

# **War and the Politics of Ethics**

**POLI 30822**

**Unit coordinator:** Maja Zehfuss

**Credit rating 20**  
*ECTS credits 10*

**Semester 2**

**Politics**  
*Undergraduate*

**Level 3**

***FHEQ level ' Last part of a Bachelors'***

## **Marketing course unit overview**

This course aims to enable students to think critically about the problem of ethics and its political implications in the context of war. It raises the question of what 'ethics' means in the context of war by bringing together theoretical arguments and empirical material. This involves examining traditional notions of ethics such as just war thinking, critiques of the notion of ethics and the ways in which ethics is produced in warfare. Throughout the course, students will link these arguments to ethical questions that have arisen in relation to selected wars.

Topics may include

- Challenges of Researching War and Ethics
- The Idea of Just War
- Ethics and Responsibility
- The 'Good War' and the Barbarity of Warfare
- The Politics of Targeting
- 'Collateral Damage' and the Politics of Counting
- Refusing to Fight

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## **Aims**

- To introduce existing thinking on ethics in relation to the problematic of war
- To critically examine traditional notions of ethics in the context of war
- To explore ethical questions that arise in the context of war
- To employ theoretical arguments to critically analyse and discuss concrete ethical dilemmas that arise in wars

## **Learning outcomes**

By the end of the course students should be able to

- To identify strengths and weaknesses of existing thinking on ethics in relation to the

problematic of war

- To critically examine traditional notions of ethics in the context of war
- To identify ethical questions that arises in the context of war
- To deploy thinking on ethics in order to critically analyse and discuss concrete ethical dilemmas that arises in wars
- To demonstrate good oral and written communication skills
- To demonstrate good research skills
- To demonstrate the ability to work both independently and with others as part of a team
- To reflect on their learning, using constructive feedback

### **Employability skills**

Other

See additional notes at the bottom of the page

### **Teaching and learning methods**

This course consists of one weekly 2-hour lecture plus one weekly tutorial. The format of the tutorials will vary.

### **Assessment methods**

Critical Review Paper (1,500 words; 20%); Group Research Presentation (20%); Research Essay (4,000 words; 60%).

### **Feedback methods**

Politics staff will provide feedback on written work within 15 working days of submission.

Students should be aware that all marks are provisional until confirmed by the external examiner and the final examinations boards in June.

For modules that do not have examination components the marks and feedback for the final assessed component are not subject to the 15 working day rule and will be released with the examination results.

You will receive feedback on assessed essays in a standard format. This will rate your essay in terms of various aspects of the argument that you have presented your use of sources and the quality of the style and presentation of the essay. If you have any queries about the feedback that you have received you should make an appointment to see your tutor.

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### **Requisites**

This course is ONLY OPEN to students from the following degree programmes:

BSocSci, BA (Econ) Politics Specialists (including development studies), PMH, Phil/Pol, Law with Politics, PPE.

**Available as free choice?** N

### **Recommended reading**

Walzer, Michael, *Just and Unjust Wars: A Moral Argument With Historical Illustrations*, any edition.

O'Callaghan, Ronan, *Walzer, Just War and Iraq: Ethics as Response* (Abingdon: Routledge 2016).

### **You may also be interested in**

Zehfuss, Maja, *War and the Politics of Ethics* (Oxford: Oxford University Press 2018).

**Scheduled activity hours**

Lectures	20
Tutorials	10

**Independent study hours** 170 hours

**Additional notes****Information**

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**Employability Skills**

This module helps students wishing to develop and demonstrate skills that can be applied in a wide range of different jobs. It requires students to summarise and analyse information so as to enable clearly articulated interpretations, involving both independent and team work. The module provides opportunities to present analyses in written and oral form.

*Version Nbr 004.0.0*

# **Understanding Political Choice in Britain**

**POLI 31042**

**Unit coordinator:** Marta Cantijoch Cunill

**Credit rating 20**  
*ECTS credits 10*

**Semester 2**

**School of Social Sciences**  
**Politics**  
*Undergraduate*

**Level 3**

***FHEQ level ' Last part of a Bachelors'***

## **Aims**

- POLI31042 will provide students with an advanced understanding of the main controversies in the analysis of British elections. The course will develop students' understanding of the main methods used to analyse elections, including survey data collection, regression analysis, and experimental methods. POLI301042 will develop students' critical understanding of the strengths and weaknesses of analysis techniques, and build their confidence in analysing and writing about data.

## **Learning outcomes**

*Student should/will (please delete as appropriate) be able to*

### *Knowledge and Understanding:*

- Substantive knowledge of the main factors influencing vote choice in Britain, how these have changed over time, and the methods used to establish their relative influence.
- Methodological knowledge of the main principles of survey data collection and analysis, and the strengths and weaknesses of this approach

### *Intellectual skills:*

- Critical understanding of how to gather and analyse evidence for and against different hypotheses about voting behaviour
- Critical understanding of the main explanations of voting behaviour in Britain

### *Practical skills:*

- Familiarity with survey data and the methods used to analyse it
- Ability to analyse and present data, through tables and charts, in order to evaluate hypotheses

### *Transferable skills and personal qualities:*

- Familiarity with survey data and methods, widely used in a variety of different professions
- Introduction to the specialist statistical software used to analyse survey data
- Development of data presentation skills, including construction of effective tables and graphs.

## Syllabus

The basic remit of the course is to provide an in depth analysis of the choices British voters make (including the choice whether or not to vote at all) with a focus on the evidence provided by the British election study. Students will achieve an advanced understanding of modern electoral research, including the data and methods researchers use to analyse political choice. Students will also develop applied understanding of these methods through hands on classes in which they will use British Election Study data to develop their own tables and graphs addressing important aspects of voting choice.

The course will address all of the main aspects of the political decision in Britain. The social divisions of class, ethnicity, gender and geography will be examined. The impact of changing issue agendas, voters' assessments of party performance, the economy and political leadership will also be examined in depth. Finally, the factors influencing the decision to vote at all will be considered, and competing explanations for the decline in turnout since 1997 examined in depth.

[NOTE: THIS IS A PRELIMINARY SYNOPOSIS. A MORE DETAILED CONTENT SUMMARY WILL BE PROVIDED BY THE Q-STEP LECTURER ON APPOINTMENT]

## Assessment methods

3,500 words Essay worth 67% Learning Logs worth 33%

## Feedback methods

Students will receive written feedback on all assessed coursework and get face to face feedback in tutorials/seminars. Tutors and Course Convenors also have a dedicated office hour when you can meet with her/him to discuss course unit specific problems and questions.

## Requisites

NONE

Available as free choice? Y

## Scheduled activity hours

Lectures	10
Tutorials	20

**Independent study hours** 170 hours

# **United Nations Security Council in Practice**

**POLI 32151**

**Credit rating 20**  
*ECTS credits 10*

**Unit coordinator:** Jess Gifkins

**Semester 1**

**School of Social Sciences**  
*Undergraduate*

**Level 3**

***FHEQ level ' Last part of a Bachelors'***

## **Marketing course unit overview**

The UN Security Council holds the main responsibility for international peace and security and is a critical part of the security governance infrastructure. This unit analyses the role, tools and practices of the United Nations Security Council. The unit begins with debates over how to understand the United Nations as forum or as an actor. It then introduces practice theory, including current debates, and how it can be used. We then consider the significance of language that is used in Security Council decisions, and diplomatic practices that are used in decision-making. The unit then moves into tools and themes within the Security Council, such as peacekeeping, the relationship with the International Criminal Court, and setting the agenda.

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## **Aims**

- Equip students to critically engage with literature and debates on the UN Security Council and literature
- Enable students to critically assess the role and efficacy of the UN Security Council across a range of issue areas
- Assist students to develop the knowledge and insight to understand the breadth of actions of the UN Security Council, as well as detailed understanding on specific tools and thematic areas

## **Knowledge and understanding**

- Critically describe the role and function of the UN Security Council
- Demonstrate awareness of the tools used by the UN Security Council and the limitations of these tools
- Demonstrate a working knowledge of practice theory and the practices of the UN Security Council

## **Intellectual skills**

- Assess the UN Security Council and its role in global governance
- Demonstrate understanding of the United Nations as both a forum and an actor
- Analyse the effectiveness of the UN Security Council across different issue areas

**Practical skills**

- Critically engage with academic literature
- Discuss and debate the role of the United Nations with their peers
- Write sustained essays on aspects of global governance

**Transferable skills and personal qualities**

- Greater awareness of global politics
- Enhanced analytical skills
- Increased ability to debate complex ideas with colleagues

**Syllabus**

Topics may include:

**Part 1: Framework**

- 1) What is the UN and introductory material
- 2) Practice theory and why it matters
- 3) Language in the UN Security Council
- 4) Diplomatic practices

**Part 2: Tools and Themes**

- 5) Setting the agenda
- 6) Peacekeeping
- 7) The International Criminal Court
- 8) Sanctions
- 9) The Protection of Civilians in Armed Conflict
- 10) Overview and essay preparation

**Teaching and learning methods**

Students will be expected to access and read set texts every week which can be downloaded via blackboard and the university library. Research will involve wider use of library search tools and relevant empirical sources. Weekly lectures will introduce students to key concepts, followed by weekly seminars which will involve discussion and debate on cases, ideas and concepts.

**Assessment methods**

Essay, 3,850 words (70%) Critical Review, 1,650 words (30%)

**Feedback methods**

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**Requisites**

NONE

**Available as free choice?** Y

**Recommended reading**

- Lowe, V., et al., Eds. (2008). The United Nations Security Council and War. Oxford, Oxford University Press.
- Luck, E. C. (2006). The UN Security Council: Practice and Promise. Oxon, Routledge.
- von Einsiedel, S., et al., Eds. (2016). The UN Security Council in the 21st Century. Boulder and London, Lynne Rienner Publishers.
- Welsh, J. and D. Zaum (2013). Legitimation and the UN Security Council. Legitimizing International Organizations. D. Zaum. Oxford, Oxford University Press.

**Scheduled activity hours**

Lectures	20
Tutorials	10

**Independent study hours** 170 hours

*Version Nbr 001.0.0*



# **Race, Ethnicity, Migration**

**POLI 32162**

**Credit rating 20**

**ECTS credits 10**

**Unit coordinator:** Nicole Martin

**Semester 2**

**School of Social Sciences**

**Undergraduate**

**Level 3**

**FHEQ level ' Last part of a Bachelors'**

## **Marketing course unit overview**

This course considers the role of ethnicity as a social and political cleavage. It examines the impact of immigration and ethnic diversity on party politics and political behaviour, using the experiences of countries in Europe and North America. Immigration and ethnicity are one of the major long-term social issues of today, and studying the effects of these phenomena on politics will allow students to gain a deeper understanding of long-term political change - as well as current affairs. The approach taken is to consider both the political engagement and representation of immigrants and ethnic minority citizens, and the broader consequences and development ethnicity and immigration as political issues in their own right. This includes a consideration of racism, anti-immigrant sentiment, and Brexit. This course will have an empirical emphasis, aiming to equip students with the skills to evaluate empirical (including quantitative) research.

## **Course unit overview**

This course considers the role of ethnicity as a social and political cleavage. It examines the impact of immigration and ethnic diversity on party politics and political behaviour, using the experiences of countries in Europe and North America. Immigration and ethnicity are one of the major long-term social issues of today, and studying the effects of these phenomena on politics will allow students to gain a deeper understanding of long-term political change - as well as current affairs. The approach taken is to consider both the political engagement and representation of immigrants and ethnic minority citizens, and the broader consequences and development ethnicity and immigration as political issues in their own right. This includes a consideration of racism, anti-immigrant sentiment, and Brexit. This course will have an empirical emphasis, aiming to equip students with the skills to evaluate empirical (including quantitative) research.

## **Aims**

*The unit aims to:*

- Give students comparative and cross-national insights into immigration and ethnicity in the European and North American contexts.
- Understand how the phenomena of immigration and ethnic diversity affect the political behaviour of both voters and representatives.
- Equip students to interrogate and analyse empirical and quantitative evidence on this topic and others.

## **Knowledge and understanding**

1. *Understanding of contemporary scholarship on political behaviour of ethnic and racial minorities.*
2. *Knowledge of different European countries experience of migration and ethnic diversity.*
3. *Conceptual understanding of substantive and descriptive representation, and knowledge of empirical applications of these concepts in the US and the UK.*
4. *Understanding of scholarship on the successes and failures of the extreme right family of*

*parties in Europe.*

### **Intellectual skills**

1. *Understand the use of empirical and quantitative evidence in research papers.*
2. *Interrogate controversial and contested concepts.*
3. *Construct arguments that use both empirical evidence and coherent conceptual frameworks.*

### **Practical skills**

1. *Independent study.*
2. *Ability to engage with intellectually challenging material.*

### **Transferable skills and personal qualities**

1. *Presentational skills.*
2. *Stronger written communication skills.*
3. *Greater reflectiveness and thoughtfulness when debating immigration, ethnicity and racism.*
4. *Independent working.*

### **Syllabus**

The first part of the course starts by exploring two key parts of the social context of immigration; the varied history of immigration and ethnic diversity in Europe and North America, and social stratification by immigrant status and ethnicity. This draws on sociological and historical literature as well as that of political studies. The second part of the course concentrates on racism, attitudes to immigration and their political impacts. This involves considering racism and anti-immigrant attitudes at the individual level - what makes some people more tolerant than others? We also discuss the difficulties in measuring racism and its effects, including survey questions, audit tests, and the Implicit Attitudes Test. Moving from the individual-level, we also consider the response of parties to these attitudes, and their role in cultivating or suppressing them. This looks at both far right parties in comparative perspective (including over a longer period of time), and major parties' responses to their success. The second part of the course concludes with a week focussing on Brexit. The final part of the course considers the political behaviour and representation of ethnic minorities and immigrants. The starting point will be a week examining the reasons for strong support for parties of the left among ethnic minority and immigrant groups, and exceptions to that general trend. Then we focus on voter participation and the barriers that immigrants and ethnic minority voters can face in this regard. This includes a discussion of voter suppression. Finally, we look at substantive and descriptive representation, including survey and experimental evidence on attitudes concerning these two types of representation by voters and representatives.

### **Topics include:**

History of immigration and ethnic diversity in Europe.  
How does racism affect voter choice?  
Ethnic minority candidates and politicians.  
What is the role of immigration in explaining Brexit?  
The far right and women's role in society.

### **Teaching and learning methods**

This course is delivered in the format of a 2 hour lecture and 1 hour tutorial the following week. Lectures make use of video and picture materials from other sources. E-learning will be used sometimes to assess students understanding before the tutorial, or sometimes to enable self-reflection. For instance, if we are discussing a paper that uses surveys to examine social attitudes, students might be asked to complete those survey questions (without a record of their attitudes being kept). The aim of the lectures is to provide students with an overview of the topic that week and a variety of literature that they will not be able to read in the time during the week. This will facilitate discussion in the tutorial which aims each week to discuss a question with reference to the core readings for that week. Students will prepare and submit a short written

reading reflection each week, which will provide the starting point for tutorial discussion.

### **Assessment methods**

1750 word essay, 25% 2 hour exam, 60% Participation (including compulsory written preparation for tutorials), 15%

### **Feedback methods**

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### **Requisites NONE**

### **Available as free choice? Y**

### **Recommended reading**

Bansak, K., Hainmueller, J. and Hangartner (2016) 'How economic, humanitarian, and religious concerns shape European attitudes toward asylum seekers', *Science*, 534(6309), p. 217-.

Blinder, S., Ford, R. and Iversen, E. (2013) 'The better angels of our nature: How the anti-prejudice norm affects policy and party preferences in Great Britain and Germany', *American Journal of Political Science*

Dancygier, E. (2010) *Immigration and Conflict in Europe*. Cambridge University Press.

Dancygier, R. and Saunders, E. N. (2006) 'A New Electorate? Comparing Preferences and Partisanship between Immigrants and Natives', *American Journal of Political Science*, 50(4), pp. 962-981.

Dawson, M. C. (1994) *Behind the Mule: Race and Class in African-American Politics*. Princeton, NJ: Princeton University Press.

Heath, A. et al. (2013) *The Political Integration of Ethnic Minorities in Britain*. Oxford University Press.

Just, A., Sandovici, M. E. and Linstead, O. (2014) 'Islam, religiosity, and immigrant political action in Western Europe', *Social Science Research*, 43, pp. 127-144.

Mudde, C. (2007) *Populist radical right parties in Europe*. Cambridge University Press.

Mudde, C. (2014) 'Fighting the system? Populist radical right parties and party system change', *Party Politics*, 20(2), pp. 217-226.

Saggar, S. (ed.) (1998) *Race And British Electoral Politics*. Routledge.

Saggar, S. and Heath, A. (1999) 'Race: Towards a Multicultural Electorate?', in Evans, G. and Norris, P. (eds) *Critical Elections: British Parties and Voters in Long-Term Perspective*, pp. 102-23.

Sobolewska, M., Galandini, S. and Lessard-Phillips, L. (2017) 'The public view of immigrant integration: multidimensional and consensual. Evidence from survey experiments in the UK and the Netherlands', *Journal of Ethnic and Migration Studies*. Taylor & Francis, 43(1), pp. 58-79.

Wilson, J. M. (2012) 'How are we doing? Group-based economic assessments and African American political behavior', *Electoral Studies*, 31(3), pp. 550-561.

**Scheduled activity hours**

Lectures

20

Tutorials

10

**Independent study hours**

170 hours

*Version Nbr 002.0.0*