

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	Humanities & Social Sciences
Programme:	International History
FHEQ Level:	6
Course Title:	Warfare, Gender and Society
Course Code:	HIST 6102
Total Hours:	160 (Lev 3-5) (4 US Credit)
Timetabled Hours:	45
Guided Learning Hours:	15
Independent Learning Hours:	100
Credit	16 UK CATS credits 8 ECTS credits 4 UK credits

Course Description:

Narratives about war have traditionally been centred on men's roles, while women have often been cast as passive bystanders or victims. This course will challenge that view by exploring the active participation of women in wars, decolonisation, civil conflicts, and terrorist campaigns, both as combatants and civilian supporters. This course explores the changing nature and history of warfare from the Modern period to the beginning of the twentieth-first century, focusing on the social, cultural, and gendered dimensions of conflict. A key premise of the course is that warfare reflects the societies and cultures that wage it. This idea will be tested through diverse examples of warfare across different historical periods, geographic regions, and social contexts, investigating how war has shaped—and been shaped by—societal structures, technology, gender relations, and political developments.

Prerequisites:

70 Credits

Aims and Objectives:

- To develop an advanced understanding of historical events, concepts, theories, and arguments relating to war and its impact on social and political change in the modern period, particularly with regard to gender.
- To critically engage with conflicting interpretations of the relationship between warfare and gender, and different ways of approaching, analysing and writing about these issues, in both comparative and thematic contexts.
- To provide a background for eventual careers in fields which require articulate, clear-thinking individuals with a grasp of international history.
- To foster the acquisition, development, and consolidation of a variety of historical and transferable skills through the study of particular themes in international history.
- To promote critical engagement with a wide range of primary and secondary historical sources, and the development of both a succinct writing style and the ability to present complex arguments orally.

Programme Outcomes:

6AI; 6AIII; 6BI; 6CIII

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the archive maintained by Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrate a systematic understanding of the problems of constructing histories of warfare and their interaction with constructions of gender and other social phenomena.
- Demonstrates a systematic understanding of various debates surrounding the historiography, concepts and theories related to warfare, gender and society over time.
- Demonstrate a systematic understanding of how warfare, gender and society interact in different historical contexts.
- Demonstrates the systematic ability to gather, organise and deploy highly complex ideas, evidence and information.

Indicative Content:

- The centrality of Von Clausewitz to the teaching of 'war', and Marie Sophie von Clausewitz's key role in the creation of his *On War*
- Industrialisation society and war
- Colonial violence
- World Wars & Wars of Independence
- Sexual violence and sexual barter in times of war
- Cold & Hot Wars; Civil Wars; Guerrilla Warfare
- Themes: Economics; Technology; Militarism; Religion; Gender

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

Indicative Text(s):

- Brooks, R. (2016) *How Everything Became War and the Military Became Everything, Tales from the Pentagon*. Simon & Schuster.
- Chinkin, C. and Kaldor, M. (2013) 'Gender and New Wars', *Journal of International Affairs* 67, no. 1, pp. 167-87.
- Heuser, B. (2022) *War: A Genealogy of Western Ideas and Practices*. Oxford University Press.
- Muehlbauer, M. S. & Ulbrich, D. J. (2018) *The Routledge History of Global War and Society*. Routledge.
- Rothberg, M. (2009) *Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization*. Stanford University Press.
- Wagner, K. A. (2024) *Massacre in the Clouds: An American Atrocity and the Erasure of History*. PublicAffairs.

See syllabus for complete reading list.

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition	Nov 2024	