1. **Title of the module**

POLI6560 (PO656) Humans at War

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

An optional module for all politics and international relations students. Available as a wild module to the wider university.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

1. understand the key approaches to agency in social and political theory

2. identify the various actors involved in warfare and peace-making

3. understand the social, political and experiential aspects of the various types of actors involved in war

4. critically engage with conflict studies and International Relations, and challenge the underlying assumptions of the field

5. identify cognate disciplines studying actors in war including sociology, anthropology and ethnography of war

6. analyse testimonies of war (written, oral, video, photographic)

7. engage with experiential knowledge and link it to theoretical approaches to conflict

8. formulate questions in face to face contact with interviewees

9. understand the ethical issues linked to interviews with actors involved in war

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

1. communicate effectively in writing and speech

2. use information technology (particularly audio visual and internet-based technology) for the retrieval of information

3. choose a topic of interest and relevant to the course for the second assignment and work independently to complete it

4. express their ideas in a group setting, listen to others and respond constructively to opposing points of view

1. **A synopsis of the curriculum**

This module aims to investigate the different roles and experiences of human beings at and in war. Following an introduction to approaches to agency in social and political theory, the course will examine the roles of combatants (both state and non-state), civilians (men, women and children), and third parties (peacekeepers, humanitarian workers, journalists, and academics). Engaging with the fluidity of each category (a human being can be a woman and a combatant at the same time and all categories are interlinked by a complex web of social, economic, and political relations), the categories will first be analyzed as a social group (examining questions such as age brackets, income brackets, education, life expectancy), then investigated in terms of their political functions and roles. Finally, the experiences of each category will be examined through testimonies (using written, audio and video material and guest speakers) in an attempt to access some degree of experiential knowledge of war and peace. Due to the sensitive nature of the material examined, the module will not be using lecture capture.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Bourdieu. Pierre (ed.) (1999) The Weight of the World: Social Suffering in Contemporary Society. Cambridge: Polity.
* Campbell, David. (2003) “Representing Contemporary War,” Ethics and International Affairs. 17(2): 99-108.
* Collart, Claude and Venter, Sahm (eds). (2004) Something to Write Home About: Reflections from the Heart of History. Bellevue: Jacana.
* Dallaire, Romeo. (2005). Shake Hands with the Devil: The Failure of Humanity in Rwanda. London: Carroll & Graf.
* Levi, Primo. (1996) If This is a Man; The Truce. London: Abacus.
* Nordstrom, Carolyn. (1999) “Wars and Invisible Girls, Shadow Industries, and the Politics of Not-Knowing,” International Feminist Journal of Politics. 1(1): 14-33.
* Nordstrom, C. and A. Robben (eds). (1995) Fieldwork Under Fire: Contemporary Studies of Violence and Survival. Berkeley, CA: University of California Press.
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay 1, 2500 words, 50%
* Essay 2, 2500 words, 50%

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** |  |  |  |  | **x** | **x** | **x** |  |
| Seminars |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** |  | **x** | **x** | **x** |  | **x** | **x** |  | **x** | **x** |  |  |
| Essay 2 |  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018