**Course Description**

This Summer School attempts to present and discuss some of the most recent developments in theories of international relations. It is an advanced academic course. Although the school has invited many lecturers, it is fundamentally based on group discussions which frame every week, as well as the entire course. Active participation is required. Readings will be distributed beforehand.

It is meant to attract two types of participants. On the one hand, it is made for regional scholars who are aquainted with these debates and who want to use the opportunity to discuss in person with some of their main protagonists. On the other hand, given the particular focus of the summer school (see course content), the academics need not necessarily be only from the field of international relations, a field which has constituted itself only rather recently in the region. Indeed, the sociological focus allows any other scholar to participate if (1) he/she has worked on the methodology of sciences and/or historical or economic sociology, and (2) he/she is interested in theorising the international. In other words, it is an interdisciplinary academic course. Optimally, there should be an open exchange between scholars of international relations and of sociology.

***Course content***
Theories of International Relations have been in a disarray ever since the leading paradigm, Realism,
got into a deep crisis during the seventies. There have been several attempts to overcome the crisis, but, until now, the theoretical debates have been unsettling, moving quickly from one focus to another.

In order to provide coherence to a short summer school, but also to indicate where the cutting edge of today's theorising lies, we have decided to focus on the sociological turn in contemporary theories of international relations. This explicitly combines two threads of debates which have evolved since the seventies, that is
(1) the hermeneutical turn in International Relations (IR), and
(2) the increased prominence of historical and economic sociology in International Political Economy (IPE).

 (1) The hermeneutical turn. In the eighties and up until now, the discipline's increased self-reflection necessarily led it to question the nature of knowledge in general, and the sociology of knowledge in particular. With a delay typical for what used to be a rather practical field, debates about how we know what we know intruded into the discourse of scholars otherwise trained to discuss strategy and warfare. Concomitantly, these debates increased the awareness of several of the shortcomings of positivist methodologies as they were widely used before (and still are). In one way or the other, several scholars turned to more hermeneutical methodologies. IR joined the latest round in the Verstehen-Erklären debate which started in continental sociology over a hundred years ago. Today, the most visible research programme to have resulted from this debate is constructivism. This is not a school of thought with pre-given hypotheses to be tested, but rather a framework of analysis which includes a variety of central questions to be addressed in any social science explanation, including international relations.

 (2) The turn to historical and economic sociology. In the eighties a new discipline got established at the margins of IR, namely IPE. Many scholars were unsatisfied with the existing emphasis of IR and wanted to move economic issues, actors, and indeed, the pursuit of wealth to the same level as states, security, and the drive for power. The present debate around globalisation has its origins in this reflection about the changes in the contemporary world political economy. For some time, economic approaches occupied the central stage. But with the retreat of the neo-liberal consensus and of Marxism, more historical and sociological (institutionalist) approaches are coming to the fore. These debates took on a truly interdisciplinary form in IPE. Indeed, these scholars, initially out of the focus of classical IR, are now central to the discipline. The synergy between the globalization debate and the sociological research on state theory, state-society relations, competing forms of capitalism, or transnational relations, is crucial.

The Summer School tries to combine these two sociological strands. The first week will concentrate on constructivism in IR and the second on economic and historical sociology in IPE.

***Teaching style***
The success of the Summer School depends heavily upon the active involvement of its participants. In order to achieve the necessary familiarity with the basic ideas of recent theories in IR/IPE, the Summer School will compile a reader (and clear the copyrights for it) to be distributed beforehand to all participants. In this way, they can access the main literature before they arrive. This is absolutely crucial to avoid survey style presentations and to make in-depth discussion possible.

To encourage a more active approach to teaching, the course will mix lectures and guided seminars with group-work and round-tables. In both weeks we begin with a “group starter” which should get all participants at a similar stage of understanding of the basic ideas in the literature distributed beforehand. Course participants will be divided into groups tutored by resource persons from the CEU. They will be asked beforehand to answer specific questions and to articulate questions they would like to see answered, either because they did not understand particular ideas, or because they want to see a debate furthered.

The lectures on the following days are coupled with seminars. Hence following the question-time after the lecture, the tutor will try to start a debate on a topic related to the lecture. Finally, the week is rounded up by a summary, prepared in groups and then discussed with several of the professors in a round-table.