eds.): *The Sage Handbook of the History, Philosophy and Sociology of International Relations* (Sage, 2018).
  - Diez et al., *Key Concepts in International Relations*; Griffiths et al., *International Relations: The Key Concepts*, etc.
- Any good, upper-division IR textbook. For this course, Dunne, Kurki and Smith's *International Relations Theories: Discipline and Diversity* is probably best (2011 or later).
- *E-International Relations* is an open-source site for International Relations scholarship, with a wealth of materials, critical essays and 'explainers.' <https://www.e-ir.info>

Assessment will be based on the following:

*a. Reading/Class Participation (15% of final grade)*

Students are required to review *all* of the reading assignments thoroughly prior to class and come prepared to discuss each of them. 'Participation' in this context means raising questions, comments, and topics for discussion, critical reflection on the readings, answering questions and commenting on other students' answers, and maintaining a high level of active participation in discussions.

*b. In-Class Presentation (15% of final grade)*

Beginning week six, each of you will sign up to present on one of the books we will be discussing. Your aim should be to produce a synoptic, critically-oriented presentation of 10-15 minutes. As we will all have read the book, avoid summarizing for its own sake. Focus instead on identifying key concepts, questions, and literatures: *what is the author trying to show? Why does it matter? What literatures is she engaging with, and how persuasively? What are the book's particular strengths or weaknesses?* You should feel free also to consider the political or intellectual ramifications of a work; and to challenge these – so long as you do so respectfully and with nuanced eye to the author's arguments and views. Alternatively, you might show how a given book builds upon that author's earlier work, or related work in the field.

*c. Book Review (20%), Annotated Bibliography (15%), and Critical Review Essay (35%)*

You will each select a topic on which to conduct your own research, *preferably in consultation with me*, by **week 5 (9/19)** of the semester. Working together, we will identify a core of 4-6 monographs and scholarly articles addressing that topic from a variety of perspectives.

Three written assignments will come out of this:

- ❖ A 1200-word *book review*, on any one of the books in your list, due on **week 8 (10/10)**. The format and style of these should follow the style guide used by *Perspectives on Politics* (available [here](#)), and you should feel free to review published reviews that journal for a sense of the range of 'voices' that may be used for them. Note that excellent book reviews are do more than summarize a book's arguments. They *explain* those arguments with reference to ongoing or important debates in political science or public policy, and they *assess* how well the book in question succeeds in addressing those questions – either on its own terms, or with reference to other scholarship with which you may be familiar.
- ❖ An *annotated bibliography* of your sources for the final paper, due on **week 12 (11/14)**. We will discuss these in class, but see [here](#) and [here](#) for examples/explainers.
- ❖ A 10-15 page *lit. review*, which surveys the 4-6 sources you have identified, both individually and collectively. Excellent review essays both consider the arguments, strengths and weaknesses of each work under consideration, and form a general assessment of the state of the academic literature in that area. For helpful overviews of

this form/style of writing, see [here](#), [here](#), and [here](#).<sup>11</sup> These are due **Friday, December 13** (the end of exam week).

Deadlines and extensions: I am happy to accommodate extensions as needed; these can be worked out on an as-needed basis. *Please contact me in advance of the deadline, if possible.*

#### IV. Books

I have placed several texts on order at the Supply Store. *Before purchasing these, however, please attend the first class.*

#### V. UA Policies

*Academic Misconduct.* All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. UA's [Academic Misconduct Disciplinary Policy](#) will be followed in the event of academic misconduct.

*Disability Accommodation.* The University of Alabama is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and need reasonable accommodation(s) to participate in this class, contact the Office of Disability Services (or ODS; 205-348-4285, [ods@ua.edu](mailto:ods@ua.edu), Houser Hall 1000, [www.ods.ua.edu](http://www.ods.ua.edu)) as soon as possible. If you have been approved to receive accommodations through ODS, please meet with me during office hours or by appointment to submit your accommodation letter and discuss how accommodations can be implemented in this course.

*UAct.* The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website ([www.ua.edu/uact](http://www.ua.edu/uact)) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.

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<sup>11</sup> Thanks to the Libraries of UC Santa Cruz and Cornell University, and the Online Writing Labs at Purdue and UNC Chapel Hill for the above-linked materials. While I'm at it, thanks also to Brent Steele and Helen Kinsella, whose syllabi helped me craft this one.

*Pregnant Student Accommodations.* Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct Website](#).

*Religious Observances.* Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines [here](https://provost.ua.edu/oaa-guidelines-for-religious-holidays-observance/) (<https://provost.ua.edu/oaa-guidelines-for-religious-holidays-observance/>).

*Severe Weather.* Please see the latest [Severe Weather Guidelines](#) in the Online Catalog, and familiarize yourself with the University's protocols for severe weather.

## VI. Other policies

*Use of Personal Electronics Devices in Class.* Phones are to be turned off and put away during class. Laptop use is authorized only for the purpose of course-related activities (taking notes, referencing e-texts, etc.) Students observed using laptops for any other purpose will be enjoined from further use of them.

*Notification of Changes.* The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. The instructor will notify students in class and/or via email promptly of any changes. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

*Recording of classes* is not permitted, save in the context of a documented disability.

*Student Health & Well-Being.* Students are encouraged to prioritize their physical and mental health. Academic performance will suffer when personal well-being is neglected. Eat, sleep, exercise. Seek help from any of the numerous university resources as soon as stress or fatigue begins to interfere with daily functioning. These resources include:

- [Student Health Center](#)
- [Counseling Center](#)
- [Student Care & Well-Being](#)
- [Veteran & Military Affairs](#)
- [Collegiate Recovery & Intervention Services](#)

## VII. Topics and Readings

### Week 1 (8/22). Critique: Concepts and Objects

Please read the following **prior to our first meeting**. We will also discuss various logistical issues, review the syllabus, etc.

Tudor Parfitt: "The Use of the Jew in Colonial Discourse." In Penslar and Kalmar (eds.): *Orientalism and the Jews* (Brandeis, 2005), pp. 51-67.

Gillian Rose: "How is Critical Theory Possible? Theodor Adorno and Concept Formation in Sociology." *Political Studies* 24:1 (1971), 69-85.

Seyla Benhabib: "Beneath the Asphalt Lies the Beach." *Boston Review*, 9 October 2018, available here: <http://bostonreview.net/philosophy-religion/seyla-benhabib-below-asphalt-lies-beach>

### Week 2 (8/29). Reflexivity (1): Standpoints and Practices

Martin Wight: "Why is there no International Theory?" in Wight and Butterfield (eds.): *Diplomatic Investigations* (Harvard, 1966), 17-34. (PDF on Blackboard learn)

Robert W. Cox: "Social Forces, States, and World Orders: Beyond International Relations Theory." *Millennium* 10:2 (1981), 126-55.

Brooke Acklerly and Jacqui True: "Reflexivity in Practice: Power and Ethics in Feminist Research on International Relations." *Intl Studies Review* 10:4 (2008), 693-707.

Pinar Bilgin: "'Contrapuntal Reading' as a Method, an Ethos, and a Metaphor for Global IR." *Intl Studies Review* 18:1 (2016), 134-46.

Inanna Hamati-Ataya: "Crafting the Reflexive Gaze: Knowledge of Knowledge in the Social Worlds of International Relations." In Gofas, Hamati-Ataya and Onuf (eds.): *The SAGE Handbook of the History, Philosophy and Sociology of International Relations* (Sage, 2018), 13-30. (PDF on Blackboard Learn)

### Week 3 (9/5) Reflexivity (2): Progress and its Discontents

Max Horkheimer: "Traditional and Critical Theory." In *Critical Theory: Selected Essays* (Continuum, 1972), 188-243. (Gorgas reserve or online:



[https://monoskop.org/images/7/74/Horkheimer\\_Max\\_Critical\\_Theory\\_Selected\\_Essays\\_2002.pdf](https://monoskop.org/images/7/74/Horkheimer_Max_Critical_Theory_Selected_Essays_2002.pdf)

Bruno Latour: "Why has Critique Run out of Steam? From Matters of Fact to Matters of Concern." *Critical Inquiry* 30 (2004), 225-48. Available via gorgas or here: <http://www.bruno-latour.fr/sites/default/files/89-CRITICAL-INQUIRY-GB.pdf>

Daniel Levine and David McCourt: "Why Does Pluralism Matter When We Study Politics? A View from Contemporary International Relations." *Perspectives on Politics* 16:1 (2018), 92-109.

#### Week 4 (9/12). Normative International Relations (an aside)

Robert O. Keohane: "Political Science as a Vocation." *PS: Political Science and Politics*, 42 (April, 2009), 359-63.

Vibeke Tjalve and Michael C. Williams: "Reviving the rhetoric of realism: Politics and responsibility in grand strategy." *Security Studies* 24:1 (2015), 37-60.

Halvard Leira: "International Relations Pluralism and History-Embracing Amateurism to Strengthen the Profession." *International Studies Perspectives* 16:1 (2015), 23-31

Patrick Porter: "A World Imagined: Nostalgia and Liberal Order." *Cato Institute Policy Analysis*, No. 843 (2018). Available here: <https://www.cato.org/publications/policy-analysis/world-imagined-nostalgia-liberal-order>.

William E. Connolly: "Problem, Method, Faith." Ian Shapiro, Rogers M. Smith and Tarek E. Masoud (eds.): *Problems and Methods in the Study of Politics*. (Cambridge, 2004), 332-49. (Blackboard learn)

#### Week 5 (9/19). Genealogy (1). Concepts

Bentley B. Allen: *Scientific Cosmology and International Orders* (Cambridge, 2018). (Gorgas, ebook)

Mark Bevir: "What is Genealogy?" *Journal of the Philosophy of History* 2 (2008) 263-275.

***Have you met with me about your review paper?***

#### Week 6 (9/26). Genealogy & Legal Regimes (1)

Benjamin Meiches: *Genocide: A Genealogy* (Minnesota, 2019). (Gorgas, ebook)

**[Special guest star:** Dr. Meiches has agreed to participate in this discussion remotely. We can discuss how this will work in advance of class.]

Week 7 (10/3). Genealogy and Legal Regimes (2)

Brenna Bandhar: *Colonial Lives of Property* (Duke, 2018). (Gorgas, ebook)

William Keach: "Property." In *Political Concepts, a Lexicon*. Available here: <https://www.politicalconcepts.org/property-william-keach/#ref17>

Week 8 (10/10). People, States, and Fear (1): The Sublime

Michael J. Shapiro: *The Political Sublime* (Duke, 2018). (Gorgas, ebook)

***Have you completed your book review?***

Week 9 (10/17). People, States, and Fear (2): Ends and Beginnings

Alison McQueen: *Political Realism in Apocalyptic Times* (Cambridge, 2017). (Gorgas, ebook)

Week 10 (10/24). People, States and Fear (3): Emotions and Affects

Emma Hutchison: *Affective Communities in World Politics: Collective Emotions after Trauma* (Cambridge, 2016). (Gorgas, reserve)

**10/31 - Mid-semester break (classes dismissed)**

*Have fun!!*

Week 11 (11/7). TBA: Guest Lecture by Robert Vitalis (with lunch!)

***Special Guest Star*** – this time in person. Watch this space!

Week 12 (11/14). People, States and Fear (5): Memory

Jelena Subotić: *Yellow Star, Red Star: Holocaust Remembrance after Communism* (Cornell, 2019) (forthcoming, stay tuned)

Thomas U. Berger: *War, Guilt, and World Politics after World War II* (Cambridge, 2014). (Gorgas, reserve)

### **Have you completed your *Annotated Bibliography*?**

#### Week 13 (11/21). Recovering Reflexivity (1): Visuality and Objects

Roland Bleiker: *Visual Global Politics* (Routledge, 2018). (gorgas, ebook) *Read the intro and then rummage around.*

Mark B. Salter: *Making Things International* (Minnesota, 2015/16), vols 1-2. *Read the intro and then rummage around.* (BBL & Gorgas ebooks – see note)

*[For some reason, the library only holds volume 2 of **Making Things International**. I have placed a copy of the introduction from v1 on BBL; please read it and then 'rummage around' v2. If anyone wants to see v1 – which has excellent short essays as well – I have a paper copy I can lend. Google books also has a pretty generous 'slice' of it online.]*

#### **Week 14 (11/28). Thanksgiving (Classes Dismissed)**

Tell your parents all about Adorno and Horkheimer!

#### Week 15 (12/5). Recovering Reflexivity (2): Realism and *Realpolitik*

Caron Gentry: *This American Moment: A Feminist Christian-Realist Intervention* (Oxford, 2018)

Jairus V. Grove: *Savage Ecology: War and Geopolitics at the End of the World* (Duke, 2019). (TBA)

**[Possible special guest star:** Dr. Gentry has agreed to participate in this discussion remotely, but she has some time constraints – Scotland is 6 hours ahead of Alabama. She has asked if we could start our seminar a bit earlier. Let's discuss?]