EHL Teaching Module

Instructor’s Name and College
Tabitha R. Miller, Pitt Community College, Greenville, NC

Course Title and Number
HUM 115: Critical Thinking

Module Title
EHL Group Project

Introduction
*HUM 115: Critical Thinking* introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, the students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine art (PCC Catalog and NCCC Common Course Library description).

In this course, students learn how to evaluate their own beliefs, values, knowledge, and “truths” then use these evaluative skills to improve their critical thinking abilities. After working within the personal context, students are then directed towards people, organizations, issues, and dilemmas nationally and internationally in a critical thinking context.

Description of Module
In this module, students will research the topics for the purpose of Exploring Humanitarian Law. Such topics will include the definitions and interpretations of International Humanitarian Law, armed conflict, conscription, child soldiers, refugees, and international resources for refugees. Students will be expected to critically think through and rhetorically analyze discussions, text, images, and videos related to IHL concerns globally.

After exploring humanitarian law, students will develop an EHL Project. The EHL project will comprise of a fictional armed conflict in the United States that has created the need for refugee camps for people living in the state of North Carolina. The students will generate evacuation plans for the individuals and families who must quickly relocate to the refugee camps. The students will develop a refugee camp proposal for the affected North Carolinians. Research is required for this project. All documents will be written in MLA format and include in-text citations and a Works Cited page. The students will present their EHL projects to the class.

Objectives
The module is designed to help develop critical thinking skills on global level in order to
- Provide a broader understanding of who is affected by armed conflict;
- Develop understanding of the issues and dilemmas of individuals and families who live in armed conflict areas;
- Cultivate a sense of the resources needed to assist individuals and families affected by armed conflict;
- Learn about International Humanitarian Law, including its risks and benefits;
- Demonstrate an understanding of global and cultural diversity, events, and issues;
- Generate and apply problem-solving strategies using interdisciplinary approaches;
Communicate effectively with verbal and nonverbal messages appropriate to audience, purpose, subject, and format;
Comprehend and apply mathematical concepts and interpret numerical data;
Research, analyze, synthesize, and evaluate information to draw conclusions and respond to problems, scenarios, and arguments;
Demonstrate an understanding of the multi-faceted role of language in critical thinking, argument formation, and textual analysis;
Demonstrate an understanding of the responsibility of citizens to think and act in a reasonable, ethical way.

Methodology
Lectures/Discussions
The module will include class lectures, class discussions, and guest speakers. Students will be introduced to strategies for researching international information, presenting to the class, and working within a group. A whiteboard, textbook, videos, images, and presentation graphics will be used to introduce the multifaceted concepts. Students will be given some class time to work with their groups, practice their presentations, and workshop their ideas to assist in continual open dialogue about EHL.

Readings/Images/Videos
To offer a better understanding of EHL and IHL, students will be shown short films, will review images, and will read IHL related text, all provided through the International Committee of the Red Cross resources.

Class Projects
To evaluate student understanding of EHL, students will complete a group research project and present to the class information about the creation of a refugee camp. As the students communicate their completed projects to the class, they will discuss IHL concerns and how IHL affected planning and development of the camp.

Evaluation
Each part of the EHL Project will have a rubric for assessment, which will be given to the students at the beginning of the project.

Overall, the EHL Project will constitute 30% of the term grade:
- Evacuation Plan 10%
- Refugee Camp Proposal 15%
- Presentation of Information 5%

Resources
- Speaker from the American Red Cross about evacuation and crisis situations
- Booklets from the ICRC
  - International Humanitarian Law: Answers to Your Questions
  - Missing Persons: A Hidden Tragedy
  - Water and War: ICRC Response
  - Internally Displaced: Humanitarian Response to Internally Displaced People in Armed Conflict
  - Emblems of Humanity: The International Red Cross and Red Crescent Movement
• **Videos**
  - *Protecting the Vulnerable*
  - *Women Facing War*
  - *From the Field Clips*

• **Images**
  - CAMIO (Catalog of Art Museum Images Online)
  - ICRC database for EHL
  - LIFE photo archive hosted by Google
  - National Oceanic and Atmospheric Administration (NOAA) Photo Library
  - New York Public Library Digital Gallery
  - Smithsonian Institution Collections Search Center
  - U.S. Government Photos and Images
  - USGS Topographic Maps

• **Text and Internet Sources for Readings**
  - Article: “Number of Syrian Refugees Reaches 1 Million Mark” from UNHCR: The UN Refugee Agency
  - Blog: *Humanity in the Midst of War*
  - Book: *Addressing the Needs of Women Affected by Armed Conflict*
  - Book: *Basic Rules of the Geneva Conventions and Their Additional Protocols*
  - Book: *How Does Law Protect in War* (3 volumes)
  - Book: *Interpretive Guidance on the Notion of Direct Participation in Hostilities Under International Humanitarian Law*
  - Book: *Rethinking the Law of Armed Conflict in an Age of Terrorism*
  - American FactFinder (Census Data)
  - Amnesty International: News
  - BBC News - World
  - FEMA: Federal Emergency Management Agency
  - Humanitarian News Analysis
  - Human Rights Watch: News
  - Jurist Database
  - NGO Directory Search
  - North Carolina Refugee Assistance Program
  - North Carolina U.S. Committee for Refugees and Immigrants
  - Peace Corps
  - Refugee Camp Planning and Construction Handbook [PDF], AIR FORCE HANDBOOK 10-222, VOLUME 22
  - Reuters World News
  - UCDP/PRIO Armed Conflict Dataset
  - UNESCO: Displaced Person / Displacement (Definitions)
  - United Nations News
  - WHO: Displaced People

• 35 Texts about IHL and issues relating to armed conflict were purchased and placed in the Pitt Community College library for student research