



**THE SHIFT IN GLOBAL POLITICAL ECONOMY AND
INTERNATIONAL RELATIONS EDUCATION IN TURKEY**

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MS Thesis

Department of Globalization and International Relations (ENG)

Advisor: Assoc. Prof. Emine Ümit İZMEN YARDIMCI

2022



**KÜRESEL EKONOMİ POLİTİKTEKİ DEĞİŞİM VE TÜRKİYE'DEKİ
ULUSLARARASI İLİŞKİLER EĞİTİMİ**

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Küreselleşme ve Uluslararası İlişkiler (ING.) Anabilim Dalı

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2022

T.R.
TEKİRDAĞ NAMIK KEMAL UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF
GLOBALIZATION AND INTERNATIONAL RELATIONS (ENG.)
MS THESIS

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T.C.
TEKİRDAĞ NAMIK KEMAL ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
KÜRESELLEŞME VE ULUSLARARASI İLİŞKİLER (İNG.)
ANABİLİM DALI
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ANABİLİM DALI

DANIŞMAN: DOÇ. DR. EMİNE ÜMİT İZMEN YARDIMCI

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ABSTRACT

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As political and economic systems of the world become increasingly globalized, IR education is also influenced from this trend. In this study, I look at the institutions of IR education and the curricula to analyse the impact of globalization on IR education patterns. IR education trains the experts who will protect the interests of his/her nation in international affairs and the future scholars. As the world becomes increasingly interconnected, the IR curriculums should become standardized. So this study asks “Can IR education be seen as a tool for global governance?” The patterns in IR education can be examined by three types of sources: textbooks, curricula and journals. This study focuses on the curricula. In order to see the influence of globalization I look at the top 5 universities in the Anglophone tradition as listed in the Times Higher Education university rankings. I analyse their curriculums and derive their main characteristics. Then I look at the curriculums of the top 4 universities from Turkey and determine their main characteristics. Then I will compare them with the Anglophone universities. The findings suggest that undergraduate IR curricula in the analysed Turkish universities are similar to that of the analysed Anglophone universities. This can be interpreted as the influence of globalization on IR education

in Turkey. The results are important for the discussions on the degree of how IR education should be structured to pursue national interests.



Keywords: Global University Rankings, IR Curriculum, International Relations Education, Anglo-American IR, Turkish IR, Globalization

ÖZET

Kurum, Enstitü, : Tekirdağ Namık Kemal Üniversitesi, Sosyal Bilimler Enstitüsü
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Dünyanın siyasi ve ekonomik sistemleri giderek küreselleşirken, Uluslararası İlişkiler eğitimi de bu eğilimden etkilenmektedir. Bu çalışmada, küreselleşmenin uluslararası ilişkiler eğitim kalıpları üzerindeki etkisini analiz etmek için Uluslararası İlişkiler eğitimi kurumlarına ve müfredata bakıyorum. Uluslararası ilişkiler eğitimi, milletin çıkarlarını uluslararası ilişkilerde koruyacak uzmanlar ve geleceğin bilim insanlarını yetiştirir. Dünya giderek daha fazla birbirine bağlı hale geldikçe, Uluslararası İlişkiler müfredatı standart hale getirilmelidir. Dolayısıyla bu çalışma “Uİ eğitimi küresel yönetim için bir araç olarak görülebilir mi?” diye soruyor. Uluslararası ilişkiler eğitimindeki kalıplar üç tür kaynak tarafından incelenebilir: ders kitapları, müfredat ve dergiler. Bu çalışma müfredata odaklanmaktadır. Küreselleşmenin etkisini görmek için, Times Higher Education üniversite sıralamalarında listelenen anglofon geleneğindeki en iyi 5 üniversiteye bakıyorum. Müfredatlarını analiz ediyorum ve temel özelliklerini çıkarıyorum. Ardından Türkiye'den en iyi 4 üniversitenin müfredatlarına bakıyorum ve temel özelliklerini belirliyorum. Sonra onları anglofon üniversiteleriyle karşılaştıracam. Bulgular, analiz edilen Türk üniversitelerindeki lisans IR müfredatlarının, analiz edilen İngilizce konuşan üniversitelerin müfredatına benzer olduğunu göstermektedir. Bu, küreselleşmenin Türkiye'deki Uluslararası İlişkiler eğitimine etkisi olarak yorumlanabilir. Sonuçlar, uluslararası ilişkiler

eđitiminin ulusal ıkarları gzetmek iin nasıl yapılandırılması gerektiđi konusundaki tartıřmalar iin nemlidir.



Anahtar Kelimeler: Kresel niversite Sıralamaları, Uİ Ders Programı, Uluslararası İliřkiler Eđitimi, Anglo-Amerikan Uİ, Trkiye Uİ, Kreselleřme



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LIST OF ABBREVIATIONS

AI	:Artificial Intelligence
AISU	:Aesthetic and Interpretive Understanding
BA	:Bachelor of Arts
BOUN	:Boğaziçi University
BS	:Bachelor of Science
CALTECH	:California Institute of Technology
EC	:European Commission
ECTS	:European Credit Transfer and Accumulation System
ETHC	:Ethical Reasoning
EU	:European Union
G8	:The Group of Eight
G20	:The Group of Twenty
GPA	:Grade Point Average
HSS	:Humanities and Social Sciences
HUMS	:Humanities
IGOs	:International Organizations
IR	International Relations
METU	:Middle East Technical University
MNCs	:Multinational Corporations
NGOs	:Nongovernmental Organizations
PPE	:Philosophy, Politics, Economics
PPES	:Philosophy, Political Science, Economy, Sociology
PS	:Political Science
SCI	:Natural Sciences
SOSC	:Social Sciences
SSCI	:Social Sciences Citation Index
THE	:Times Higher Education
TRIP	:Teaching, Research and International Policy
UK	:United Kingdom

UNESCO :United Nations Educational, Scientific and Cultural
Organization
U of T :University of Toronto
US :United States
WWI :World War I
WWII :World War II



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EMEL YILMAZ
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PREFACE

Global governance systems that emerged with globalization lead to changes in the educational structure of the international relations discipline. The fact that nation states are more integrated with each other both politically and economically in the globalizing world causes the curriculum of the discipline to gain a global dimension and show more similarities.

The curriculum is an important resource that sheds light on the discipline of international relations and provides information about the next generations of IR. American dominance in the field is reflected in the curriculum.

In this thesis, it is evaluated whether international relations education can be seen as a tool serving global governance and how much it can strengthen the Anglo-American dominance. It offers an analysis of the educational content of the most successful institutions in Anglo-American countries and the characteristics of the educational structure in comparison with Turkey. Thus, this study provides to unravel the message of the international relations curriculum about the globalization.

1. INTRODUCTION

International relations, which emerged as an extension of political science, while presenting a comprehensive system of ideas about our world with its theories and methods, has begun to be questioned by scholars in terms of its development over time. Wagner (1990a) mentions the importance of three factors while evaluating the discipline from the perspective of political sociology at the national level and explains these factors as 'political structures, scientific institutions and intellectual traditions' (cited in Wæver, 1998). Wæver (1998) expands this definition and states that the sociological and political position of a country, its status in terms of social science, its domestic intellectuality and also, with the theories and debates used within its borders the social structures of the discipline in that country are decisive. Education in nation-states also fits this formula and is shaped on the axis of states. There are three main sources that should be examined for tracing this interaction in international relations education: textbooks, journals and curricula (Wæver, 1998, p.696).

Globalization has given birth to the diversity of global governance, in other words, systems that provide control, management and regulation at the global level have emerged (Biersteker, 2011, p.10). Global governance's new forms have brought some challenges to traditional approaches in IR education (Mundy, 2007, p.339). As a result of the political and economic integration of nation-states, education systems around the world have started to show more and more similarities and therefore, IR curricula have become more standardized (Beltramo & Duncheon, 2013, p. 97).

Curricula are of direct importance in fundamental issues regarding the discipline of international relations (Robles, 1993, p.527) and can be used as an analysis tool. As Beltramo & Duncheon (1993) asserts, the analysis of educational content can be considered as a basic source of information to make inferences about the mission and vision of any nation-state. In this respect, IR education aims to train future experts and scholars who are well-equipped and able to perfectly serve the values and purposes of their own country in the international arena.

Studying curricula reveals clues to attain a better grasp on the future academe of the discipline. Considering that there is a general U.S. dominance in IR and that the syllabi are shaped by this effect, their importance cannot be ignored. Accordingly in

this study, as seeking answers to questions: “Can IR education be seen as a tool for global governance?”, “Does IR education help to reinforce US dominance?”, the contents of undergraduate education in Anglo-American universities will be examined. The aim is to identify the characteristic features of the Anglo-American tradition and to examine it comparatively with Turkey, and thus to make an assessment about the extent to which Turkey adheres to the Anglophone model. Within this framework, I will examine the course content of the higher education institutions offering IR undergraduate programs. While doing this, I will group the curricula of the universities according to the courses they offer in the basic fields and analyse the program structure numerically. First, I will perform this analysis for selected Anglo-American universities, and then I will interpret the findings in comparison with the findings that I will obtain from the analysis of the second group of Turkish universities.

2. GLOBALIZATION AND INTERNATIONAL RELATIONS

2.1 Globalization and the Discipline of International Relations

Since the 1960s, the term globalization has taken its place in the literature to describe the increasing interdependencies, blurring borders and intensifying multidimensional interactions across the globe by academic circles and society (Steger, 2003).

With modern communication, faster transportation and increasing cross-border interactions, globalization has expanded its scope, and this has had many political, economic and socio-cultural side effects (Eckersley, 2007, p.10). Since economic and political developments and institutions are the driving force of the globalization process with their accelerator roles, it is important to understand the interaction between them (Steger, 2003, p.55). With globalization, varied forms of governance have emerged in the international system and transnational actors have gained importance as a different authority from the state (Mundy, 2007, p.340). Concentrating on unravelling the relationships and interactions between countries, including the activities and policies of national governments, international organizations (IGOs),

nongovernmental organizations (NGOs), and multinational corporations (MNCs), with its interdisciplinary approach, international relations discipline provides this broad perspective necessary to interpret globalization in a more accurate way (Jackson & Sørensen, 2013, p.4).

International relations theory, as an extension of political science, which provides a more specific approach built on theory, gained importance with increasing academic studies in Europe and the United States after the First World War (Williams & Hadfield & Rofe, 2012, p.10). Under the influence of Paris Peace Conference, IR focused on the study of relations between states within the framework of general theories and methods developed by the scholars of the period (Spindler, 2013, p.32). However, the origin of international relations is based on the establishment of the first department of the discipline in Aberystwyth in 1919, nevertheless the fact that the field of international relations was the subject of different studies before this period turned its emergence into a debate (Smith, 2000, p.377).

As its emergence, the interaction of international relations with other disciplines is also controversial. Many evaluations and suggestions have been made by scholars about its scope, and its relation with other fields such as political science, law, history, philosophy, and even biology has been tried to be clarified (Zimmern, 1938, p.2). First and foremost, whether IR is independent of or a subset of political science is another ongoing question even today. The difference between the two is political science is a broad field of study which focuses on the state and deals with the organization, function and relations of the state with other states (Smith, 1886, p.2). IR, on the other hand, creates multi-faceted theories by making use of different disciplines and thus, aims to establish a holistic system of ideas about the international system.

The necessity of theory is important in terms of understanding, interpreting and adapting the vast knowledge that the discipline has obtained from different fields of science to the real world (Wæver, 2007, p.324). In a formal, positivist sense, *theory* specifies relations among variables and ideally would weigh them with the precision one finds in an algebraic equation (Viotti & Kauppi, 2012, p.7). Regarding the social sciences, especially IR, this precision is almost impossible. Nonetheless, through the diversity of ideas and thoughts, international relations theory helps to constitute a

framework which provides a better grasp of how the world works. Besides theories, another feature of IR that distinguishes it from other disciplines is its 'great debates' (Wæver, 2007, p.315).

Regarding IR, there have been differences of opinion on many issues throughout history and these issues, which also influenced the shaping of the discipline, have been tried to be explained in the axis of great debates (Kurki & Wight, 2007, p.16). Some IR theories were exported from other disciplines, such as game theory (economics), post-structuralism (philosophy), and Marxism (political economy) (Wæver, 2007, İzmen 2019).

Among all debates there are four great ones that have historically been decisive in structure of the discipline; *'Realism/Liberalism'*, *'Traditionalism/Behaviorism'*, *'Neo-Realism/Neoliberalism'* and the fourth-most recent discussion, *'Rationalism/Reflectionism'* (Wæver, 2007). While the first debate was shaped around the realist and idealist poles of the Second World War years; the second debate was born with the traditional/modern encounter about methodology in the 1960s, and followed by the paradigm debate of the 1970s-1980s (Kurki & Wight, 2007, p.16). Finally, the fourth debate reflects the positivist/post-positivist distinction about the discipline itself and in this context, concentrates what to study and how to study (Kurki & Wight, 2007, p.23).

In the international relations literature, the one-sidedness of the discipline has been an important topic of discussion among scholars in terms of the development of IR theories and the emergence of debates. From a historical perspective, Hoffman (1977) suggests, it was the United States after the Second World War that the modern discipline of international relations emerged as a distinct social science separate from its mother, political science. A few decades later, America's post-war supremacy and its leading role in re-establishing world order prompted IR scholars to consider the impact of this dominant role on the discipline. With funds provided during the Cold War, international relations found wide acceptance in American academe and has grown into the most compelling and promising community (Wæver, 2007, p.313). Thus, the U.S. based research and knowledge production proliferated. This led to an indisputable American influence across the globe, consolidating the position of U.S. as the producer and exporter of IR. In this context, the asymmetry in the production of

knowledge and the communication flow in international relations caused the discipline to be criticized as being "dividing" and "not so international" (Hoffman 1977; Holsti 1985; Weaver 1998; Kristensen 2015). American dominance in IR is still a topic of interest to many scholars in the field today. Nevertheless, some researchers claim that this situation is changing and international studies are flourishing in other parts of the world (Aydınlı & Matthews, 2000, p.291).

2.2 IR in the Anglo-American World

The World Social Science Report prepared by UNESCO in 2010 confirms the existence of serious inequalities in terms of resources, institutions and systems worldwide. In a way, this asymmetry also applies to international relations and points to the existing stratified structure of the discipline. According to Holsti (1985), this imbalance in communication patterns in IR implies a one-way flow between an active, producing core and consuming, passive periphery, and emphasizes the dominance of the 'core' with its privileged position, which has resources, institutions and power. In other words, with its post-war advancement the First World undertakes theory production, leaves the others only the tasks of providing and consuming data, and the periphery remains loyal to its assigned role (Tickner, 2013, p.631).

In this study, the data of TRIP survey was used in order to make a general assessment on the educational features of the discipline.

TRIP Project (Teaching Research and International Policy), which has been carried out by William & Mary College, Institute for the Theory and Practice of International Relations since 2004, collect qualitative and quantitative data to identify and analyse the links between teaching, research and international policy in International Relations (Villa & Souza, 2017). Thus, by understanding the boundaries of the discipline, in terms of epistemology and ontology, its original character and its connection with other disciplines; it aims to provide information about the attitudes of international relations scholars towards education, research methods, discipline and current foreign policy developments (Aydın & Hisarlıoğlu & Yazgan, 2016). As a result of this, TRIP survey is seen as the most comprehensive and reliable research on IR discipline by academics (Maliniak et. al., 2018, p.451).

Regarding publishing, Wæver (1998) mentions that the transatlantic information voyage takes place unilaterally, and that the United States maintains its position in theory production. Although, there is a significant increase in the number of IR departments and institutions across the globe, the dominance of North America and the United Kingdom still continues (Acharya, 2014, p.647). The worldwide data announced by TRIP survey (2011) confirms this with UK and the U.S. at the top of the publishing list (*Cambridge University Press, Oxford University Press, Princeton University Press, and Cornell University Press*). The core academe of international relations has established information networks with the power to mobilize both resources and people across the world, and has included the periphery in the division of labor in this context (Wæver, 2007).

When IR journals are examined in terms of intellectual production, it is clear that there is a hierarchy because the important journals of the discipline are all centralized (Wæver, 2007, p.314). Indeed, TRIP survey (2011) data for worldwide most preferred journals is the proof of Anglo-American dominance (*International Organization, International Studies Quarterly, International Security and Foreign Affairs*). Considering the geographical patterns of the distribution of authors of the major journals, Tickner (2013) asserts that the rest of the world turns out to be invisible- except the Anglophone countries. Citations in these journals belong to theorists, simply put, journals are shaped by theory and theorists (Wæver, 2007, p.315). In that case, it can be said that the production of theory is a prerequisite for publication when it comes to international relations. However, as mentioned earlier, authors from the periphery are passive in this regard. Holsti (1985) claims that suitable conditions don't exist for quality research for academics in the periphery, and there are even difficulties. Some of the disadvantages for these scholars are low salaries, limited research time, a shortage of funds, and the efforts of private or government funding to steer research agendas (Guzzini 2007, Holsti 1985). In addition, the fact that scholars in the periphery refer to core theorists for acceptance in the discipline further consolidate Anglophone dominance in IR (Wæver, 2007, p. 632). It is an ironic situation regarding the discipline that universities in periphery with opportunities such as publication, funding and participation in conferences focus on studies for the

attention of core countries and deal with the global rather than the local (Tickner, 2013, p.641).

In terms of language, the largest share of peer-reviewed journals in the field of social sciences are those edited in English (80%) (UNESCO, 2010, p.143). Therefore, language is an important factor regarding the Anglo-American supremacy in IR. As before mentioned, the First and Second World Wars, later the end of the Cold War period in favour of the United States, made English language more spread across the globe (Ammon, 2010, p.154). Thus, both economically and politically, English has become the language of globalization. Consequently, this has created a privilege in the field of science for native English speakers compared to other countries (Ammon, 2010, p.155). Moreover, in current conditions language proficiency is very important in terms of research scope and methodology (Wæver, 2007, p.632).

When the patterns in the educational structure of the discipline are examined, it is seen that the course contents are parallel to these basic tendencies, that is, education is core-oriented and not open to alternative approaches (Robles, 1993, p.527).

2.2.1 Core Countries (United States and United Kingdom)

The United States is in a very strong position in IR discipline, with its institutions, students, dissertations, large-scale organizations such as conferences, and its overwhelming dominance in publishing (Wæver, 2007). Besides journals and books, TRIP (2011) data indicates that worldwide top five colleges/universities for an undergraduate IR education are considered as; Harvard, Princeton, Stanford, Columbia and Georgetown Universities, in other words, American institutions. For this reason, the United States is seen as an academic career haven for those outside the core. When TRIP survey 2011 data is analysed, it is seen that more than half of the professors in this research from 20 different countries are in the US, while the other half are in the UK and Canada. Historically, this result can be explained by the modernization adopted in the social sciences and the funds poured into university research, first in the United States and in the following years in Western Europe in the 20th century (Wæver, 1998, p.714).

As Tickner (2013) suggests, foundations, which are important actors as they encourage scientific research and support the establishment of international knowledge societies, have a significant impact on the discipline with the funds they provide. In other words, if we consider the discipline from an economic point of view; as Pijl (2017) states, the flow of transnational capital into the liberal and English-speaking western world makes 'Atlantic Ruling Class' dominance stronger.

On American-British supremacy another argument comes from Biersteker (2009) that only a fragment of reputable universities rather than the leading countries should be taken into account when making an assessment (as cited in Smith, 2000). Kristensen (2015) also points to the fact that six states of California, New York, Massachusetts, Illinois, Texas, New Jersey, and Washington, DC account for more than 50 percent of US-based articles. Indeed, it is undeniable that academics working at world-renowned universities tend to be more productive, when opportunities, incentives, and privileges are added to the equation (Kristensen, 2015). Productivity, of course, triggers more productivity. Therefore, the Anglo-American producers of the field become even more efficient and financially comfortable with more articles, books, and journals, creating a sphere of impact from the Social Sciences Citation Index (SSCI) listings to the global university rankings and even to career opportunities (Kristensen, 2015, p.254).

The biggest rival of the U.S. dominance in international relations is the United Kingdom (Wæver, 1998, p.711). Because, in terms of theory productivity in the discipline, it ranks first in the world as an alternative to the United States (Dunne, 2007, pp.132). This is in line with the language trump card of British International Relations and the historical development of the discipline in the UK in relation to its foreign policy compared to the rest of Europe (Kristensen, 2015, p.164). In IR, Britain differs from other European communities with its productive publishing and its disciplinary structure that includes different theories and approaches (Jorgensen & Knudsen, 2005, p.2). Smith (2000) claims that the comprehensive structure of international relations in the UK, that is, based on a more pluralistic approach both epistemologically and methodologically, puts it in an even better position compared to the United States.

Contrary to the U.S., international relations in the UK is not treated generally as an extension of political science, but as a distinct discipline linked to other fields (Wæver, 1998, p.710). The fact that academics working in the field of international relations in Britain have International Relations departments separate from political science can be seen as a proof of this situation (Guzzini, 2007, p.26). The broad definition of the discipline in THE rankings also confirms the different approaches in the field that vary from country to country.

The British international relations community embraces IR's profound ties to other disciplines such as economics, politics, history, and sociology (Smith, 2000, p.397). This, in turn, fosters a distinctive diversity in IR (Wæver, 1998, p.711). Although it does not represent the entire British international relations community, existence of *The English School* is important in terms of its '*international community approach*' (Jorgensen & Knudsen, 2005, p.3). In general, an "interpretive and reflectivist approach" is observed in the UK against the behavioural and positivist attitude of the U.S. (Jorgensen & Knudsen, 2005, p.29). The basis of British International Relations' difference from the US is the liberalist structure it has adopted in education, and its solid philosophical and historical connections with the discipline (Wæver, 1998, p.711). Well-established institutions of Britain such as Oxford and Cambridge Universities with their liberal education systems maintain the classical "gentleman's knowledge" by adapting it to the present day (Wæver, 1998, p.709).

2.2.2 Anglophone Periphery (Canada, Australia, Ireland)

Another country that draws attention with its development after the United Kingdom in international relations is Canada (Kristensen, 2015, p.258). It is a bilingual country from the periphery that publishes most of its literature in English in the global scene (Holsti, 1985, p.127). This feature is important for the interpretation of the general patterns of the discipline. Canadian international relations, with the Anglophone/francophone distinction, is one of the best examples to comprehend the influence of the language factor in the discipline. The mainstream IR in Canada is in English, and even though the use of the French language is encouraged for IR students,

this causes francophones to fade into the background compared to those who access English resources and continue their studies in English (Murphy & Wigginton, 2020, p. 12).

Scholars working on the Canadian IR question the 'Americanness' of the discipline. (Murphy & Heffernan, 2020, p.3). As Wæver (1998) suggests, in order to attain an understanding of the discipline, examining the journals is crucial. In this respect, Canadian academics are prone to focus on different journals compared to the United States (Maliniak et. al., 2007, p.6). Canadian IR readers mainly follow the European (most dominantly British) journals rather than the American ones (Murphy & Wigginton, 2020, p.18). According to TRIP Survey (2011), the fact that the most preferred journals in Canada are International Organization (Cambridge), International Studies Quarterly (Oxford) and International Security (MIT), confirms this British influence. Again, TRIP (2011) data indicates that the most influential publishers followed by Canadians are the ones from the UK (Maliniak et. al., 2012, p.57). This preference proves that Canadian International Relations differs from the United States in terms of both more pluralistic approaches and the direction of methodology and epistemology (Maliniak et al., 2007).

For Canadians, success in their academic career is only possible by publishing in American and British journals (Murphy & Wigginton, 2020, p.21). This highlights the dependence of non-core academics on their colleagues at key organizations (Wæver, 2007). In summary, Canada suffers from the common problems of the periphery in IR - to make its voice heard globally, and wants to solve the language problem to build a true 'Canadian IR' (Murphy & Wigginton, 2020, p.22).

In another non-core Anglophone country, Australia, although the emergence of international relations is thought of as the Cold War period in terms of its mobility in the discipline, IR was actually emerged from the country's security and geopolitical-based concerns during WWI and WWII (Devetak & Higgott, 2009, p.268). But it was the 1960s when IR was begun to be studied in Australian universities (Boyce, 2009,

pp.390). Later in the same period, Australia contributed to IR literature with the work of Australian scholar Hedley Bull (Devetak, 2009, p.336).

Holsti (1985) points out the gradually decreasing American-British influence in the discipline for Australia, and mentions that Australianness has not yet emerged in publishing. If we consider the current data on this subject, according to TRIP survey's 2011 study, publications that Australians follow point to the dominant influence of the United Kingdom (Maliniak et. al., 2012, p.57). When another criterion of the discipline, journals are examined, a similar result is obtained (Maliniak et. al., 2012, p.53). In a way, this can be thought of as an indication that the Australian IR is still not at the level of Australianness that Holsti (1985) mentions. However, in general, the growing diversity of the discipline in Australia and the increasing interest of students in Australian IR today is noteworthy (Devetak & Higgott, 2009, p. 280).

Another country from the Anglophone periphery is Ireland. Irish IR is young and international relations community there is varied with the considerable amount of scholars coming from abroad (Rickard & Doyle, 2012). As a result, the perspective of international relations in Ireland gains multidimensionality and thus enables Irish IR to be more internationalized (Rickard & Doyle, 2012, p.359). To confirm this, when TRIP survey (2011) is examined, it is seen that the regions covered in detail in the Intro to IR course in undergraduate level are Western Europe (47%) and Eastern Europe (33%) with their biggest share (Maliniak et. al., 2012, p.8). Again, according to the TRIP (2011) data, reading lists for the undergraduate Intro to IR course are dominated by American authors (Maliniak et. al., 2012, p.11). When we look at another source that reflects the discipline, journals, the result for Ireland indicates the UK's influence (Maliniak et. al., 2012, p.53). These key indicators confirm an Anglo-American influence in Irish IR.

In sum, the most obvious obstacle to breaking the hierarchy in the discipline is stated as the institutional structure of international relations and the difficulty of producing independent theories (Guzzini, 2007, p.7). Since the theories reflect the

realities of international relations (Wæver, 1998), they should be pluralistic, multidimensional and solution-oriented towards global problems, not one-sided and blind towards the world. Only with this diversification can a symmetrical structure be achieved in the discipline of international relations.

3. IR CURRICULA AS A TOOL FOR GLOBAL GOVERNANCE/US DOMINANCE

3.1 Methodology

Today, international relations have become a part of education in many countries. Undoubtedly, it is the common goal of all universities in these countries to train students who are well-equipped and able to analyse the world better. However, it should not be forgotten that every university shapes its educational and intellectual structure within a national framework, and therefore the academy of the future is basically based on the national values of each country. In this respect, educational content in higher education institutions gives clues about the future of the discipline.

Since education is the most important sort of investment for the future, universities all strive to be the best. Global university rankings are considered the main guide in this race.

3.1.1 Global University Rankings

Global university rankings have been part of the higher education environment for nearly fifteen years (Baty, 2014, p.1). Although these rankings have received some criticisms, their importance is undeniably increasing day by day and these rankings that fuel competition among institutions based on the basic information and easy analysis they provide, also affects the policies followed by the universities (Rauhvargers, 2011, p.20). Each of these rankings (e.g. Times Higher Education World University Rankings, Scimagojr Journal & Country Rank) are based on similar parameters and they all aim to provide important data on education and training.

All ranking data used in this study are taken from the relevant information shared by the Times Higher Education website.

Times Higher Education World University Rankings (THE) use more indicators than other ranking systems and also uses a set of five indicators to more accurately express the quality of teaching at universities (Baty, 2014, p.3). These five main areas on which the data are based are as follows:

- Teaching (learning environment);
- Research (volume, income and reputation);
- Citations (research effect);
- International view (staff, students and research); and
- Industry Income (knowledge transfer) (Times Higher Education, 2021a).

The discipline's top institutions/countries were determined by the Times Higher Education (2020) rankings. Universities selected from Turkey were also evaluated on the basis of this ranking.

Since there is no specific classification as 'international relations' on the site, data regarding "*the policy and international studies (including development studies)*" was used to analyse the rankings (Times Higher Education, 2021b).

As mentioned before, the language factor is of great importance in the discipline. For this reason, the first group of countries selected to examine in this study consists of Anglophone countries (including both core and periphery). This group's selection depends on each country's position in THE world university rankings. Therefore, universities from United States, United Kingdom, Canada, Australia and Ireland are chosen to form the first group. Top-performing higher education institutions from each of these countries according to THE global university ranking (2020) were defined. These institutions are California Institute of Technology (U.S.), University of Oxford (UK), University of Toronto (Canada), University of Melbourne (Australia) and Trinity College Dublin (Ireland). In these institutions, IR undergraduate programs were examined, but in the absence of international relations program, the closest option such as political science, politics and international studies were taken.

A series of research was conducted for each of the universities; websites were examined. In addition, e-mails were sent and phone calls were made to contact the

department officials and registration offices in order to reach some extra information required by the study. Thus, the curricula of the undergraduate programs opened in the relevant departments of each university were examined, and the compulsory and elective courses were evaluated in terms of content and numeracy in order to resolve the structure of IR education. All data was reflected in the tables and the universities in this Anglophone selection were interpreted comparatively. Thus, the character of the educational structure in the Anglophone tradition has been tried to be analyzed.

A second group was formed to compare the findings to be obtained by examining Anglo-American universities with Turkey, which is one of the non-Anglophone periphery countries. Accordingly, it is aimed to attain information about the interaction in the discipline. The data obtained from the *Undergraduate Preference Wizard*¹ of the *Council of Higher Education (YOK)* was used in the selection of Turkish universities. Among all the institutions top four universities offering international relations programs in English were chosen (2 private and 2 state universities). Since the Anglophone group was ranked according to THE (2020) rankings, same data was used for the rankings for this group as well. Selected institutions from Turkey are Bilkent University, Koç University, Boğaziçi University (BOUN) and Middle East Technical University (METU). As done for the Anglo-American selection, websites were examined for this group, and in some cases information was obtained via e-mail and telephone. Thus, necessary content of the undergraduate programs offered in the field of IR were collected. For this group, the courses were handled in terms of content and course load, too.

All data related to the curriculum of each university is categorized according to certain key areas as *Politics, Economics, History, Philosophy, Sociology, Regional Studies, Current Issues, Law, Language, Method/Practice, Humanities and Social Sciences* and *Natural Sciences*. The excluded or undefined courses are classified under the ‘*Other*’ heading. Thus, the content and numerical values are processed into tables. Tables containing the course structure (compulsory/elective) were prepared for both groups. Finally, the outputs of this study on both groups were evaluated comparatively.

¹ For the ranking of the Council of Higher Education's international relations undergraduate education, which is used in the selection of Turkish universities, pls. see Appendix-1.

3.2 IR Curricula in the Anglophone Countries

The effect of increasing interdependence in the globalizing world is seen in education as well as in many fields, standardized course contents are proof of this (Beltramo & Duncheon, 2013, p.98). The primary position of the West (North America and Western Europe) in terms of the production and distribution of scientific knowledge in the social sciences has turned it into a 'core' that is followed and taken as an example by others (Tickner, 2013). When it comes to the discipline of international relations, the dominance of Anglophone geography, especially the United States is obvious with the resources, power and opportunities it has (Maliniak et al., 2018, p. 477). Therefore, the educational pillar of global governance can be interpreted by examining the curricula in English-speaking countries.

Table 3.2 indicates the sample institutions of the countries chosen for this study and their positions in the rankings according to Times Higher Education 2020 data.

Table 3.2: Policy and International Studies (including Development Studies) 2020 THE Data for Selected Anglo-American Institutions

Year	Rank	University	Country
2020	1	University of Oxford	United Kingdom
2020	2	California Institute of Technology	United States
2020	18	University of Toronto	Canada
2020	32	University of Melbourne	Australia
2020	164	Trinity College Dublin	Ireland

Source: https://www.timeshighereducation.com/world-university-rankings/2020/world-ranking#!/page/0/length/25/subjects/3090/sort_by/rank/sort_order/asc/cols/scores , Access date: 29 January 2021.

3.2.1 California Institute of Technology (Caltech)

Founded by a philanthropist businessman Amos Throop in Pasadena, California in September 1891, Throop University was renamed as California Institute of Technology (Caltech) in 1920 (Caltech, 2021a).

From the mid-nineteenth century onwards, major changes in nation-states had an impact on institutions, and universities began to make reforms in order to be more modern and research-oriented (Weaver, 1998, p.704). The establishment of California Institute of Technology coincided with the birth of this modern scientific approach. Caltech's current mission is also to ensure the continuity of its founding purpose: to benefit society by providing students with an interdisciplinary, research-oriented education in science and technology (Caltech, 2021b).

Founded in 1926, Caltech's Department of the Humanities and Social Sciences (HSS) has Political Science (PS) major program (Caltech, 2021c.).

In California Institute of Technology all undergraduate students, regardless of which discipline they study, are subject to a 'core curriculum' that includes certain compulsory courses in freshman year (Caltech, 2022a).

To graduate from the PS major program, students must take a total of 486 units and fulfil their compulsory course responsibilities (Caltech, 2021d).

Table 3.2.1: Caltech PS Major Program General Information

Department/ Faculty	Program	Duration	Course Structure	Teaching & Learning	Content Diversity
Humanities and Social Sciences (HSS)	Political Science	4 years	First year core curriculum for a foundation in science and technology (Options & Minors)	Labs, classes	Rich course content

Source: <https://www.hss.caltech.edu/undergraduate-studies/political-science>, Access date: 17 March 2021.

3.2.2 University of Oxford

Ranked first in the field according to Times Higher Education (2020) data, University of Oxford states its mission as; education and research-based progress, and defines its vision as; to benefit society in the most comprehensive way globally, to pave the way for innovation and to encourage cooperation (University of Oxford, 2021a). If we examine the university's website, we can see that this oldest university in the English-speaking world started working in the field of government research in the pre-World War I period, and in the following years established the chairs of Social and Political Theory and then International Relations (University of Oxford, 2021b).

The flexible undergraduate program PPE, which is based on three main branches (Philosophy, Politics and Economics), aims to provide the study of major modern works of economic, social, political and philosophical thought (University of Oxford, 2021c.).

University of Oxford does not have a central campus, instead at over thirty colleges and halls students attend courses of their own departments (University of Oxford, 2021d). According to this college system of the university, every academic year consists of three terms: *Michaelmas term* (from October to December), *Hilary term* (from January to March), and *Trinity term* (from April to June) (University of Oxford, 2021e).

In terms of teaching, it is seen that the university has a diversity with the courses offered to its students by the faculty, the classes opened by both the faculty and the college, and the tutorials given by the university (University of Oxford, 2021f). The most striking point in this diversity is the tutorials.

Tutorials are the distinguishing feature of the University of Oxford compared to many other institutions in higher education (University of Oxford, 2021f). Some universities that take Oxford as an example, also include tutorials in their programs.

At the University of Oxford, as in Caltech, we see that students are offered courses in the first year that will form the basis for their following years.

After the first year, it is up to the student to decide whether to choose two or three of these fields to become 'bipartite' or 'tripartite' (University of Oxford, 2021f).

If students find it difficult, they can also choose courses that fit their interests with the guidance of their tutors from program's main areas (University of Oxford, 2021f). It is one of the advantages of the PPE program that students have the opportunity to choose and shape their education according to their own interests.

Assessment structure of the PPE program is based on two exams, Prelims (three lessons) and Finals (eight lessons) (University of Oxford, 2021f). Since the courses are not modular, there is no credit criterion. Nevertheless, the total credits for graduation in undergraduate programs are stated as 180 ECTS (University of Oxford, 2021g). The success of the students is evaluated by the papers they prepare as well as their result of the prelims and finals.

Table 3.2.2: University of Oxford PPES Program General Information

Department/ Faculty	Program	Duration	Course Structure	Teaching & Learning	Content Diversity
	PPE (Philosophy, Politics, Economics)	3 years	Flexible Program First year core curriculum for a foundation in all three branches	Lectures, classes, tutorials	Focusing on (Philosophy, Politics, Economics)

Source: <https://www.ppe.ox.ac.uk/files/ppehandbookfhs2019-21v1pdf>, Access date: 15 January 2021.

3.2.3 University of Toronto

Founded in 1827 as King's College, University of Toronto (U of T) is Canada's premier higher education institution (University of Toronto, 2021a). Its position in Times Higher Education (2020) world university rankings (#18) is the proof of this success of the university.

The institution states that it is an international research university and emphasizes it aims to promote an equality-based academic community (University of Toronto, 2021b).

In terms of educational structure, U of T teaches its students on three campuses consisting of faculties, colleges, centres, and institutes (University of Toronto, 2021c).

The Faculty of Arts & Sciences at the University of Toronto has a Political Science Department and also offers an International Relations undergraduate program at the Trinity College (University of Toronto, 2021d).

International relations is a four-year specialization program that focuses on examining enduring questions about the international system throughout the history of the discipline (University of Toronto, 2021e).

Students collect FCE² from courses offered by the program, so they can pursue specialization, major, or minor degrees according to their own preferences. Students can also take different courses for *Breadth* in their field of interest.

The graduation requirement for the specialist program is 10.0-14.0 FCEs (16 FCEs for some interdisciplinary specialties) from one or more disciplines and a minimum of 4.0 FCE from 300+ level and 1.0 FCE from 400 level courses (University of Toronto, 2021f).

Table 3.2.3: University of Toronto IR Specialist Program General Information

Department/ Faculty	Program	Duration	Course Structure	Teaching & Learning	Content Diversity
Political Science Dept.	International Relations (Offered by the Trinity College)	4 years	Gradual Specialisation (Specialist, Major, Minor)	Lectures and tutorials	(Focusing on Politics, Economics and History)

Source: <https://artsci.calendar.utoronto.ca/program/asspe1469>, Access date: 22 January 2021.

² FCE: Full Course Equivalent.

3.2.4 University of Melbourne

University of Melbourne, Australia's top university in THE (2020) global world university rankings (#32), was founded in 1853 (University of Melbourne, 2021a). The university states that the goal of the institution is to benefit the society with the education and research it provides (University of Melbourne, 2021b).

The Faculty of Arts at the University of Melbourne offers an undergraduate program of Politics and International Studies at the School of Social and Political Science (University of Melbourne, 2021c). The Bachelor of Arts at the University of Melbourne is a three-year degree based on completion of a total of 24 subjects (300 credit points) (University of Melbourne, 2021d).

Students create their own syllabus with the courses they choose in the program.

Table 3.2.4: University of Melbourne Politics and International Relations Major Program General Information

Department/ Faculty	Program	Duration	Course Structure	Teaching & Learning	Content Diversity
The Faculty of Arts- School of Social and Political Science	Politics and International Studies	3 years	Gradual Specialisation (Major, Minor)		Focus on Politics.

Source: <https://study.unimelb.edu.au/find/courses/major/politics-and-international-studies/>,
Access date: 17 January 2021.

3.2.5 Trinity College Dublin

Founded by royal charter in 1592, Trinity College Dublin is the top institution of higher education in present-day Ireland (164th in THE 2020 global university rankings) (Trinity College Dublin, 2021a). Its establishment coincided with a period when universities in Western Europe began to be considered important in terms of the prestige of the state (Trinity College Dublin, 2021a). In this period, when the British state was increasing its influence on the kingdom, Ireland established the university,

which was influenced by continental pioneering institutions such as the University of Oxford, in order to comply with the learning trend in Europe and to strengthen the Protestant movement (Trinity College Dublin, 2021a).

Trinity College Dublin has defined itself as a research-oriented scholarship community that inspires generations, teaches with a global approach (Trinity College Dublin, 2021b). The mission of the university is stated as to benefit both Ireland and the world with an interdisciplinary approach of teaching and research (Trinity College Dublin, 2021c).

Trinity College Dublin has a Department of Political Science at the School of Social Sciences and Philosophy (Trinity College Dublin, 2021d). This department was established in 1855 and has adopted a strong tradition of teaching and research in its field, focused on providing high-quality teaching since its establishment (Trinity College Dublin, 2021e). Department of Political Science has a flexible PPES (Philosophy, Political Science, Economics and Sociology) program (Trinity College Dublin, 2021f). This is the only program in Ireland that offers students a cross-disciplinary content in Political Science (Trinity College Dublin, 2021g). The reason why Trinity College Dublin is the best university in the country may be due to its holistic approach to the education of the discipline.

In the four-year PPES program, students can obtain a joint honours degree or continue with one of the undergraduate programs in *Political Science and Law*, *Political Science and History*, *Political Science and Geography*, *Political Science and Social Policy* and graduate with a single honours degree (Trinity College Dublin, 2021h). Basically, course selection is made according to the degree students prefer. To graduate from PPES joint honours program, students must complete 240 ECTS.

Table 3.2.5: Trinity College Dublin PPES Program General Information

Department/ Faculty	Program	Duration	Course Structure	Teaching & Learning	Content Diversity
School of Social Sciences and Philosophy - Political Science Department	PPES (Philosophy, Political Science, Economics, Sociology)	4 years	Flexible Program- Gradual Specialisation First year core curriculum for a foundation in all four branches	Lectures, tutorials, seminars	Focus on Politics. Trinity Electives (Non- departmental)

Source: <https://www.tcd.ie/ssp/undergraduate/ppes/>, Access date: 17 January 2021.

The distribution of the curricula of all selected Anglo-American universities according to the main fields determined for this study, with their optional and compulsory distinction, is presented in the Table 3.2.6.

Table 3.2.6: Anglo-American Universities Course Categorization

Genre	University of Oxford	Caltech	University of Toronto	University of Melbourne	Trinity College Dublin
Required					
Politics	5	4	2		8
Economics	3	1	1		
History					
Philosophy	5				2
Sociology					2
Regional Studies					
Current Issues					
Law					
Language					
Method/Practice		2		2	
Humanities and Social Sciences		3			
Natural Sciences		6			
Other		1			
Total:	13	17	3	2	12
Elective					
Politics	22	14	44	27	28
Economics	11	4	40	1	

History		2	31		
Philosophy	29	1		1	1
Sociology					
Regional Studies	6		17	2	5
Current Issues	1		9		9
Law		2	1		1
Language		2	1	1	16
Method/Practice		2	5	3	3
Humanities and Social Sciences		5	1	1	
Natural Sciences		1	4		5
Other		5			9
Total:	69	38	153	36	77
Comments	Flexible elective options. Politics is balanced with economics and philosophy.	Flexible ³ elective options. Natural sciences and methodology weighs more than others.	Very flexible elective options. Relative balance between disciplines.	Very flexible elective options. Emphasis on politics.	Very flexible elective options. Emphasis on politics.

Graduation requirements and course structures for all programs in Anglo-American universities are listed in the Table 3.2.7.

Table 3.2.7: Anglo-American Universities Course Structures & Requirements

University, Program & Degree	Compulsory Courses	Offered Compulsory Courses	Required Elective Courses	Offered Electives	Graduation Requirement	Notes
California Institute of Technology Political Science (Major)	17 courses (276 units)	17 courses (276 units)	210 units	343 units	486 units	3 elective courses (72 units) 1 PS elective course (18 units) Humanities elective courses (36 units) Social Sciences elective courses (36 units) Humanities & Social Sciences elective courses (36 units) must be included.
University of Oxford PPE (BA)	13 courses	19 courses	Not Specified.	66 courses	360 credits (180 ECTS)	Options are offered for Core Courses in the 2nd and 3rd years: Philosophy 4courses (1 to select), in the 2nd and 3rd years

³ Flexible elective options are an indication that students can take courses from different fields/departments/faculties in the program.

						Politics 5 courses (2 to select).
University of Toronto IR (Specialist)	3 courses (3 FCE)	3 courses (3 FCE)	11 FCE	153 courses (239.5 FCE)	10-14 FCE	
University of Melbourne Politics & International Studies (Major)	2 courses (25 credits)	2 courses (25 credits)	275 credits	36 courses (487,5 credits)	300 credits (24 subjects)	
Trinity College Dublin PPES (Joint Honours)	12 courses (60 ECTS)	12 courses (60 ECTS)	180 ECTS	77 courses (415 ECTS)	240ECTS	

University of Oxford's PPE program has a curriculum focused on politics, philosophy and economics. The syllabus basically consists of courses offered in three areas. Students choose from the elective courses offered in these fields according to their interests and the degree they prefer (bipartite/tripartite).

When Table 3.2.6 is examined, it can be seen that the University of Oxford differs from other institutions with the courses it offers in the field of philosophy. The presence of different regional studies options among the elective courses is also one of the distinguishable features.

With the core curriculum California Institute of Technology offered to its students in the first year, creates an infrastructure in both natural sciences and HSS. Caltech's PS major program, with a focus on politics, offers a U.S.-focused curriculum. There is a wide variety of courses that students can take as electives, both from the field of politics and other departments/faculties.

University of Toronto limits the compulsory courses in the curriculum, thus allows students to shape the curriculum with their own preferences. Courses are mainly focused on politics, economics and history. There is also a diversity in the field of regional studies. Overall, Table 3.2.6 and table 3.2.7 indicates that U of T allows students flexibility in their course selection and offers a rich content.

University of Melbourne offers students the opportunity to create their own curriculum. In this context, as can be seen in Table 3.2.6, compulsory courses are few and elective courses are in the majority. Students can take both departmental and non-departmental courses in their own areas of interest.

Trinity College Dublin, founded on the example of the University of Oxford, has a syllabus of compulsory courses in politics, philosophy and sociology. Similar to Oxford's PPE program, the PPES of Trinity allows students to choose from elective courses in the fields of politics, philosophy, economics and sociology in line with their desired degree and interests. Trinity electives (non-departmental) offers a rich selection of scientific courses, contemporary subjects, different languages and cultures.

When Table 3.2.6 and Table 3.2.7 of Anglo-American universities are examined, although the similarities in terms of course content, program structures and requirements, there are quite important variations in program structures. Caltech differs from others in terms of the weight of courses on natural sciences and methodology. Oxford's PPE program has a quite different structure from other universities.

3.3 IR Curricula in Turkey

In the discipline of international relations, the periphery adopts the theories and approaches developed by the United States and Western Europe (especially the United Kingdom) (Tickner, 2013, p.636). As a result, many countries in the periphery assume the role of passive recipients of the theories produced in the IR core countries (Guzzini, 2007). In connection with this hierarchy in the discipline, the language factor cannot be ignored in terms of both the scope of research and methodological importance (Weaver, 2007). Therefore, Turkish universities selected as a second group in this study in terms of Anglophone and non-Anglophone distinction are necessary to understand the core-periphery relationship in the discipline.

In order to compare the programs in Anglo-American universities in the field of international relations, the higher education institutions selected from Turkey according to THE (2020) ranking are presented in the Table 3.3.

Table 3.3: Policy and International Studies (including Development Studies) 2020 THE Data for Selected Turkish Institutions

Rank	University	Region	Genre	Faculty / Dept.	Program
501-600	Bilkent University	Ankara	Private	Faculty of Economics, Administrative, and Social Sciences /Department of International Relations	International Relations (Major & Minor)
501-600	Koç University	İstanbul	Private	College of Administrative Sciences and Economics	International Relations
601-800	Boğaziçi University (BON)	İstanbul	State	Department of Political Science and International Relations	Political Science and IR
601-800	Middle East Technical University (METU)	Ankara	State	Faculty of Economics and Administrative Sciences / International Relations Dept.	International Relations

Source: [https://www.timeshighereducation.com/world-university-rankings/2020/world-ranking#!/page/0/length/25/locations/TUR/subjects/3090/sort by/rank/sort_order/asc/cols/stats](https://www.timeshighereducation.com/world-university-rankings/2020/world-ranking#!/page/0/length/25/locations/TUR/subjects/3090/sort%20by/rank/sort_order/asc/cols/stats) , Access date: 22 April 2022.

3.3.1 Bilkent University

Bilkent University, which was founded in 1984 in the capital Ankara by academician İhsan Dođramacı, opened its doors to its first students in 1986 with the aim of creating a center for higher education and research (Bilkent University, 2022a).The university states its mission as to create a learning environment that encourages and fosters intellectual growth (Bilkent University, 2022b). Faculty of Economics, Administrative, and Social Sciences has Department of International Relations and IR Major in English is offered to the students. While students gain the basic knowledge of the discipline with core courses, they can also select courses among diverse options including the ones offered by different departments such as Political Science, Economics, Psychology, Management, according to their interests

(Bilkent University, 2022c). Since the program is in English, a preparatory education (a year-long) is offered to the students before the undergraduate curriculum. This four-year program at Bilkent University requires 240 ECTS and a grade point average (at least 2.00 out of 4.00) for graduation (Bilkent University, 2022d).

Table 3.3.1: Bilkent University IR Major Program General Information

Department/ Faculty	Program	Duration	Course Structure	Teaching & Learning	Content Diversity
Faculty of Economics, Administrative, and Social Sciences - Department of International Relations	International Relations Major	4 years + 1 year English Prep. for language proficiency	Major & Minor available	Classes	Rich Content with a wide variety of elective courses

Source: <https://catalog.bilkent.edu.tr/dep/d33.html>, Access date: 22 April 2022.

3.3.2 Koç University

Koç University started education in 1993 with the aim of raising "qualified specialists-qualified people" (Koç University, 2022a). The university has an international relations undergraduate program at the College of Administrative Sciences and Economics. The vision of the IR department is stated as to transform the students into graduates who are equipped with required skills, talent and knowledge both in terms of local and global context, thus enable them to have a wide variety of career opportunities (Koç University, 2022b).

Before starting the program, students take English preparatory education (one year long) for language proficiency. For graduation, students have to collect 240 credits from the courses and compensate the grade point average requirement (2.00/4.00) (Koç University, 2022c).

Table 3.3.2: Koç University IR (BA) Program General Information

Department/ Faculty	Program	Duration	Course Structure	Teaching & Learning	Content Diversity
College of Administrative Sciences and Economics - International Relations Department	International Relations	4 years +1 year English Prep. for language proficiency		Classes	Common core & Area options

Source: <https://case.ku.edu.tr/en/academics/international-relations/vision/>, Access date: 23 April 2022.

3.3.3 Boğaziçi University (BOUN)

Founded in 1863 by Cyrus Hamlin and Christopher Rheinlander Robert in Istanbul, the oldest American College existing outside the borders of the United States, Robert College transferred a part of its campus to the Turkish government in 1971 and Boğaziçi University was established (Boğaziçi University, 2022a). University's vision is to be a pioneer institution in terms of education and research on the basis of innovation and creativity, thus contributing to the future, and its mission is to serve the society by providing productivity in the field of science, technology and art (Boğaziçi University, 2022b). Boğaziçi University's Department of Political Science and International Relations offers students an undergraduate program. The mission of the department is to carry out research that will shed light on current developments by providing diversity and balance in education (Boğaziçi University, 2022c). The academic staff of the department consists of members who have graduated from selected institutions in the United States and Europe and are internationally active in the discipline.

Political science and international relations program at Boğaziçi University is in English. Therefore, a preparatory education (a year-long) is offered to the students. The graduation requirement for this program is a minimum of 138 credits and a grade point average of 2.00/4.00 (Boğaziçi University, 2022d).

Table 3.3.3: Boğaziçi University Political Science and International Relations

(BA) General Information

Department/ Faculty	Program	Duration	Course Structure	Teaching & Learning	Content Diversity
Department of Political Science and International Relations	Political Science and International Relations	4 years +1 year English Prep. for language proficiency	Double Major & Minor Options	Classes	

Source: <https://pols.boun.edu.tr/undergraduate-courses>, Access date: 24 April 2022.

3.3.4 Middle East Technical University (METU)

Middle East Technical University was founded in 1956 in the capital Ankara with the goal to benefit Turkey and the Middle East region by educating knowledgeable and talented students in both natural and social sciences (Middle East Technical University, 2022a). The mission of the university is to contribute to the society with its education and research on the basis of creativity and innovation, and its vision is to be an effective national, regional and global institution (Middle East Technical University, 2022b).

International Relations Department, which was established in 1984 under the Faculty of Economics and Administrative Sciences at METU, focuses to provide students with a comprehensive education in both historical and contemporary terms (Middle East Technical University, 2022c).

Since the language of the program is English, METU offers students a one-year preparatory English education. For graduation, students must collect at least 240 ECTS from courses and meet the 2.00/4.00 GPA requirement (Middle East Technical University, 2022d).

Table 3.3.4: METU IR (BS) Program General Information

Department/ Faculty	Program	Duration	Course Structure	Teaching & Learning	Content Diversity
Faculty of Economics and Administrative Sciences - International Relations Department	International Relations	4 years +1 year English Prep. for language proficiency		Labs & Classes	

Source: <http://ir.metu.edu.tr/en/undergraduate>, Access date: 25 April 2022.

The distribution of curricula of all selected Turkish universities according to the main fields determined for this study, with their optional and compulsory distinction, is presented in Table 3.3.5.

Table 3.3.5: Turkish Universities Course Categorization

Genre	Bilkent University	Koç University	Boğaziçi University	METU
Required				
Politics	9	10	8	10
Economics	3	2	3	2
History	4	1	3	6
Philosophy		1		
Sociology	1		1	
Regional Studies				
Current Issues				
Law	2		2	3
Language	4	1	2	5
Method/Practice	4	6	2	
Humanities and Social Sciences	2	2	2	
Natural Sciences	2	4	4	1
Other	3	2	0	0
Total:	34	29	27	27
Elective				
Politics	90	56	121	119
Economics				
History				
Philosophy		11		
Sociology				
Regional Studies		4		

Current Issues				
Law				
Language				
Method/Practice	6			
Humanities and Social Sciences		36	11	
Natural Sciences		12		
Other	1316	32	9	9
Total:	1412	151	141	128
Comments	Flexible elective options	General elective options are not included in the list.	Non-departmental & Free elective options are not included in the list.	Non-departmental electives are not included in the list.

Graduation requirements and course structures for all programs in Turkish universities are listed in Table 3.3.6.

Table 3.3.6: Turkish Universities Course Structures & Requirements

University, Program & Degree	Compulsory Courses	Offered Compulsory Courses	Required Elective Courses	Offered Electives	Graduation Requirement	Notes
Bilkent University IR (Major)	34 courses	34 courses	14 courses	1408 courses	120 credit units (240 ECTS)	Computing Methods Elective 6 options (1 to select) General Education Elective 645 options (2 to select) IR Restricted Elective 85 options (6 to select) Unrestricted Elective 667 options (5 to select)
Koç University International Relations (BA)	29 courses Common Core and Required Area	101 options (81 Common Core and 20 Required Area)	14 courses from General Electives and Area Options	158 credits	240 credits	Common Core: ETHC 11 options (1 to select) SCIE 12 options (1 to select) HUMS 20 options (1 to select) SOSC 18 options (1 to select) AISU 22 options (1 to select) Required Area: Foreign 4 options (1 to select) Identity 6 options (1 to select) Regions 4 options (1select) Domestic 6 options (1 to select)

Boğaziçi University Political Science and International Relations (BA)	27 courses	38 courses	19 courses	140 courses	138 credits	2 HSS Elective courses (comp.) 5 Complementary Elective, 10 Departmental Elective, 4 Unrestricted Elective courses must be completed.
METU International Relations (BS)	27 courses	33 courses	20 courses	Area electives 119 courses	240 ECTS	Electives: 11 Departmental Electives 2 Free Elective 7 Departmental or Non-departmental Electives must be completed.

When table 3.3.6 and table 3.3.7, which reflect the programs offered by universities in Turkey, are examined, it can be seen that Bilkent University stands out with its rich course content and elective course options offered to its students. Universities in this group are generally similar in terms of content and structure. According to Tables 3.3.6 and 3.3.7, the most noticeable feature is the higher number of compulsory courses in Turkish universities compared to the Anglophone group. It is seen that the programs are focused on politics in terms of content, and the syllabi generally include similar courses with Anglophone countries. However, the differences among Anglophone countries are larger than the differences among Turkish universities, to put it differently, the curricula in Anglophone countries show a larger variety that may reflect the competition between different universities. That variety may also reflect differences in national interests of the countries.

3.4 Results

In this study, California Institute of Technology's Political Science program differed from other universities with its course content. The core curriculum, which the university made compulsory for students in the freshman year, regardless of their fields, was an indication of the aim of creating a scientific infrastructure. This program, which provides flexibility to students, attracted attention with its rich elective course content that will be defined by their choice. The compulsory courses of the PS major program were not intense. Course options in political science were also focused on the United States and in a way, this was a reminder of *American exceptionalism*. Caltech's

program structure had traces of the positivist approach. Compared to other Anglophone universities, the curriculum did not include courses such as philosophy and sociology. This epistemological difference was evident.

University of Oxford, on the other hand, had a more limited content in the triangle of philosophy, politics and economics with its PPE undergraduate program compared to Caltech's PS major. PPE pointed to a more historical and philosophical structure with the course options it offered in these three areas. However, it was remarkable that the courses extended from the global to the regional.

Anglophone periphery universities (University of Toronto, University of Melbourne, and Trinity College Dublin) were generally similar. The variety of electives coincided with their approach to IR. Although the Anglophone periphery was subject to U.S. domination, it was close to the United Kingdom in terms of methodology and epistemology. The content presented in terms of history, philosophy and regional studies was similar. In the field, education in Anglo-American universities stood out with their multidisciplinary structure.

When the second group, selected universities from Turkey, were examined, it is observed that they offered very similar programs in terms of the curricula. Bilkent University was the prominent institution in the group with its rich course content. It is a remarkable difference that the compulsory courses in the curriculum of universities in Turkey are numerically higher than the Anglophone group. This structure can be considered as a factor limiting students in terms of elective courses. Course content indicated that Turkish universities mainly focused on the field of politics. However, although we could not see the diversity and multidisciplinary approach of Anglo-American universities, Boğaziçi University, Bilkent University, Koç University and METU also evoked the Anglo-American structure. This indicated that Turkey followed the Anglophone tradition (especially, the core countries, U.S. and the UK) of international relations in connection with the impact of globalization on education.

4. CONCLUSION

One of the multifaceted effects of globalization is the diversity in global governance. This shift in authority in the international system is also reflected in the educational structures.

Curriculum is an important resource for understanding and interpreting the change in education.

International relations, which has become a part of the education of many universities today, with the course content offered in these universities, sheds light on both the values and pursuits of countries and the future of the discipline.

In this study, the connection of international relations education with global governance, or in other words, the American hegemony in the discipline is questioned. The aim of the study is to seek an answer to the question of whether IR education can be considered as a tool that serves global governance/American dominance. In this context, the course contents of the universities providing education in the field of IR were taken as a source. While selecting countries and higher education institutions, global university rankings were used, and the top universities of the most successful five countries were selected based on Times Higher Education's 2020 data. This selection includes the United States (Caltech), the United Kingdom (University of Oxford), Canada (University of Toronto), Australia (University of Melbourne) and Ireland (Trinity College Dublin). In order to compare the findings of the first group consisting of Anglophone countries, from the Non-Anglophone periphery Turkey was chosen, and the four most successful (private and state) institutions providing IR education in English were determined by examining the Turkish Council of Higher Education data while choosing Turkish universities (Bilkent University , Koç University, Boğaziçi University, METU). Program structures and course contents of all universities were analysed and tabulated. Thus, the distribution of compulsory and elective courses for each program and the areas that dominate the course content were examined.

According to the findings of this study, Caltech in the Anglophone group differs from other universities with some features. The core curriculum, which is compulsory for all Caltech students in the first year, aims to create a versatile scientific

foundation. The courses offered in the following years are on the axis of politics and especially focused on the U.S. itself. The fact that the number of compulsory courses is not high provides students with the opportunity to choose both departmental and non-departmental courses.

Compared to Caltech, University of Oxford offers students a more defined program. In Oxford's PPE, students can take elective courses in three main areas (philosophy, politics, economics). The numerical superiority of philosophy courses in the Oxford curriculum draws attention. In addition, options in the field of regional studies point to a global approach.

There are general similarities in other universities of the Anglophone group. In the curricula, compulsory courses are few and elective courses are dominant. Each university has a rich content. For this reason, students take courses according to their interests and the degree they prefer. In terms of course content, University of Toronto focuses on politics, economics and history, University of Melbourne offers a politics-centred program, and Trinity College Dublin has more courses in the fields of politics, philosophy and sociology.

To summarize, Anglophone countries have a multidisciplinary approach to IR education and in this regard, the Anglophone periphery follows the United States and the United Kingdom.

The second group, Turkish universities generally show similarities among themselves. However, when we compare these institutions with those in the Anglophone group, it is seen that the number of compulsory courses in the curricula of Turkish universities is much higher. Therefore, the mandatory course load has a limiting effect on the versatility of IR in Turkey.

In the light of the findings obtained from this study, one can argue that the hierarchy in the discipline of international relations is also reflected in the educational structure of the discipline. The case of both the Anglophone periphery in the first group and the non-Anglophone Turkey -the second group indicates that there is a continuing American dominance and a competing British presence in the discipline. Accordingly, standardization in the structure of IR education can serve American dominance as an instrument of global governance. However, it is necessary to analyse more universities both from the selected countries as well as other countries/regions in order to give a

better qualified answer to this question. In addition, textbooks and the reading lists offered in the IR programs can be examined. The analysis of the IR journals from different countries may also provide useful information. An understanding on the similarities and differences between IR education in different countries can provide useful insight into the relative importance of national interest versus globalization debate.



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APPENDIXES

Appendix-1

Council of Higher Education Turkish University Rankings

University	Program	Private/State	Base Point
Boğaziçi University	Political Science and International Relations (English)	State University	446,81774 (2021) 496,29287 (2020) 480,65374 (2019) 466,61355 (2018)
Galatasaray University	International Relations (French)	State University	430,46265 (2021) 481,45021 (2020) 466,44416 (2019) 451,10606 (2018)
Middle East Technical University	International Relations (English)	State University	403,02251 (2021) 456,25288 (2020) 429,62529 (2019) 408,87121 (2018)
Koç University	International Relations (English)	Private	463,13005 (2021) 499,19831 (2020) 498,49201 (2019) 490,35640 (2018) (Scholarship points)
Bilkent University	International Relations (English)	Private	435,34158 (2021) 485,87462 (2020) 476,12465 (2019) 448,32330 (2018) (Scholarship points)

Source: <https://vokatlas.vok.gov.tr/tercih-sihirbazi-t4.php>, Access date: 20 April 2022.

Appendix-2

Caltech Political Science 2019-2020 Curriculum

Year	Genre	Courses	Status	Units
1	Natural Sciences	Mathematics	Compulsory	27
1	Natural Sciences	Physics	Compulsory	27
1	Natural Sciences	Chemistry	Compulsory	15
1	Natural Sciences	Biology	Compulsory	9
1	Natural Sciences	Menu Class	Compulsory	9
1	Method/Practice	Additional Introductory Lab	Compulsory	6
1	Method/Practice	Scientific Writing	Compulsory	3

1	Humanities and Social Sciences	Humanities (Selection is required)	Compulsory	36
1	Humanities and Social Sciences	Social Sciences (Selection is required)	Compulsory	36
1	Humanities and Social Sciences	Humanities and Social Sciences (Selection is required)	Compulsory	36
1	Other	Physical Education	Compulsory	9
2	Natural Sciences	Probability & Statistics	Compulsory	9
2	Politics	Introduction to Political Science	Compulsory	9
2	Politics	Formal Theories in Political Science	Compulsory	9
2	Economics	Econometrics	Compulsory	9
2	Electives	Electives⁴	Elective	18
3	Politics	Political Science Electives	Compulsory	18
3	Electives	Electives	Elective	27
4	Politics	Research in Political Science	Compulsory	9
4	Politics	Political Science Electives	Elective	18
4	Electives	Electives	Elective	27
Additional	Language	English	Elective	36 units (Humanities)
Additional	History	History	Elective	
Additional	History	History & Philosophy of Science	Elective	
Additional	Humanities and Social Sciences	Humanities	Elective	
Additional	Other	Music	Elective	
Additional	Philosophy	Philosophy	Elective	
Additional	Other	Visual Culture	Elective	
Additional	Humanities and Social Sciences	Anthropology	Elective	36 units (Social Sciences)
Additional	Economics	Business Economics and Management	Elective	
Additional	Economics	Economics	Elective	
Additional	Law	Law	Elective	
Additional	Politics	Advanced Political Science	Elective	
Additional	Natural Sciences	Psychology	Elective	
Additional	Humanities and Social Sciences	Social Science	Elective	
Additional	Humanities and Social Sciences	HSS Tutorials	Elective	9
Additional	Method/Practice	Writing I/ Writing II	Elective	36
Additional	Language	Language (except English)	Elective	9
PS elective	Politics	American Electoral Behaviour and Party Strategy	Elective	9
PS elective	Politics	Regulation and Politics	Elective	9
PS elective	Method/Practice	Introduction to Social Science Surveys: Methods and Practice	Elective	9
PS elective	Politics	Analyzing Legislative Elections	elective	9
PS elective	Politics	Comparative Politics	Elective	9
PS elective	Politics	A History of Budgetary Politics in the United States	Elective	9
PS elective	Law	The Supreme Court in U.S. History	Elective	9
PS elective	Economics	Game Theory	Elective	9

⁴ Those specified as 'Electives' are to indicate the undefined courses taken in the 2nd, 3rd and 4th years and depend on the choice of the student.

PS elective	Politics	Political Science Research Seminar	Elective	9
PS elective	Politics	Political-Economic Development and Material Culture	Elective	9
PS elective	Humanities and Social Sciences	Frontiers in Social Sciences	Elective	1
PS elective	Politics	Undergraduate Research	Elective	Not specified
PS elective	Politics	Selected Topics in Political Science	Elective	Not specified
PS elective	Politics	Analyzing Congress	Elective	9
PS elective	Politics	Political Representation	Elective	9
PS elective	Politics	Analyzing Political Conflict and Violence	Elective	9
PS elective	Politics	Corruption	Elective	9
PS elective	Economics	Laboratory Experiments in the Social Sciences	Elective	9

Source: <https://www.admissions.caltech.edu/explore/academics/core-curriculum>, Access date: 17 March 2022, https://catalog.caltech.edu/documents/6595/caltech_catalog-1920-section_3.pdf, Access date: 22 January 2021, https://catalog.caltech.edu/documents/6593/caltech_catalog-1920-section_5.pdf, Access date: 22 January 2021.

Appendix-3

University of Oxford PPE 2019-2020 Curriculum

Year	Genre	Courses	Status
1	Philosophy	General Philosophy	Core Course
1	Philosophy	Moral Philosophy	Core Course
1	Philosophy	Elementary Logic	Core Course
1	Politics	The Theory of Politics (Introductory Political Theory)	Core Course
1	Politics	The Practice of Politics (Introductory Comparative Government and Politics)	Core Course
1	Politics	Political Analysis (Introductory Empirical and Quantitative Methods)	Core Course
1	Economics	Microeconomics: the Functioning of the Market Economy	Core Course
1	Economics	Macroeconomics: Dealing with National Output and Employment, Exchange Rates and Policy Issues	Core Course
1	Economics	Mathematical and Statistical Techniques used in Economics	Core Course
2,3	Philosophy	Early Modern Philosophy	Main Elective ⁵
2,3	Philosophy	Knowledge and Reality	Main Elective
2,3	Philosophy	Plato's <i>Republic</i>	Main Elective
2,3	Philosophy	Aristotle's Nicomachean Ethics	Main Elective
2,3	Philosophy	Ethics	Core course
2,3	Philosophy	Philosophy of Mind	Elective
2,3	Philosophy	Philosophy of Science and Social Science	Elective
2,3	Philosophy	Philosophy of Religion	Elective
2,3	Philosophy	The Philosophy of Logic and Language	Elective

⁵ The courses indicated as 'Main Elective' in the list are options for the student and any one of main electives in philosophy are chosen in the PPE program.

2,3	Philosophy	Aesthetics and the Philosophy of Criticism	Elective
2,3	Philosophy	Medieval Philosophy: Aquinas	Elective
2,3	Philosophy	Medieval Philosophy: Duns Scotus, Ockham	Elective
2,3	Philosophy	The Philosophy of Kant	Elective
2,3	Philosophy	Post-Kantian Philosophy	Elective
2,3	Philosophy	Theory of Politics	Elective
2,3	Philosophy	Intermediate Philosophy of Physics	Elective
2,3	Philosophy	Philosophy of Mathematics	Elective
2,3	Philosophy	Philosophy of Science	Elective
2,3	Philosophy	Philosophy of Cognitive Science	Elective
2,3	Philosophy	Philosophical Logic	Elective
2,3	Philosophy	Practical Ethics	Elective
2,3	Philosophy	The Philosophy of Wittgenstein	Elective
2,3	Philosophy	Plato on Knowledge, Language, & Reality in the Theaetetus & Sophist	Elective
2,3	Philosophy	Aristotle on Nature, Life and Mind	Elective
2,3	Philosophy	Knowledge and Scepticism in Hellenistic Philosophy	Elective
2,3	Philosophy	Jurisprudence	Elective
2,3	Philosophy	Feminist Theory	Elective
2,3	Philosophy	Indian Philosophy	Elective
2,3	Philosophy	The Ethics of AI	Elective
2,3	Philosophy	Thesis	Elective
2,3	Politics	Comparative Government	Main ⁶ Elective
2,3	Politics	British Politics and Government since 1900	Main Elective
2,3	Politics	Theory of Politics	Main Elective
2,3	Politics	International Relations	Main Elective
2,3	Politics	Political Sociology	Main Elective
2,3	Politics	Modern British Government and Politics	Elective
2,3	Politics	Government and Politics of the United States	Elective
2,3	Politics	Politics in Europe	Elective
2,3	Regional Studies	Politics in Russia and the Former Soviet Union	Elective
2,3	Regional Studies	Politics in Sub-Saharan Africa	Elective
2,3	Regional Studies	Politics in Latin America	Elective
2,3	Regional Studies	Politics in South Asia	Elective
2,3	Regional Studies	Politics in the Middle East	Elective
2,3	Politics	International Relations in the Era of Two World Wars	Elective
2,3	Politics	International Relations in the Era of the Cold War	Elective
2,3	Politics	Political Thought: Plato to Rousseau	Elective
2,3	Politics	Political Thought: Bentham to Weber	Elective

⁶ The courses indicated as ‘**Main Elective**’ in the list are options for the student and any two of these in the areas of politics are chosen in the PPE program.

2,3	Politics	Marx and Marxism	Elective
2,3	Politics	Sociological Theory	Elective
2,3	Economics	Labour Economics and Inequality	Elective
2,3	Politics	Supervised Dissertation in Politics	Elective
2,3	Politics	Social Policy	Elective
2,3	Politics	Comparative Demographic Systems	Elective
2,3	Regional Studies	Politics in China	Elective
2,3	Politics	The Politics of the European Union	Elective
2,3	Politics	Advanced Paper in Theories of Justice	Elective
2,3	Politics	Comparative Political Economy	Elective
2,3	Politics	International Security and Conflict	Elective
2,3	Current Issues	Feminist Theory	Elective
2,3	Politics	Thesis in Politics	Elective
2,3	Economics	Quantitative Economics	Optional ⁷
2,3	Economics	Macroeconomics	Optional
2,3	Economics	Microeconomics	Optional
2,3	Economics	Development of the World Economy since 1800	Elective
2,3	Economics	Econometrics	Elective
2,3	Economics	Economics of Developing Countries	Elective
2,3	Economics	Game Theory	Elective
2,3	Economics	Money and Banking	Elective
2,3	Economics	Special Subjects in Economics	Elective
2,3	Economics	Thesis	Elective

Source: <https://www.ox.ac.uk/admissions/undergraduate/courses/course-listing/philosophy-politics-and-economics>, Access date: 15 January 2021,
<https://www.ppe.ox.ac.uk/files/ppehandbookfhs2020-22v20pdf>, Access date: 15 January 2021

Appendix-4

U of T IR Specialist Program 2019-2020 Curriculum

Year	Genre	Courses	Status	FCE
1	Economics	Introduction to Economics	Elective	1
1	Economics	Principles of Microeconomics	Elective	1
1	Economics	Principles of Macroeconomics	Elective	1
1	Economics	Principles of Economics for Non-Specialists	Elective	1
1	Economics	Geographies of Globalization Development and Inequality	Elective	1
1	History	Empires, Encounters, and Exchanges	Elective	1
1	History	Strategy and Statecraft: War and Diplomacy in European History	Elective	1
1	Politics	Global Innovation I : Issues and Perspectives	Elective	1

⁷ Most subjects must be taken in combination with courses specified as ‘Optional’ in the list.

1	Politics	Global Innovation II : Challenges and Solutions	Elective	1
1	Method/ Practice	Global Problem-Solving : Laboratory Opportunities	Elective	1
1	Politics	Democracy, Dictatorship, War and Peace: An Introduction	Elective	1
1	Politics	National versus International	Elective	1
1	Politics	Global Governance	Elective	1
1	Politics	Justice and Global Conflict	Elective	1
1	Politics	Events in the Public Sphere: World Affairs	Elective	1
1	Politics	Individuals and the Public Sphere: Shaping Memory	Elective	1
1	Politics	Individuals and the Public Sphere: History, Historiography, and Making Cultural Memory	Elective	1
1	Politics	Events in the Public Sphere: Social Justice	Elective	1
1	Language	Introductory Modern Language	Elective	1
1	Natural Sciences	Calculus and Linear Algebra for Commerce	Elective	1
1	Natural Sciences	Calculus with Proofs	Elective	1
1	Natural Sciences	Calculus I	Elective	1
1	Natural Sciences	Calculus II	Elective	1
1	Method/ Practice	Statistics Course from Social Science Departments	Elective	1
2	Economics	International Economic Institutions and Policy	Compulsory	1
2	Politics	Introduction to International Relations	Compulsory	1
2	Politics	Ordering International Relations in the Age of Empire	Compulsory	1
3	Economics	Economics Analysis of Law	Elective	1
3	Economics	The Economics before 1945	Elective	1
3	Economics	The Economics History of the 20th Century: Trade, Migration, Money and Finance	Elective	1
3	Economics	The Twentieth Century Economic History: Institutions, Growth and Inequality	Elective	1
3	Economics	Economic Growth	Elective	1
3	Economics	International Trade Theory	Elective	1
3	Economics	International Monetary Economics	Elective	1
3	Economics	Economics of Conflict	Elective	1
3	Politics	Introduction to Canadian International Relations	Elective	1
3	Politics	Immigration to Canada	Elective	1
3	Regional Studies	British Imperial Experience	Elective	1
3	Regional Studies	Germany from Frederick the Great to the First World War	Elective	1
3	Regional Studies	Germany among the Global Empires 1840-2010	Elective	1
3	Regional Studies	The Holocaust, to 1942	Elective	1
3	History	History of Modern Intelligence	Elective	1
3	History	The Global Cold War	Elective	1
3	History	The Country House in England 1837-1939	Elective	1
3	History	War, State & Society	Elective	1
3	History	Regional Politics and Radical Movements in the 20th Century Caribbean	Elective	1
3	Regional Studies	The Holocaust, from 1942	Elective	1
3	Regional Studies	From Revolution to Revolution: Hungary since 1848	Elective	1

3	Regional Studies	20th Century American Foreign Relations	Elective	1
3	Regional Studies	Vietnam at War	Elective	1
3	Regional Studies	The History of Hong Kong	Elective	1
3	History	Fascism	Elective	1
3	Regional Studies	Political Violence and Human Rights in Latin America	Elective	1
3	Humanities and Social Sciences	Anthropology & Human Rights	Elective	1
3	Economics	Microeconomics Theory	Elective	1
3	Economics	Microeconomics Theory (more mathematical)	Elective	1
3	Economics	Macroeconomics Theory and Policy	Elective	1
3	Economics	Macroeconomics Theory (more mathematical)	Elective	1
3	Economics	Economic Development	Elective	1
3	Economics	The Economics History of the 20th Century: Trade, Migration, Money, and Finance	Elective	1
3	Economics	Twentieth Century Economic History: Institutions, Growth, and Inequality	Elective	1
3	Economics	Economic Growth	Elective	1
3	Economics	International Trade Theory	Elective	1
3	Economics	International Monetary Economics	Elective	1
3	Economics	Economics of Conflict	Elective	1
3	Politics	Europe: Nation-State to Supranational Union	Elective	1
3	Current Issues	Global Warming	Elective	1
3	Economics	Remaking the Global Economy	Elective	1
3	Current Issues	The Global Food System	Elective	1
3	Politics	Global Political Geography	Elective	1
3	History	Japan in the World, Mid-16th to Mid-20th Century	Elective	1
3	Politics	Transforming Global Politics: Comparative and Chinese Perspectives	Elective	1
3	Regional Studies	Introduction to Latin American Studies I: Foundational Themes	Elective	1
3	Regional Studies	Introduction to Latin American Studies II: Current Issues	Elective	1
3	Regional Studies	Modern Arab History	Elective	1
3	Politics	Topics in Comparative Politics	Elective	1
3	Politics	State & Society in 20 th Century China	Elective	1
3	Politics	Canadian Foreign Policy	Elective	1
3	Politics	Might and Right Among Nations	Elective	1
3	Regional Studies	European Union: Politics, Institutions, and Society	Elective	1
3	Regional Studies	United States Foreign Policy	Elective	1
3	Politics	Experiences of Conflict	Elective	1
3	Politics	Politics and Morality	Elective	1
3	Law	International Law	Elective	1
3	Economics	Global Political Economy: History and Theory	Elective	1
3	Economics	Global Political Economy: Policy and Analysis	Elective	1
3	Economics	The Spatial Construction of the Political Economy	Elective	1
3	Economics	Political Economy of Germany and the EU	Elective	1
3	Politics	Topics in Comparative Politics I	Elective	1

3	Politics	Topics in International Politics	Elective	1
3	Politics	Global Environmental Governance from the Ground Up	Elective	1
3	Economics	Special Topics in Economics	Elective	0.5
3	Method/ Practice	International Experience I	Elective	0.5
3	Method/ Practice	International Experience II	Elective	0.5
3	Method/ Practice	Trinity Comprehensive Paper I	Elective	0.5
4	Politics	Comparative American, British and Canadian Foreign Policy	Elective	1
4	Politics	Fragile Conflict-Affected States in Global Politics	Elective	1
4	Economics	Topics in Development Economics and Policy	Elective	2.5
4	Economics	International Macroeconomics	Elective	2.5
4	Economics	Economic Thought after 1870	Elective	2.5
4	Economics	Reading Course of Thesis I	Elective	2.5
4	Economics	Reading Course of Thesis II	Elective	2.5
4	Economics	International Trade Regulation	Elective	2.5
4	Economics	International Finance	Elective	2.5
4	Current Issues	Political Economy of Natural Resources	Elective	2.5
4	Current Issues	Environmental Justice	Elective	2.5
4	Economics	Geographies of Markets	Elective	2.5
4	History	The Cold War through its Archives	Elective	2.5
4	History	Canada and Decolonization	Elective	2.5
4	Politics	Canadian Foreign Relations	Elective	2.5
4	History	Great Trials in History	Elective	2.5
4	History	Nationalism and Memory in Modern Europe	Elective	2.5
4	History	Orientalism and Nationalism in Nineteenth Century German	Elective	2.5
4	Current Issues	The Oldest Profession in Canada: Sex Work in Comparative Historical Contexts	Elective	2.5
4	History	Canada and Empire in the Twentieth Century	Elective	2.5
4	History	Canadians and the World Wars	Elective	2.5
4	History	Russia's Empire	Elective	2.5
4	History	Nationalism	Elective	2.5
4	History	World War II in East Central Europe	Elective	2.5
4	History	The French Revolution and the Napoleonic Empire	Elective	2.5
4	History	Topics in Russian and Soviet Foreign Policy	Elective	2.5
4	History	Gender and International Relations	Elective	2.5
4	History	History, Rights, and Difference in South Asia	Elective	2.5
4	History	Indigenous-Newcomer Relations in Canadian History	Elective	2.5
4	History	The United States and Asia since 1945	Elective	2.5
4	History	US Foreign Policy since World War II	Elective	2.5
4	Current Issues	Animal and Human Rights in Anglo-American Culture	Elective	2.5
4	History	The Secret War, 1939-1945	Elective	2.5
4	History	Empire and Colonization in the French Atlantic World	Elective	2.5
4	History	Humanity in War: The Modern Evolution of the Law of Armed Conflict	Elective	2.5

4	History	Gandhi's Global Conversations	Elective	2.5
4	History	Independent Studies	Elective	2.5
4	Current Issues	Political Economy of Technology: From the Auto-Industrial to the Information Age	Elective	2.5
4	Politics	Topics in Comparative Politics III	Elective	2.5
4	Politics	Human Rights and International Relations	Elective	2.5
4	Current Issues	Global Environmental Politics	Elective	2.5
4	Politics	Global South in International Politics	Elective	2.5
4	Politics	Business and Politics: Power in a Global World	Elective	2.5
4	Regional Studies	Topics in Asian Politics	Elective	2.5
4	Regional Studies	Topics in Latin American Politics	Elective	2.5
4	Politics	Politics of Growth in Developing Countries	Elective	2.5
4	Politics	The G8, G20 and Global Governance	Elective	2.5
4	Politics	Markets, Justice and the Human Good	Elective	2.5
4	Politics	The Military Instrument of Foreign Policy	Elective	2.5
4	Politics	Topics in International Politics III	Elective	2.5
4	Politics	The Politics of Immigration and Multiculturalism in Canada	Elective	2.5
4	Politics	The International Relations of Ethnic Conflict	Elective	2.5
4	Politics	Ethics and International Relations	Elective	2.5
4	Economics	The Comparative Political Economy of Industrial Societies	Elective	2.5
4	Economics	Advanced Topics in International Political Economy	Elective	2.5
4	Current Issues	Geopolitics of Cyberspace	Elective	2.5
4	Politics	Topics in International Politics I	Elective	2.5
4	Politics	Topics in International Politics II	Elective	2.5
4	Politics	Selected Topics in International Studies	Elective	2.5
4	Politics	Researching Critical Cases in Contemporary IR	Elective	2.5
4	Politics	Capstone Seminar in Foreign Policy	Elective	2.5

Source: <https://artsci.calendar.utoronto.ca/archived-calendars>, Access date: 22 January 2021

Appendix-5

University of Melbourne Politics & International Studies Major 2019-2020

Curriculum

Level	Genre	Course	Status	Credit
1	Politics	Identity (Arts Foundation)	Elective	12.5
1	Language	Language (Arts Foundation)	Elective	12.5
1	Politics	Power (Arts Foundation)	Elective	12.5
1	Philosophy	Reason (Arts Foundation)	Elective	12.5
1	Humanities and Social Sciences	First Peoples in a Global Context (Arts Foundation)	Elective	12.5
1	Politics	Representation (Arts Foundation)	Elective	12.5

1	Politics	Australian Politics	Elective	12.5
1	Politics	International Politics	Elective	12.5
1	Politics	Introduction to Political Ideas	Elective	12.5
2	Method	Critical Analytical Skills	Compulsory	12.5
2	Politics	Australian Indigenous Politics	Elective	12.5
2	Politics	The Politics of Sex	Elective	12.5
2	Politics	Comparative Politics	Elective	12.5
2	Politics	Contemporary Political Theory	Elective	12.5
2	Politics	Public Policy Making	Elective	12.5
2	Politics	International Relations: Key Questions	Elective	12.5
2	Politics	Politics and the Media	Elective	12.5
2	Economics	Political Economy	Elective	12.5
3	Method	Applied Research Methods (Capstone Project)	Compulsory	12.5
3	Politics	Political Psychology	Elective	12.5
3	Politics	One Country Learning: Indigenous Studies	Elective	12.5
3	Method/Practice	Policy Design: From Theory to Practice	Elective	12.5
3	Politics	Crisis Zone: Age of Uprisings	Elective	12.5
3	Politics	Australian Indigenous Public Policy	Elective	12.5
3	Politics	Parliamentary Internship	Elective	25
3	Regional Studies	Chinese Politics and Society	Elective	12.5
3	Politics	International Gender Politics	Elective	12.5
3	Politics	European Integration: Politics of the EU	Elective	12.5
3	Regional Studies	Contemporary India	Not Available	12.5
3	Politics	Democracy and its Dilemmas	Elective	12.5
3	Method/Practice	Public Affairs Internship (Int. Students)	Elective	25
3	Method/Practice	Public Affairs Internship	Elective	25
3	Politics	Australian Politics in the Long Run	Not Available	12.5
3	Politics	Australian Foreign Policy	Elective	12.5
3	Politics	Global Environmental Politics	Elective	12.5
3	Politics	American Politics	Elective	12.5
3	Politics	Campaigns and Elections	Not Available	12.5
3	Politics	Race and Ethnic Politics	Not Available	12.5

Source: <https://handbook.unimelb.edu.au/2019/components/b-arts-major-25/course-structure>,
Access date: 17 January 2021.

Appendix-6

Trinity College PPES 2019-2020 Curriculum

Year	Genre	Course	Status	ECTS ⁸
1	Politics	Introduction to Political Science A	Compulsory	5
1	Politics	Introduction to Political Science B	Compulsory	5
1	Politics	Politics & Irish Society A	Compulsory	5
1	Politics	Politics & Irish Society B	Compulsory	5
1	Sociology	Introduction to Sociology 1	Compulsory	5
1	Sociology	Introduction to Sociology 2	Compulsory	5
2	Philosophy	History of Political Thought A: The Greeks to the Renaissance	Compulsory	5
2	Philosophy	History of Political Thought B: Modernity and its Critics	Compulsory	5
2	Politics	International Relations A: Theories of International Politics	Compulsory	5
2	Politics	International Relations B: Topics and Treaties	Compulsory	5
2	Politics	Comparative Politics A: The Comparative Politics of Democracies	Compulsory	5
2	Politics	Comparative Politics B: The Comparative Politics of the Developing World	Compulsory	5
3	Method/Practice	Research Methods for Political Science A	Elective	5
3	Method/Practice	Research Methods for Political Science B	Elective	5
3	Politics	Irish Politics A: Constitution, Elections, Parties and Parliament	Elective	5
3	Politics	Irish Politics B: Governance in Ireland, Politics in Northern Ireland	Elective	5
3	Regional Studies	Political Institutions of the United States	Elective	5
3	Politics	Democracy and Development A	Elective	5
3	Politics	Democracy and Development B	Elective	5
3	Politics	European Union Politics A	Elective	5
3	Politics	European Union Politics B	Elective	5
3	Politics	Political Violence A: Theories of Political Violence and Conflict	Elective	5
3	Politics	Political Violence B: Political Violence and Conflict in Comparative Context	Elective	5
3	Politics	Public Opinion	Elective	5
3	Politics	Political Participation	Elective	5
3	Law	The European Court of Justice and Other Famous Courts	Elective	5
3	Method/Practice	Personal Career Development Module	Elective	5
4	Politics	Year Long Research Project	Elective	20
4	Politics	Issues in Contemporary Politics	Elective	10
4	Politics	Contemporary International Relations A	Elective	5
4	Politics	Contemporary International Relations B	Elective	5
4	Regional Studies	African Politics	Elective	10
4	Politics	Topics: Transparency in Modern Democracies	Elective	5
4	Politics	Topics: Political Parties	Elective	5
4	Politics	Topics: Media and Politics	Elective	5

⁸ ECTS: European Credit Transfer and Accumulation System.

4	Politics	Autocracy	Elective	5
4	Politics	Human Rights	Elective	5
4	Politics	Political Psychology	Elective	10
4	Politics	Interest Groups	Elective	5
4	Politics	Topics: The Military and Politics	Elective	5
4	Politics	Economic Inequality and Democracy	Elective	5
4	Politics	Right Wing Populism in Contemporary Democracies	Elective	5
4	Politics	Political Theory: Contemporary Topics	Elective	5
4	Regional Studies	Russian Politics after Communism	Elective	5
4	Politics	Advanced Topics in Civil Conflict	Elective	5
4	Politics	Ethnic Politics and Identity	Elective	5
2,3 ⁹	Current Issues	What is the Internet Doing to Me?	Elective	5
2,3	Current Issues	Engaging in the Digital World: Today and Tomorrow	Elective	5
2,3	Current Issues	Energy in the 21st Century	Elective	5
2,3	Other	How to Live Long and Prosper - A Lifespan Approach	Elective	5
2,3	Other	Travel and English Literature	Elective	5
2,3	Philosophy	The Ethics Lab: Responsible Action in the Real World	Elective	5
2,3	Regional	Black Studies	Elective	5
2,3	Other	Contemporary Art Angles	Elective	5
2,3	Language	Irish Language and Culture (Beginner Level)	Elective	5
2,3	Language	Irish Language and Culture (Advanced Level)	Elective	5
2,3	Natural Sciences	Irish Landscape: Interdisciplinary Perspectives	Elective	5
2,3	Other	The Art of the Megacity	Elective	5
2,3	Politics	The Politics of Peace & Conflict in a Globalised World	Elective	5
2,3	Regional	Cultures and Societies of the Middle East and North Africa	Elective	5
2,3	Other	Design Thinking	Elective	5
2,3	Current Issues	Vaccines: Friend or Foe?	Elective	5
2,3	Current Issues	Displacement: Exploring the Human Experience of Forced Migration	Elective	5
2,3	Language	Irish Sign Language	Elective	5
2,3	Other	Cancer: The Patient Journey	Elective	5
2,3	Current Issues	Emergence of Technologies	Elective	5
2,3	Other	Thinking Digitally and Culturally	Elective	5
2,3	Language	Japanese Language and Culture (Beginner Level)	Elective	5
2,3	Current Issues	Toolkit for a Smart and Sustainable World	Elective	5
2,3	Natural Sciences	The Chemistry of Periodic Elements	Elective	5
2,3	Current Issues	Social Innovation: Tools for Social Change	Elective	5
2,3	Natural Sciences	Becoming Human: The Science of Us	Elective	5
2,3	Natural Sciences	From Planets to the Cosmos	Elective	5
2,3	Language	French Language and Culture (Beginner Level)	Elective	5
2,3	Language	French Language and Culture (Advanced Level)	Elective	5
2,3	Language	Italian Language and Culture	Elective	5
2,3	Language	Language and Communication in the Digital Age	Elective	5
2,3	Language	Chinese Language and Culture (Beginner Level)	Elective	5

⁹ These extra non-departmental courses taken in the second and third years are *Trinity Electives*.

2,3	Natural Sciences	Decoding Genetics: The Building Blocks of Life	Elective	5
2,3	Language	Korean Language and Culture (Beginner Level)	Elective	5
2,3	Language	German Language and Culture (Beginner Level)	Elective	5
2,3	Language	German Language and Culture (Advanced Level)	Elective	5
2,3	Language	Latin: One Language, Many Cultures	Elective	5
2,3	Current Issues	The Psychology of the Climate Crisis	Elective	5
2,3	Language	Spanish Language and Culture (Beginner Level)	Elective	5
2,3	Language	Spanish Language and Culture (Advanced Level)	Elective	5
2,3	Other	Hacking your Health: the Science of Exercise and Fitness	Elective	5
2,3	Language	Ancient Culture Lab: Homer's Experience and the Greek Language	Elective	5
2,3	Other	A World to Discover: Travel Memoirs and Memorabilia at Trinity	Elective	5

Source: https://www.tcd.ie/Political_Science/undergraduate/module-outlines/, Access date: 17 January 2021, <https://www.tcd.ie/trinity-electives/electives/>, Access date: 21 March 2022.

Appendix-7

Bilkent University IR Major Curriculum

Year	Genre	Course	Status	Credit	ECTS Credit
1	Economics	Principles of Microeconomics	Compulsory	3	5
1	Language	English and Composition I	Compulsory	3	5
1	Other	Orientation	Compulsory	1	2
1	History	History of Civilization I	Compulsory	3	5
1	Politics	Introduction to Political Science I	Compulsory	3	5
1	Sociology	Introduction to Sociology	Compulsory	3	5
1	Language	Turkish I	Compulsory	2	3.5
1	Method/ Practice	Introduction to Computer Applications and Programming	Compulsory	3	5
1	Economics	Principles of Macroeconomics	Compulsory	3	5
1	Language	English and Composition II	Compulsory	3	5
1	History	History of Civilization II	Compulsory	3	5
1	Politics	Introduction to World Politics	Compulsory	3	5
1	Language	Turkish II	Compulsory	2	3.5
2	Other	Collegiate Activities Program I	Compulsory		1
2	History	History of Turkey	Compulsory	4	6.5
2	History	Diplomatic History	Compulsory	3	5
2	Method/ Practice	Research Methods in International Relations	Compulsory	3	5
2	Natural Sciences	Thinking Mathematically I	Compulsory	3	5
2	Humanities and Social Sciences	Social and Political Philosophy I	Compulsory	6	8.5
2	Other	Collegiate Activities Program II	Compulsory	1	2
2	Politics	20th Century World Politics	Compulsory	3	5
2	Politics	International Relations Theory	Compulsory	3	5
2	Law	Basic Concepts of Law	Compulsory	3	5

2	Natural Sciences	Thinking Mathematically II	Compulsory	3	5
2	Humanities and Social Sciences	Social and Political Philosophy II	Compulsory	6	8.5
3	Law	International Law	Compulsory	3	5
3	Economics	Politics of International Economy	Compulsory	3	5
3	Method/ Practice	Statistics for Social Sciences	Compulsory	3	5
3	Method/ Practice	Computing Methods Elective	Elective	3	
3	Method/ Practice	Introduction to Data Analysis for Social Sciences		3	
3	Method/ Practice	Introduction to Programming		4	
3	Method/ Practice	Fundamentals of Information Systems		3	
3	Method/ Practice	Information technologies		3	
3	Method/ Practice	Frontend Web Technologies		3	
3	Method/ Practice	Introduction to Backend Application Development		3	
3	General Education Elective	General Education Elective (645 Options)	Elective	3	
3	IR Restricted Elective	IR Restricted Elective (85 Options)	Elective	3	
3	Politics	International Organizations	Compulsory	3	5
3	Politics	Foreign Policy Analysis	Compulsory	3	5
3	Politics	International Security	Compulsory	3	5
3	General Education Elective	General Education Elective	Elective	3	
3	IR Restricted Elective	IR Restricted Elective	Elective	3	
3	Unrestricted Elective	Unrestricted Elective (667 Options)	Elective	3	
4	Method/ Practice	Summer Training	Compulsory		6
4	Politics	Turkish Foreign Policy	Compulsory	3	5
4	IR Restricted Electives (2)	IR Restricted Electives (2)	Elective	6	
4	Unrestricted Electives (3)	Unrestricted Electives (3)	Elective	9	
4	Politics	Transdisciplinary Senior Project	Compulsory	6	8.5
4	IR Restricted Electives (2)	IR Restricted Electives (2)	Elective	6	
4	Unrestricted Elective	Unrestricted Elective	Elective	3	

Source: <https://catalog.bilkent.edu.tr/dep/d33.html>, Access date: 22 April 2022.

Appendix-8

Koç University International Relations Undergraduate Curriculum

Year	Genre	Course	Status	Credit	
1	Method/Practice	Basic Academic Writing	Common Core	3	
1	Method/Practice	Academic and Life Skills	Common Core	1	
1	Method/Practice	Computer Proficiency Assessment Program	Common Core	0	
1	Economics	Introduction to Microeconomics	Required Area	3	
1	Philosophy	Ethical Reasoning (Options)	Common Core	3	
1	Philosophy	Ethics in Institutions and Society	Options	Ethical Reasoning (Options) 3	
1	Philosophy	Legal Philosophy	Options		
1	Philosophy	Human Rights	Options		
1	Philosophy	Political Theory and Law	Options		
1	Philosophy	Ethics and Everyday Life	Options		
1	Philosophy	Sexism and Discrimination	Options		
1	Philosophy	Why Be Good?	Options		
1	Philosophy	Environmental Ethics	Options		
1	Philosophy	The Ethics of Happiness	Options		
1	Philosophy	Bioethics	Options		
1	Philosophy	A Quest for Ethical Foundations	Options		
1	Natural Sciences	Finite Mathematics	Required Area		3
1	Natural Sciences	Psychology	Required Area		3
1	Other	Introduction to Koç University	Common Core	1	
1	Method/Practice	Academic Writing (for Business or for the Social Sciences)	Common Core	3	
1	Economics	Introduction to Macroeconomics	Required Area	3	
1	Politics	Introduction to Political Science	Required Area	3	
1	Natural Sciences	Calculus	Required Area	3	
1	Natural Sciences	Natural Sciences (Options)	Common Core	3	
1	Natural Sciences	Introduction to Ecology	Options	Natural Sciences (Options) 3	
1	Natural Sciences	Life Sciences	Options		
1	Natural Sciences	Exploring the Universe	Options		
1	Natural Sciences	The Fascinating Nature of Light	Options		
1	Natural Sciences	Energy and Environment	Options		
1	Natural Sciences	World of Chemistry	Options		
1	Natural Sciences	Physics of Everyday Life	Options		
1	Natural Sciences	Physics of the Sphere	Options		

1	Natural Sciences	Balance Sheet for Sustainable Energy	Options	
1	Natural Sciences	Global Health: Disparities & Determinants & Outcomes	Options	
1	Natural Sciences	Unity in Quantitative Reasoning	Options	
1	Natural Sciences	Materials and Society	Options	
2	Elective	Elective	General Elective	3
2	Politics	Introduction to International Relations	Required Area	3
2	Politics	Introduction to Comparative Politics	Required Area	3
2	Method/Practice	Statistics	Required Area	3
2	Language	Turkish Speech and Composition	Common Core	4
2	History	History of Modern Turkey	Common Core	4
2	Humanities	Humanities (Options)	Common Core	3
2	Humanities	Origins of Civilizations	Options	Humanities (Options) 3
2	Humanities	Sea Routes: Civilizations of the Mediterranean	Options	
2	Humanities	Faith & Power: Exploring the World Middle Ages	Options	
2	Humanities	History, Power and People	Options	
2	Humanities	Things: the Material Worlds of Humanity	Options	
2	Humanities	The Crusades	Options	
2	Humanities	History of Istanbul: Ancient to Contemporary	Options	
2	Humanities	Mythology and Religion	Options	
2	Humanities	Curiosity	Options	
2	Humanities	Rationality & Irrationality	Options	
2	Humanities	Truth and Politics	Options	
2	Humanities	Monarchs and Merchants: Art, Architecture & Archaeology of T	Options	
2	Humanities	Empires of the Steppes: Art and Architecture of Eurasian Empire	Options	
2	Humanities	Critical Thinking	Options	
2	Humanities	History of Science and Technology	Options	
2	Humanities	Illusion: When Appearances Deceive	Options	
2	Humanities	Space and Time	Options	
2	Humanities	Why Do We Write? History of Writing	Options	
2	Humanities	Listening to Istanbul: Music in Context	Options	
2	Humanities	Philosophical Paradoxes	Options	
2	Method/Practice	Research Methods in Social Sciences	Required Area	3
2	Politics	The Turkish Constitutional System	Required Area	3
2	Social Sciences	Social Sciences (Options)	Common Core	3
2	Social Sciences	Introduction to Political Science	Options	Social Sciences (Options) 3
2	Social Sciences	Introduction to Sociology	Options	
2	Social Sciences	City and Society	Options	
2	Social Sciences	Culture and Society	Options	

2	Social Sciences	Human Behaviour and Relationships	Options	
2	Social Sciences	Migration and Globalization	Options	
2	Social Sciences	Social Origins of Wealth, Poverty and Development	Options	
2	Social Sciences	Sociology of Science and Technology	Options	
2	Social Sciences	State and Society	Options	
2	Social Sciences	Studies in Popular Culture	Options	
2	Social Sciences	Music and Society	Options	
2	Social Sciences	Civil Society and Democracy	Options	
2	Social Sciences	Challenges Facing Young Democracies	Options	
2	Social Sciences	Happiness	Options	
2	Social Sciences	Encounters with Globalization	Options	
2	Social Sciences	Data and Society	Options	
2	Social Sciences	Civil Society, Philanthropy and the Non-profit Sector	Options	
3	Other	Aesthetic and Interpretive Understanding (Options)	Common Core	3
3	Other	Literature and the Social World	Options	Aesthetic and Interpretive Understanding (Options) 3
3	Other	Film and the Visual	Options	
3	Other	Imagining the Other	Options	
3	Other	Art and Innovation	Options	
3	Other	War in Literature, Art and Culture	Options	
3	Other	Landmarks of Art and Architecture	Options	
3	Other	The Ethical Dilemma in Literature	Options	
3	Other	Art of Music and Movement in the 20th Century	Options	
3	Other	Islamic Art: Problems and Trends	Options	
3	Other	Film Genre	Options	
3	Other	Greek and Roman Art and Architecture	Options	
3	Other	Bodies in Literature	Options	
3	Other	Women and Gender in Literature	Options	
3	Other	Design Thinking	Options	
3	Other	History, Culture and Society of Turkey through Cinema	Options	
3	Other	Human Image through the Ages	Options	
3	Other	Sensory Experience in Literature	Options	
3	Other	New Music Trends: 20th Century and After	Options	
3	Other	Cities and Urban Experience in Film	Options	
3	Other	Art & Medicine: an Introduction to Visual and Medical Health H.	Options	
3	Other	Visual Rhetoric	Options	
3	Other	Music and Politics	Options	
3	Elective	Elective	General Elective	3
3	Politics	Foreign (Options)	Required Area	3
3	Politics	Terrorism, Insurgency and World Politics	Options	Foreign (Options) 3
3	Politics	International Conflict and Security	Options	
3	Politics	Turkish Foreign Policy	Options	

3	Politics	European Foreign Policy	Options	
3	Politics	Identity (Options)	Required Area	3
3	Politics	Gender and Politics	Options	Identity (Options) 3
3	Politics	Religion, Secularism and Democracy in the World	Options	
3	Politics	Political Parties and Interest Groups	Options	
3	Politics	Contemporary Issues in Turkish Politics	Options	
3	Politics	Democracy & Authoritarianism in the 21st Century	Options	
3	Politics	European Foreign Policy	Options	
3	Politics	Regions (Options)	Required Area	
3	Regional Studies	Institutions and Politics of the European Union	Options	Regions (Options) 3
3	Regional Studies	Eurasia: Politics and Society since 1914	Options	
3	Regional Studies	Comparative Political Economy of Emerging Powers	Options	
3	Regional Studies	The Middle East in a Globalized World	Options	
3	Politics	Area (Options)	Area Elective	3
3	Politics	State and Society in the Middle East	Options	Area ¹⁰ (Options) 3
3	Politics	Honours Project International Relations I	Options	
3	Politics	Honours Project International Relations II	Options	
3	Politics	Globalization and International Relations	Options	
3	Politics	Politics of International Finance	Options	
3	Politics	Government and Politics of the Western Europe	Options	
3	Politics	American Government and Foreign Policy	Options	
3	Politics	Religion and Politics in Europe	Options	
3	Politics	Governments and Politics of the Middle East	Options	
3	Politics	Selected Topics in International Relations I	Options	
3	Politics	Survival and Prosperity in an Interdependent World	Options	
3	Politics	Migration Policies	Options	
3	Politics	Politics of the Former USSR	Options	
3	Politics	Political Economy of Turkey	Options	
3	Politics	European Diplomacy and the Ottoman Empire	Options	
3	Politics	Colonialism & Imperialism	Options	
3	Politics	Comparative Political Behaviour	Options	
3	Politics	International Law	Options	
3	Politics	Political Sociology	Options	
3	Politics	Politics of Identity and Memory in Europe	Options	
3	Politics	International Political Economy	Options	
3	Politics	Political Economy of Institutions, Values and Development	Options	
3	Politics	Advance Topics in International Migration	Options	
3	Politics	Selected Topics in International Relations II	Options	
3	Politics	US-Turkish Relations	Options	

¹⁰ Area options also include courses in the 'foreign', 'identity', 'domestic' and 'regions' categories.

3	Politics	Human Rights and Europe's Integration	Options	
3	Politics	International Negotiations	Options	
3	Politics	Politics of Ethnicity and Nationalism	Options	
3	Politics	Globalization, Multinational Corporations and States	Options	
3	Politics	History of Modern Diplomacy	Options	
3	Politics	Cases in Public Policy	Options	
3	Politics	Politics and Movies	Options	
3	Politics	Advance Data Analysis with Python	Options	
3	Politics	Contemporary Political Theory	Options	
3	Politics	Survey Research Methods	Options	
3	Politics	Domestic (Options)	Required Area	3
3	Politics	Introduction to Policy Analysis	Options	Domestic (Options) 3
3	Politics	Introduction to Global Political Economy	Options	
3	Politics	Social Networks Analysis	Options	
3	Politics	International Organizations and NGOs	Options	
3	Politics	Policy Design and Implementation	Options	
3	Politics	Policy Analysis and Evaluation	Options	
3	Elective	Elective	General Elective	3
3	Elective	Elective	General Elective	3
4	Politics	Area (Options)	Area Elective	3
4	Politics	Area (Options)	Area Elective	3
4	Elective	Elective	General Elective	3
4	Elective	Elective	General Elective	3
4	Elective	Elective	General Elective	3
4	Politics	Area (Options)	Area Elective	3
4	Elective	Elective	General Elective	3
4	Elective	Elective	General Elective	3
4	Elective	Elective	General Elective	3
4	Politics	International Relations Capstone	Required Area	3

Source: <https://case.ku.edu.tr/en/academics/international-relations/new-curriculum/>, Access date: 23 April 2022.

Appendix-9

BOUN Politics and International Relations Undergraduate Curriculum

Year	Genre	Course	Status	Credit	ECTS	
1	Politics	Introduction to Political Science	Compulsory	3	6	
1	Economics	Principles of Microeconomics	Compulsory	3	5	
1	Sociology	Introduction to Sociology	Compulsory	3	4	
1	Law	Introduction to Law	Compulsory	3	4	
1	Natural Sciences	Introduction to Finite Mathematics	Compulsory	4	6	
1	Humanities and Social Sciences	Humanities and Social Sciences Elective	Compulsory	3		
1	Philosophy	Introduction to Philosophy	Humanities and Social Sciences Options	3	8	
1	Philosophy	Informal Logic		4	8	
1	Philosophy	Philosophical Texts		3	8	
1	Philosophy	Logic I		4	8	
1	Philosophy	Logic II		4	8	
1	Humanities and Social Sciences	Cultural Encounters I		4	6	
1	Humanities and Social Sciences	Cultural Encounters II		4	6	
1	History	The Making of the Modern World I		3	5	
1	History	The Making of the Modern World II		3	5	
1	Science	Science I				
1	Science	Science II				
1	Law	Turkish Constitutional Law		Compulsory	3	6
1	Economics	Principles of Macroeconomics		Compulsory	3	4
1	Method/Practice	Sociological Analysis Methods	Compulsory	3	4	
1	Natural Sciences	Introduction to Psychology	Compulsory	3	5	
1	Natural Sciences	Introduction to Calculus for Social Scientists	Compulsory	4	6	
1	Humanities and Social Sciences	Humanities and Social Sciences Elective	Compulsory	3		
2	Politics	History of Political Thought I	Compulsory	3	5	
2	Natural Sciences	Social Statistics	Compulsory	4	6	
2	Politics	Introduction to Comparative Politics	Compulsory	3	6	
2	History	Diplomacy History	Compulsory	3	6	
2	Language	Turkish for Native Speakers I	Compulsory	2	3	
2	Other	Complementary Elective	Elective	3		
2	Politics	Political Thought II	Compulsory	3	5	
2	Method/Practice	Political Science Research Methods	Compulsory	4	6	
2	Politics	Introduction to International Relations	Compulsory	3	6	
2	Politics	Introduction to Turkish Politics	Compulsory	3	6	

2	Language	Turkish for Native Speakers II	Compulsory	2	3
2	Other	Unrestricted Elective	Elective	3	
3	Economics	Fundamentals of Political Economy	Compulsory	3	7
3	Politics	Departmental Elective	Elective	3	
3	Politics	Departmental Elective	Elective	3	
3	Other	Complementary Elective	Elective	3	
3	Other	Unrestricted Elective	Elective	3	
3	History	Ataturk's Principles and History of Revolution I	Compulsory	2	3
3	Politics	Foreign Policy	Compulsory	3	8
3	Other	Complementary Elective	Elective	3	
3	Politics	Departmental Elective	Elective	3	
3	Politics	Departmental Elective	Elective	3	
3	Politics	Departmental Elective	Elective	3	
3	History	Ataturk's Principles and History of Revolution II	Compulsory	2	3
4	Politics	Departmental Elective	Elective	3	
4	Politics	Departmental Elective	Elective	3	
4	Politics	Departmental Elective	Elective	3	
4	Other	Complementary Elective	Elective	3	
4	Other	Unrestricted Elective	Elective	3	
4	Politics	Comparative Political Systems	Compulsory	3	8
4	Other	Complementary Elective	Elective	3	
4	Politics	Departmental Elective	Elective	3	
4	Politics	Departmental Elective	Elective	3	
4	Other	Unrestricted Elective	Elective	3	
3,4	Politics	Introduction to Turkish Constitutional Law	Departmental Elective Options	3	6
3,4	Politics	History of Political Thought		3	5
3,4	Politics	History of Political Thought II		3	5
3,4	Politics	Social Statistics		4	6
3,4	Politics	Political Science Research Methods		4	6
3,4	Politics	Comparative Politics		3	6
3,4	Politics	Diplomatic History		3	6
3,4	Politics	Introduction to International Relations		3	6
3,4	Politics	Development of Contemporary Democracies		3	5
3,4	Politics	Politics of Nationalism and Ethnicity		3	5
3,4	Politics	Secularism and its Critiques		3	5
3,4	Politics	Politics in Developing Countries		3	5
3,4	Politics	Comparative Electoral System		3	5
3,4	Politics	Politics of Latin America		3	6
3,4	Politics	Politics and Cinema		3	5
3,4	Politics	Politics and Society in the Middle East		3	5
3,4	Politics	Politics in Asia and the Pacific		3	5
3,4	Politics	Politics of Identity		3	5

3,4	Politics	Political Geography	3	5
3,4	Politics	Political Sociology	3	5
3,4	Politics	Local Politics and Democracy	3	5
3,4	Politics	Sociology of Law	3	5
3,4	Politics	Administrative Law	3	5
3,4	Politics	Politics and Law	3	5
3,4	Politics	Religion and Society	3	6
3,4	Politics	Communications and Politics	3	6
3,4	Politics	Political Behaviour	3	6
3,4	Politics	Political Parties and Party Systems	3	6
3,4	Politics	Political Psychology	3	6
3,4	Politics	Literature and Politics	3	6
3,4	Politics	From Weimar to Berlin	3	6
3,4	Politics	Comparative State and Bureaucracy	3	6
3,4	Politics	Social Movements	3	6
3,4	Politics	Political Economy of Exclusion	3	6
3,4	Politics	Current Issues in European Integration	3	6
3,4	Politics	Migrants, Refugees and Politics: Comparative Perspectives	3	6
3,4	Politics	Human Rights: Theory and Practice	3	6
3,4	Politics	Theories and Politics of Authoritarian and Totalitarian Regimes	3	6
3,4	Politics	Islam and Politics	3	6
3,4	Politics	Justice as Equality	3	6
3,4	Politics	Gender and Politics in the Middle East	3	6
3,4	Politics	Selected Topics in Comparative Politics	3	5
3,4	Politics	Theories of International Relations	3	5
3,4	Politics	International Law	3	5
3,4	Politics	Twentieth Century Diplomatic History	3	5
3,4	Politics	History of International Economic Relations	3	5
3,4	Politics	Environment and Politics	3	5
3,4	Politics	Middle East In World Politics	3	5
3,4	Politics	International Organizations	3	6
3,4	Politics	Eastern European Politics	3	5
3,4	Politics	International Political Economy	3	6
3,4	Politics	Politics of Caucasus and Central Asia	3	6
3,4	Politics	Balkan Politics	3	6
3,4	Politics	Diplomatic Correspondence	3	6
3,4	Politics	Diplomatic Negotiations	3	6
3,4	Politics	Diplomacy and Foreign Policy Analysis	3	6
3,4	Politics	Current Issues in World Politics	3	6
3,4	Politics	Strategic Studies	3	6
3,4	Politics	European Security	3	5

3,4	Politics	Soviet Successor States In World Politics	3	6
3,4	Politics	International Conflict Analysis	3	6
3,4	Politics	Comparative and International Politics of The Middle East	3	6
3,4	Politics	The Black Sea In World Politics	3	6
3,4	Politics	North-South Relations	3	6
3,4	Politics	Japanese Political and Economic Dynamics	3	6
3,4	Politics	Asia in World Politics	3	5
3,4	Politics	Peace and Conflict	3	6
3,4	Politics	Politics of Extraterritorial Areas	3	6
3,4	Politics	The Law of International Institutions	3	6
3,4	Politics	Human Rights Jurisprudence in the European Union Context	3	6
3,4	Politics	Media and Globalization	3	6
3,4	Politics	Selected Topics in International Relations	3	5
3,4	Politics	Contemporary Political Ideologies	3	7
3,4	Politics	Philosophy of Social Sciences	3	5
3,4	Politics	Selected Issues in the History of Political Thought	3	5
3,4	Politics	The State and the Public Sphere	3	5
3,4	Politics	Politics and Culture	3	5
3,4	Politics	Gender and Politics	3	5
3,4	Politics	Ethics and Politics	3	6
3,4	Politics	Political Philosophy	3	6
3,4	Politics	Politics, Ideology and Discourse	3	6
3,4	Politics	Contemporary Marxist and Post-Marxist Theory	3	6
3,4	Politics	Democratic Theory	3	6
3,4	Politics	Major Theoretical Approaches to the Study of Politics	3	6
3,4	Politics	Politics of Modernity and Its Critics	3	6
3,4	Politics	Politics of Postmodernity and Its Critics	3	6
3,4	Politics	Current Debates in Social and Political Theory	3	6
3,4	Politics	Selected Topics in Political Theory	3	6
3,4	Politics	Political Economy of Contemporary Turkey	3	5
3,4	Politics	State and Bureaucracy in Turkey	3	5
3,4	Politics	Turkish Public Law	3	5
3,4	Politics	Turkish Foreign Policy	3	5
3,4	Politics	Problems and Issues in Turkish Politics	3	5
3,4	Politics	Issues In Turkish Foreign Policy	3	6
3,4	Politics	Ottoman Political and Social Institutions	3	6
3,4	Politics	Introduction to Civil Law	3	6
3,4	Politics	Selected Topics in Turkish Politics	3	6
3,4	Politics	Advanced Social Statistics	4	6
3,4	Politics	Political Economy of Advanced Industrial Countries	3	5
3,4	Politics	Introduction to Public Choice	3	6

3,4	Politics	Social Policy	3	5
3,4	Politics	Globalization and Public Policy	3	5
3,4	Politics	Politics and Decision Theory	3	5
3,4	Politics	Politics of Markets and Capitalism	3	6
3,4	Politics	Comparative Political Economy	3	6
3,4	Politics	Formal Modelling in Political Science	3	6
3,4	Politics	Introduction to European Integration	3	5
3,4	Politics	Turkey and the European Union	3	5
3,4	Politics	Comparative Political Economy of Europe	3	5
3,4	Politics	European Integration in Western Political Thought	3	6
3,4	Politics	European Foreign and Security Policy	3	6
3,4	Politics	European Union Institutions and Policy Making	3	6
3,4	Politics	Topics in European Integration	3	6
3,4	Politics	Issues of Culture and Identity in the European Union	3	6
3,4	Politics	European Union Law	3	6
3,4	Politics	American Foreign Policy	3	6
3,4	Politics	Field Research Workshop I	3	6
3,4	Politics	Field Research Workshop II	3	6
3,4	Politics	Directed Research and Reading I	3	6
3,4	Politics	Directed Research and Reading II	3	6
3,4	Politics	Honours Seminar	3	6

Source: <https://pols.boun.edu.tr/tr/ders-programi-0>, Access date: 24 April 2022, <https://pols.boun.edu.tr/registration-rules>, Access date: 27 April 2022, http://www.boun.edu.tr/TR/Content/Akademik/Lisans_Katalogu/Iktisadi_ve_Idari_Bilimler_Fakultesi/Siyaset_Bilimi_ve_Uluslararası_İlişkiler_Bolumu, Access date: 27 April 2022.

Appendix-10

METU International Relations Undergraduate Curriculum

Year	Genre	Course	Status	METU Credit	ECTS
1	Politics	Introduction to Politics I	Compulsory	3	6
1	Economics	Introduction to Economics I	Compulsory	5	8
1	History	World History I	Compulsory	3	5
1	Language	English for Academic Purposes I	Compulsory	4	6
1	Method/Practice	Introduction to Information Technologies and Applications	Compulsory	0	1
1	Language	Turkish I (101)- Set I ¹¹	Compulsory	0	2
1	Language	Turkish I (105)- Set I	Compulsory	0	2

¹¹ Any 2 courses from Set I must be selected.

1	Language	Elementary Turkish- Set I	Compulsory	0	2
1	Natural Sciences	Calculus I - Set II	Compulsory	5	7
1	History	Comparative History of Civilization - Set II ¹²	Compulsory	3	5
1	Politics	Introduction to Politics II	Compulsory	3	6
1	Economics	Introduction to Economics II	Compulsory	5	8
1	History	World History II	Compulsory	3	5
1	History	History of International Political Theory	Compulsory	3	6
1	Language	English for Academic Purposes II	Compulsory	4	6
1	Other	Career Planning	Compulsory		2
1	Language	Turkish II (102)- Set I ¹³	Compulsory	0	2
1	Language	Turkish II (106)- Set I	Compulsory	0	2
1	Language	Intermediate Turkish- Set I	Compulsory	0	2
2	Law	Introduction to Law for International Relations	Compulsory	3	6
2	Language	Academic Oral Presentation Skills	Compulsory	3	4
2	Politics	Introduction to International Politics I	Compulsory	3	6
2	History	Principles of Kemal Atatürk I -Set I ¹⁴	Compulsory	0	2
2	History	History of the Turkish Revolution I-Set I	Compulsory	0	2
2	Politics	Departmental Elective	Elective		
2		Departmental or Non-departmental Elective	Elective		
2	Politics	Research Methods in International Relations	Compulsory	3	8
2	Politics	Introduction to International Politics II	Compulsory	3	6
2	History	Principles of Kemal Atatürk II-Set I ¹⁵	Compulsory	0	2
2	History	History of the Turkish Revolution II-Set I	Compulsory	0	2
2	Politics	Departmental Elective	Elective		
2	Politics	Departmental Elective	Elective		
2		Departmental or Non-departmental Elective	Elective		
3	Law	Public International Law I	Compulsory	3	8
3	Politics	Turkish Foreign Policy I	Compulsory	3	6
3	Politics	Departmental Elective	Elective		
3		Departmental or Non-departmental Elective	Elective		
3		Departmental or Non-departmental Elective	Elective		
3	Law	Public International Law II	Compulsory	3	8
3	Politics	International Organization	Compulsory	3	8
3	Politics	Turkish Foreign Policy II	Compulsory	3	6
3	Politics	Departmental Elective	Elective		
3		Departmental or Non-departmental Elective	Elective		
4	Politics	Departmental Elective	Elective		
4	Politics	Departmental Elective	Elective		

¹² Any 1 course from Set II must be selected.

¹³ Any 1 of 3 Language courses (Set I) must be selected.

¹⁴ Any 1 of 2 History courses (Set I) must be selected.

¹⁵ Any 1 of 2 History Courses (Set II) must be selected.

4	Politics	Departmental Elective	Elective		
4		Departmental or Non-departmental Elective	Elective		
4		Departmental/ Non-departmental or Free Elective	Elective		
4	Politics	Departmental Elective	Elective		
4	Politics	Departmental Elective	Elective		
4	Politics	Departmental Elective	Elective		
4		Departmental or Non-departmental Elective	Elective		
4		Departmental/ Non-departmental or Free Elective	Elective		
	Politics	Comparative History of Civilization	Departmental Elective Course Options	3	5
	Politics	History of International Political Theory		3	6
	Politics	Introduction to International Relations		3	6
	Politics	Introduction to Law for International Relations		3	6
	Politics	Trans. From the Ottoman Empire to the Turk. Republic		3	6
	Politics	Introduction to Peace and Conflict Studies		3	6
	Politics	Research Methods in International Relations		3	8
	Politics	Politics of International Migration		3	6
	Politics	Introduction to International Politics I		3	6
	Politics	Introduction to International Politics II		3	6
	Politics	Introduction to Foreign Policy Analysis		3	6
	Politics	Introduction to International Political Economy		3	6
	Politics	The Social History of the Modern Middle East		3	6
	Politics	The Ottoman Empire: Relations and Perceptions		3	6
	Politics	Introduction to International Development		3	6
	Politics	Political Economy of Globalization		3	6
	Politics	Politics in the Balkans		3	6
	Politics	The Modern International System		3	6
	Politics	International Organization		3	8
	Politics	International Security		3	6
	Politics	Turkish Politics and Foreign Policy		3	6
	Politics	Applied Research Methods in International Relations		3	6
	Politics	Diplomacy: Concepts, Institutions and Forms		3	7
	Politics	Politics of International Migration		3	6
	Politics	Non-State Actors in World Politics		3	6
	Politics	Political Economy of Southern Europe		3	6
	Politics	International Private Law		3	6
	Politics	Politics of Diaspora		3	6
	Politics	Contemporary China		3	6
	Politics	Critical Security Studies		3	6
	Politics	International Negotiation	3	7	
	Politics	Process of European Integration	3	6	
	Politics	Revolutions in Modern World History	3	6	
	Politics	Modern French Politics	3	6	

	Politics	American Foreign Policy	3	6
	Politics	German Foreign Policy	3	6
	Politics	Directed Readings	3	6
	Politics	Theories of International Relations	3	6
	Politics	Human Rights in World Politics	3	6
	Politics	Politics of International Interventions	3	6
	Politics	British Foreign Policy	3	6
	Politics	Ottoman Diplomacy & the European States System	3	6
	Politics	International Environmental Law	3	6
	Politics	Historical Sociology of International Relations	3	6
	Politics	Political Economy of Global Finance	3	6
	Politics	Turkey and the EC/EU	3	6
	Politics	Regionalism in the Global South	3	6
	Politics	European Union in World Affairs	3	6
	Politics	Law and Institutions of the European Union	3	6
	Politics	International Relations in Cinema	3	6
	Politics	Energy Markets and Diplomacy	3	6
	Politics	Political Economy of Water and Environmental Security	3	15
	Politics	Countering Radicalization, Terrorism and Hybrid Warfare	3	6
	Politics	Problems in International Security	3	8
	Politics	Issues in Turkish Foreign Policy	3	8
	Politics	Political Theory & International Relations	3	8
	Politics	Issues in American Foreign Policy	3	8
	Politics	International Propaganda	3	8
	Politics	International Political Sociology	3	6
	Politics	Transnational Migration and Population	3	8
	Politics	Political Economy of International Oil	3	8
	Politics	Ethics and Research Methods in IR	3	8
	Politics	Radical Politics in the Middle East	3	8
	Politics	Politics of International Interventions	3	8
	Politics	Transcaucasia & Central Asia in World Affairs	3	8
	Politics	Approaches to European Foreign Policy	3	8
	Politics	British School of International Relations	3	8
	Politics	Politics in East-Central Europe	3	8
	Politics	Peace and Conflict Studies	3	8
	Politics	Seminar in International Relations	0	10
	Politics	International Political Economy	3	8
	Politics	European Regime of Human Rights	3	8
	Politics	The Making of European Security	3	8
	Politics	Global Politics of Money and Finance	3	8
	Politics	Theory and Event	3	8

	Politics	Ocean Politics and Law	3	8
	Politics	Global Environmental Issues	3	8
	Politics	State in Global Capitalism	3	8
	Politics	Energy, Water and Environmental in International Relations	3	8
	Politics	The Ottoman Empire in World Politics	3	8
	Politics	The Politics of Arab-Israeli Relations	3	8
	Politics	Advanced Critical Security Studies	3	8
	Politics	Religion and Nationalism in World Politics	3	8
	Politics	Human Rights in Russia	3	8
	Politics	Contemporary Social & Political Theorists & International Relations	3	8
	Politics	International Relations of the European Union	3	8
	Politics	Controversies in European Integration	3	8
	Politics	Human Rights Politics in the European Union	3	8
	Politics	Foreign Policy Analysis	3	8
	Politics	Advanced Topics in Theory & Method in International Relations	3	8
	Politics	History, Politics & International Relations	3	8
	Politics	Middle East in World Affairs	3	8
	Politics	Europe in World Affairs	3	8
	Politics	Eurasia in World Affairs	3	15
	Politics	Ethics and Applied Research Methods in IR	3	8
	Politics	Prothesis Seminar: Issues and Debates	0	10
	Politics	Politics and International Relations of the Middle East	3	8
	Politics	Euro-Mediterranean Relations	3	8
	Politics	Turkish Foreign Policy	3	8
	Politics	Advanced Issues in International Politics of Migration	3	8
	Politics	Ethnicity National and European Identity	3	8
	Politics	International Political Economy and Foreign Policy	3	8
	Politics	Issues in the Theory of International Law and International Relations	3	8
	Politics	Post-Positivist Theories of International Relations	3	8
	Politics	Diplomacy & International Relations	3	8
	Politics	Global Security Problem and the Cult of National Security	3	8
	Politics	Human Rights Global. and the Pol. Islam	3	8
	Politics	Topics in European Integration	3	8
	Politics	Law of the Marine Environment	3	8
	Politics	Sociology of Globalization	3	15
	Politics	Globalization, Neoliberalism & Social Transformations	3	8
	Politics	Readings in the Middle East Politics	3	8
	Politics	Empire to Nation State: Transformation of an Ottoman to a Turk	3	8

	Politics	State Building and Nation Building in Post-Soviet Space		3	8
	Politics	Regional Security, Energy and Environment		3	8
	Politics	The US and the World		3	8
	Politics	Comparative Studies in Religion, Society and Global Politics		3	8
	Politics	Maritime International Law		3	8
	Politics	Global Governance Independent Studies		3	8

Source: <http://ir.metu.edu.tr/en/undergraduate>, Access date: 25 April 2022,
<http://ir.metu.edu.tr/en/courses>, Access date: 25 April 2022.



Geniřletilmiř Trke zet

Siyaset biliminin bir uzantısı olarak ortaya ıkan uluslararası iliřkiler, teorileri ve yntemleriyle dnyamız hakkında kapsamlı bir fikir sistemi sunarken zaman iindeki geliřimi aısından bilim adamları tarafından sorgulanmaya bařlamıřtır. Wagner (1990a), disiplini ulusal dzeyde siyaset sosyolojisi perspektifinden deęerlendirirken  faktrn neminden bahsetmekte ve bu faktrleri “*siyasi yapılar, bilimsel kurumlar ve entelektel gelenekler*” olarak aıklamaktadır (akt. Wæver, 1998). Wæver (1998), bu tanımı geniřleterek, bir lkenin sosyolojik ve politik konumunun, sosyal bilimler aısından statsnn, i entelektellięinin ve ayrıca kendi sınırları iinde kullanılan teori ve tartıřmalarla o lkedeki disiplinin sosyal yapılarının lke iin belirleyici olduęunu belirtmektedir. Ulus devletlerde eęitim de bu formle uyar ve devletler ekseninde řekillenir. Uluslararası iliřkiler eęitiminde bu etkileřimin izini srmek iin incelenmesi gereken  ana kaynak vardır: ders kitapları, dergiler ve mfredat (Wæver, 1998, s.696).

Kreselleřme, kresel ynetiřimin eřitlilięini doęurmuř, bařka bir deyiřle kresel dzeyde kontrol, ynetim ve dzenleme saęlayan sistemler ortaya ıkmıřtır (Biersteker, 2011, s.10). Kresel ynetiřimin yeni biimleri, Uluslararası İliřkiler eęitiminde geleneksel yaklařımlara bazı zorluklar getirmiřtir (Mundy, 2007, s.339). Ulus devletlerin siyasi ve ekonomik entegrasyonunun bir sonucu olarak, dnyadaki eęitim sistemleri giderek daha fazla benzerlik gstermeye bařlamıř ve bu nedenle Uluslararası İliřkiler mfredatları daha standart hale gelmiřtir (Beltramo & Duncheon, 2013, s. 97). Mfredat, uluslararası iliřkiler disiplini ile ilgili temel konularda doęrudan nemlidir (Robles, 1993, s.527) ve bir analiz aracı olarak kullanılabilir. Beltramo ve Duncheon'un (1993) iddia ettięi gibi, eęitim ierięinin analizi, herhangi bir ulus-devletin misyon ve vizyonu hakkında ıkarımlarda bulunmak iin temel bir bilgi kaynaęı olarak dřnlebilir. Bu baęlamda Uluslararası İliřkiler eęitimi, geleceęin iyi donanımlı ve kendi lkelerinin deęerlerine ve amalarına uluslararası arenada kusursuz bir řekilde hizmet edebilecek uzmanlar ve akademisyenler yetiřtirmeyi amalamaktadır. Mfredatları incelemek, disiplinin gelecekteki akademisini daha iyi kavramak iin ipularını ortaya ıkarır. Uluslararası iliřkilerde genel bir ABD hakimiyeti olduęu ve ders programlarının bu etkiyle řekillendięi

düşünülürse müfredatın önemi yadsınamaz. Dolayısıyla bu çalışma “Uİ eğitimi küresel yönetim için bir araç olarak görülebilir mi?” diye soruyor. Çalışmanın amacı, Anglo-Amerikan geleneğinin karakteristik özelliklerini tespit etmek ve Türkiye ile karşılaştırmalı olarak incelemek ve böylece, Türkiye'nin Anglofon modeline ne kadar bağlı olduğu hakkında bir değerlendirme yapmaktır. Bu çerçevede, Uİ lisans programları sunan yükseköğretim kurumlarının ders içerikleri incelenmiştir. Küreselleşmenin etkisini görmek için, Times Higher Education üniversite sıralamalarında listelenen anglofon geleneğindeki en iyi 5 üniversiteye bakılmıştır. Bu üniversitelerin müfredatları analiz edilmiş ve temel özellikleri belirlenmiştir. Ardından Türkiye'den en iyi 4 üniversitenin müfredatlarına bakılmış ve temel özellikleri çıkarılmıştır. Sonrasında, elde edilen karakteristik özellikler anglofon üniversitelerinin verileriyle karşılaştırılmıştır. Bulgular, analiz edilen Türk üniversitelerindeki lisans uluslararası ilişkiler müfredatlarının, analiz edilen İngilizce konuşan üniversitelerin müfredatına benzer olduğunu göstermektedir. Bu, küreselleşmenin Türkiye'deki Uluslararası İlişkiler eğitimine etkisi olarak yorumlanabilir.

Bu çalışmadan elde edilen bulgular ışığında, uluslararası ilişkiler disiplinindeki hiyerarşinin disiplinin eğitim yapısına da yansıdığı söylenebilir. Hem birinci gruptaki anglofon çevre, hem de anglofon olmayan Türkiye -ikinci gruptaki durum, disiplinde devam eden bir Amerikan egemenliğinin ve rekabet halindeki bir İngiliz varlığının olduğuna işaret etmektedir. Buna göre, Uluslararası İlişkiler eğitiminin yapısındaki standardizasyon, küresel yönetimin bir aracı olarak Amerikan egemenliğine hizmet edebilir. Ancak bu soruya daha nitelikli bir cevap verebilmek için hem seçilen ülkelerden hem de diğer ülkelerden/bölgelerden daha fazla üniversiteyi incelemek gerekmektedir. Ayrıca, uluslararası ilişkiler programlarında sunulan ders kitapları ve okuma listeleri de incelenebilir. Uluslararası ilişkiler alanında yayınlanan dergilerin analizi de faydalı bilgiler sağlayabilir. Farklı ülkelerdeki uluslararası ilişkiler eğitimi arasındaki benzerlikler ve farklılıklar üzerine bir anlayış, ulusal çıkarı karşı küreselleşme tartışmasının görece önemine dair yararlı bilgiler sağlayabilir. Sonuçlar, uluslararası ilişkiler eğitiminin ulusal çıkarları gözetmek için nasıl yapılandırılması gerektiği konusundaki tartışmalar için önemlidir.