

Welcome to the Instructor's Manual for SAGE Video!

Video is a central component of instruction and learning in higher education; however, high quality video that is explicitly developed and organized around curricula and key course needs is hard to find. *SAGE Video* aims to rectify this by offering collections of top-quality video—both newly commissioned and existing licensed videos—organized for instructors and students at all levels of university study.

The video collections are

- ▶ organized around subject taxonomies so that instructors and students can easily find the content they need for both class management and study, and
- ▶ designed with a clear line of sight to the learning outcomes of courses at university.

The *SAGE Video* platform offers numerous features designed to help both instructors and students, including a fully customizable video clipping and embedding tool to put control right in the hands of the end-user. Instructors and students can feel confident that *SAGE Video* will enhance the teaching and learning process both inside and outside of the classroom. Please visit this landing page for more information: sagepub.com/video.

The following is a faculty-oriented guide designed to help course instructors implement *SAGE Video* content within their teaching practices. Whether delivering lectures, research assignments, class discussion, or different forms of assessment, the following pages are intended to help instructors think about how they might use video in their course teaching, providing practical examples for implementation.

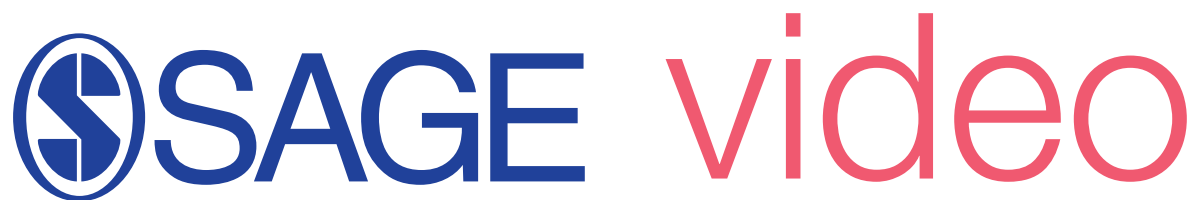
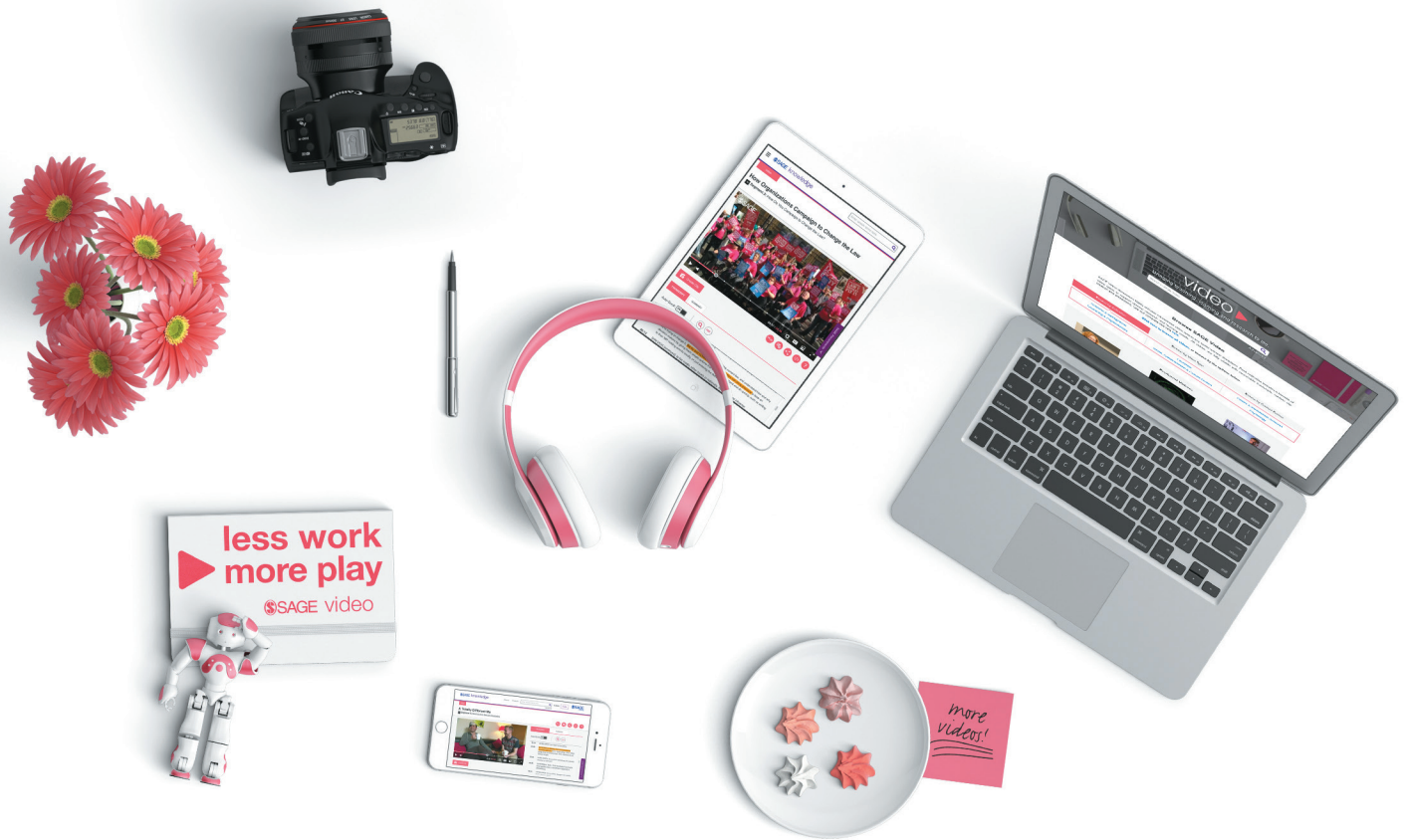
Written by academic faculty members in the relevant disciplines, each Instructor's Manual

- ▶ is organized by content type, first describing the value of using that particular content type in a given discipline,
- ▶ selects a video example and lists the courses in which this could be used,
- ▶ offers carefully curated clips of that content and the key concepts in which the clips will aid learning, and
- ▶ provides a variety of different course contexts where these clips can enhance instruction, such as assignments and assessments.

We hope that this guide helps you in your use of *SAGE Video*!



sk.sagepub.com/video



Bringing teaching, learning and research to life

Politics & International Relations

Teaching with Case Study Video

Content Type

Case videos are in-depth discussions on a particular topic that may encompass more than one discipline. They generally last for 15 min. *Case videos* include explanations of key concepts and definitions, an outline of the context and analysis of topical issues and problems. *Case videos* will stimulate debate within the classroom as they go to the heart of cutting-edge matters within society. The questions asked at the end of the video can also be used to create interesting assignments or as methods for encouraging further, independent research outside of the classroom.

Sexual Violence and Armed Conflict in Bosnia

<http://sk.sagepub.com/video/sexual-violence-and-armed-conflict-in-bosnia>

In this case video, Dr. Helen Turton (University of Sheffield) discusses how sexual violence is used as a strategy during armed conflicts. She begins by explaining what constitutes sexual violence and why it has been used during wars, giving examples of how and why such crimes are committed. The case study then looks in-depth at how sexual violence was used during the war in Bosnia. The video approaches the topic from a multidisciplinary perspective that includes aspects of law, politics, gender studies, and war studies. It is engaging and thought-provoking throughout.

Suggested Courses or Topics

This case video can be used on any course relating to war studies, gender studies, international law, or international relations. It will be useful for teaching topics within those courses, for example, on gender-based violence, sexual violence as a weapon of war, international criminal law, or the war in Bosnia itself.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ This clip provides the definitions of rape and sexual violence. **Clip 2.30 – 3.56.**
- ▶ This clip explains how and why sexual violence may be used as a weapon of war. **Clip 4.46 – 6.15.**
- ▶ Sexual violence in Guantanamo Bay, Afghanistan, and Iraq. **Clip 6.39 – 7.01.**
- ▶ Ways in which sexual violence was used in Bosnia to attack and try to destroy minority groups. **Clip 9.55 – 11.24.**

Research Assignment

See below for some example assignments that you might use for students

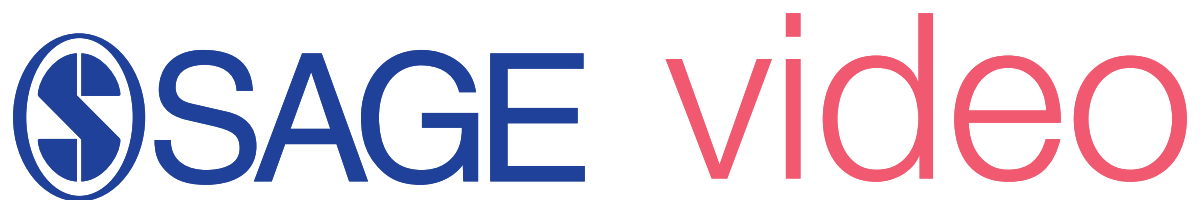
Dr. Turton explores how sexual violence was used as a weapon of war in Bosnia and discusses how the International Criminal Tribunal for Yugoslavia ruled that those rapes were war crimes and genocide (**Clip 11.45 – 14.15**). Find and read four research papers about when rape can be prosecuted in International Criminal Courts and tribunals and summarize how those institutions can hold people accountable for sexual violence during armed conflict.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

Dr. Turton argues that sexual violence during armed conflict is different to the same acts committed outside of armed conflicts. What parts of her arguments do you find most compelling? Do you agree that the rape of a woman is symbolic of the rape of a community? Why do military leaders order, encourage, or allow soldiers to rape during wars? Is there a difference between sexual violence against soldiers or combatants and that committed against civilians?





Bringing teaching, learning and research to life

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Teaching with Documentary Video

Content Type

Documentary videos generally last for approximately one hour and explore in depth a thematic issue. They examine topics that are of significant importance for politics, history, or society. *Documentaries* set out the context and history of the subject being discussed, using narration, interviews, and film clips to provide the background to the topic. They provide in-depth analysis that is presented in an engaging manner. They can be used in the classroom either as a whole lesson or divided into two parts for two lessons. Instructors can use them toward the end of a course or module as a way to wrap up or summarize a topic or could use them to begin a series of classes or independent research projects on a topic that the documentary covers.

Winston Churchill: Winning the War, Losing the Peace

<http://sk.sagepub.com/video/winston-churchill-winning-the-war-losing-the-peace?seq=1>

In this documentary, the British Broadcasting Corporation explores the tension between the esteem in which Winston Churchill is held in relation to the UK's role in the Second World War and his domestic political record after that war. The documentary explores the reasons why Churchill was not re-elected immediately after the War, discussing the political and societal reasons for his domestic unpopularity despite the international acclaim he received at that time for the UK's role in defeating Nazi Germany.

Suggested Courses or Topics

This documentary is relevant for courses focusing on politics, modern history, war studies, or international relations. It is likely to be of particular interest for modules that focus on the Second World War, from any disciplinary lens, or for those that focus on elections or domestic politics and the impact that international affairs has on that area.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Segment 1 introduces the issues that led to Churchill's losing the post-War election, with particular emphasis on him representing a return to the status quo and on why so many people from the working class wanted significant change. The segment is important for understanding the political context in the UK before, during, and immediately after the Second World War.
- ▶ Segment 3 charts Churchill's response to Hitler during his rise to power. The clip is important for understanding how and why Churchill led the UK war effort in the way that he did. There are interesting competing points of view as to whether it was Churchill or Chamberlain who was responsible for the UK's response to Nazi Germany.
- ▶ Segment 4 juxtaposes the difference between Churchill's speeches during the war and during the elections. Using clips of famous speeches, it analyses why the war speeches are some of the most famous in the world, and why Churchill failed to provide similarly rousing speeches during the election. There is interesting discussion of the extent to which even his wartime speeches were as strong as they are now held out to be.
- ▶ Segments 5 and 7 provide two different case studies on Churchill's policies that shine a light on why he should not be judged only on his wartime efforts. Segment 5 explores his relationship with the working class, particularly with the miners. It offers insights into his approach to industrial relations, and why he was deeply unpopular with working class voters. Segment 7 explores Churchill's approach to colonialism and to racial and ethnic minorities. It shows how his views and policies stand in stark contrast to the ways in which he is portrayed as a war leader.



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Research Assignment

See below for some example assignments that you might use for students

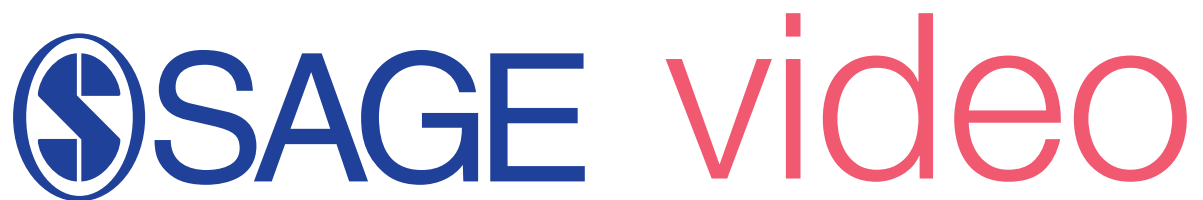
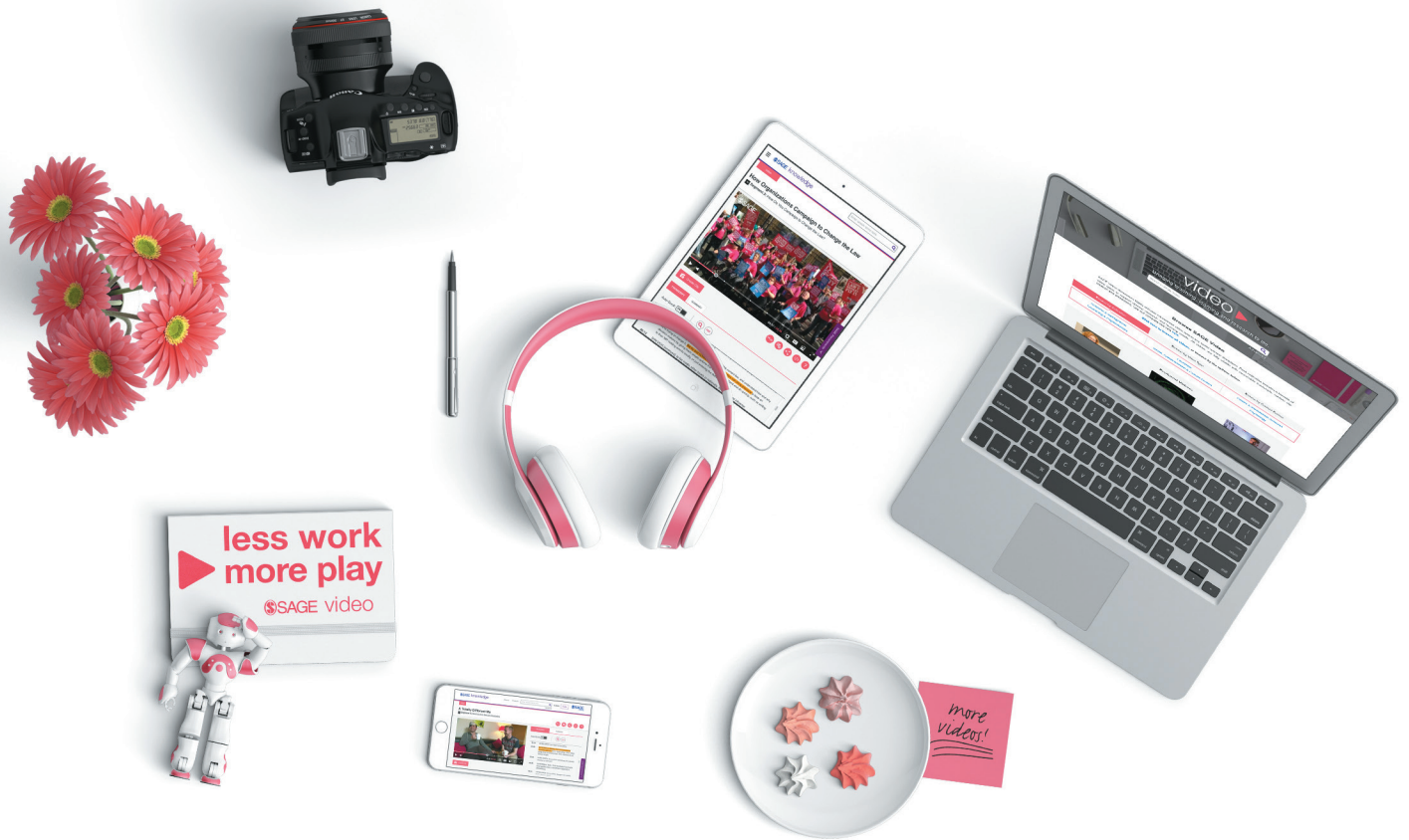
The documentary provides many different examples of why a large number of UK citizens did not vote for Churchill after the Second World War. Find and research into another example of how a successful engagement in an international war has been followed by a similar disaffection within a politician's home country and then summarize the similarities and differences to Churchill's failure to be re-elected after the Second World War.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

The documentary focuses on domestic matters that were of crucial importance in the UK post-War election, including post-War construction, housing, the economy, industrial relations, and issues relating to class. How did Churchill respond to those issues? What was different between his approach and that of the Labour Party? How do you understand the difference between Churchill as a leader during wartime and his approach to national policies? Do you think he approached the election with the same commitment and drive as he did the War? Sir Max Hastings argues that any leader other than Churchill would have struck a deal with the Nazis—do you agree with his reasoning? How would you assess Churchill as a politician? Would you place equal emphasis on his international and national records?





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Teaching with Forum Video

Content Type

Forum videos are generally approximately 45min in length and are filmed in front of a live audience. They examine topical issues by having a presentation from an expert followed by a question and answer session with the audience. The videos can be used within the classroom during a lesson or could be used outside of the classroom as the starting point for an independent research assignment. *Forum* videos provide an exciting method for stimulating debate on a topic and will lead to students asking their own questions and entering into debates on a cutting-edge subject.

Health, Homelessness, and Poverty: Keynote Address 2013

<http://sk.sagepub.com/video/health-homelessness-and-poverty-keynote-address-2013>

This video was filmed at the International Policy Studies Organization's Second Annual Forum on Health, Homelessness, and Poverty. Mark Johnson, a practitioner with a long and impressive career in government, delivers the keynote speech and takes questions from students in the audience. Mark Johnson discusses his 30 years of work on homelessness, beginning with the story of how he became interested in the issue and then explaining how he has managed to achieve so many effective changes. He explores the different types of homelessness, different factors for people becoming homeless, and the challenges in addressing homelessness. The video provides a first-hand account of how changes can be made and what problems still exist. The questions asked by audience members are thought provoking and will stimulate discussion within the classroom.

Suggested Courses or Topics

This *Forum* video can be used in any course of public or social policy. It is also relevant for more specialized courses on urban development, socio-economic issues, government and society, or the impacts of health. It is an exciting and stimulating video that will appeal to students across a range of disciplines.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ This clip gives facts and figures about some of the main causes of homelessness. **Clip 8:04 – 8:47.**
- ▶ This clip explores some of the main ways in which Mark Johnson and his team started to address homelessness through policies and interventions. **Clip 12:20 – 14:48.**
- ▶ The significant problem of homelessness and veterans, and how it has been addressed, as well as the further challenges ahead. **Clip 23:23 – 27:26.**
- ▶ The issue of homelessness in small rural areas, and why definitions and services focus on urban rather than rural homelessness. **Clip 37:22 – 42:29.**

Research Assignment

See below for some example assignments that you might use for students

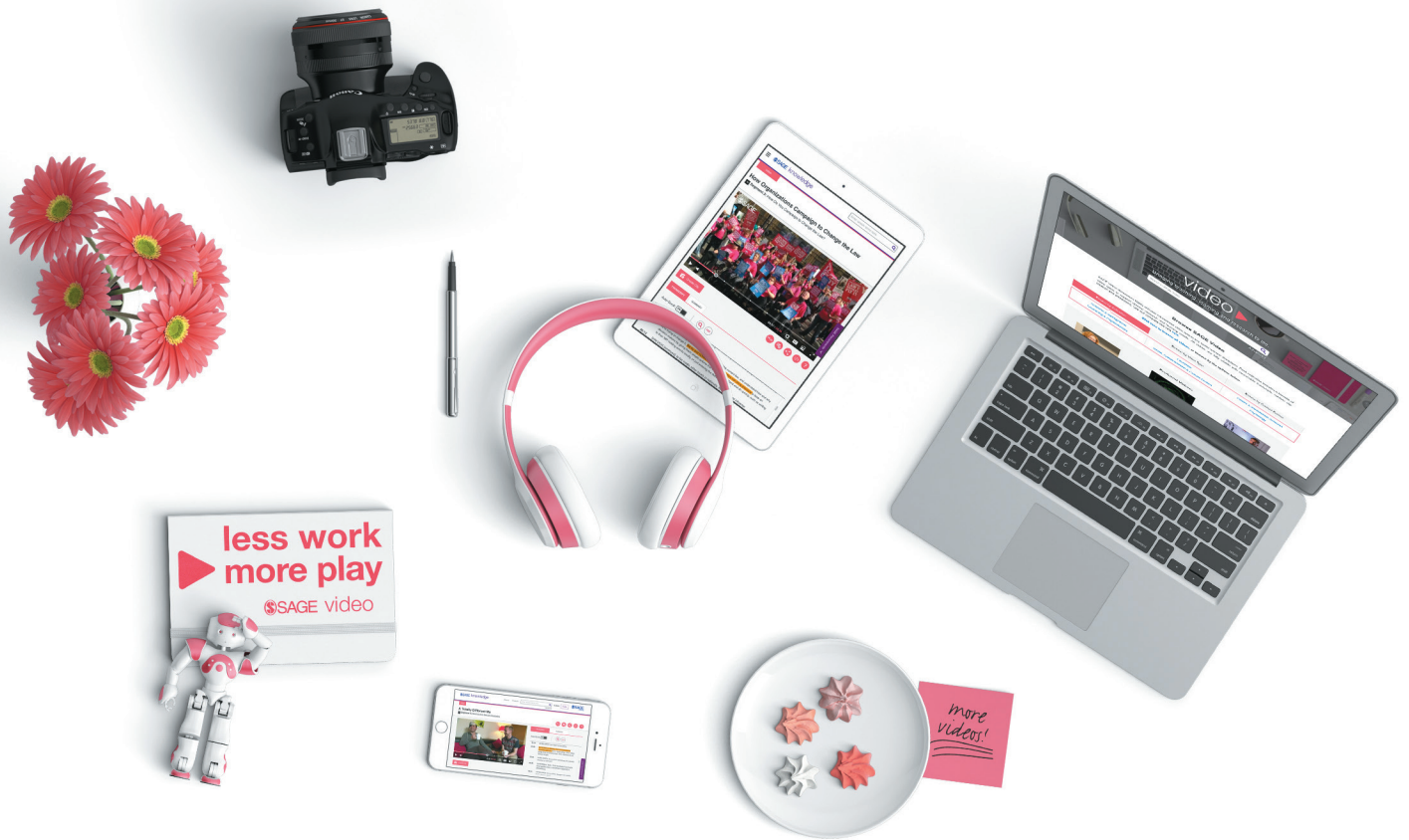
Mark Johnson talks about the causes and consequences of chronic homelessness and provides a range of different ways in which it might be addressed (**Clip 15:32 – 18:21**). Research into how your local area has attempted to tackle chronic homelessness, and analyze the extent to which they have followed or deviated from Mark Johnson's approach.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

Mark Johnson provides a few different stories in order to illustrate and explain his approach to homelessness and the work that he has undertaken. What impact do you think his policies and work have had on people like the ones he described? How have the funding problems affected his work? Do you think that homelessness can be ended by a given time, as he initially hoped would occur? What new policies and practices would help to achieve that aim? What needs to be done to address the causes of homelessness to ensure that it does not occur?





 **SAGE** video

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Teaching with In Practice Video

Content Type

In Practice videos are typically 20 min videos of practitioners discussing their work on topical and interesting issues. They provide students with an understanding of what is involved in cutting-edge work, and why that work is so important.

In Practice videos provide an interesting way for students to learn about how theory translates into practice and the types of careers that they may be interested in following. They can be used in the classroom at the end of a course in order to demonstrate the types of work that would benefit from the course that students have undertaken. They can also be used inside or outside of the classroom as a method of assessment or to encourage independent research because they provide an in-depth perspective on a particular field of work that students may then be asked to research and analyze.

Democracy, Democratization, and the Election Process Around the World

<http://sk.sagepub.com/video/democracy-democratization-and-election-process-around-the-world>

In this video, Barbara Smith explains her work at Election Observation and Democratic Support, which is an organization that assists with democratic elections around the world. They work with election observers, training them and producing guides and handbooks as well as looking at how to meet new technological challenges. They also work on cooperation with other institutions, for example, with international institutions, including the United Nations, the African Union, and the League of Arab States. Barbara Smith's work involves assisting with strengthening political institutions and political parties in order to ensure that voters have choices, as well as working with civil society, police, and the judiciary. She explains how and why all of those aspects of the work are crucial for the democratization process.

Suggested Courses or Topics

This video is relevant to courses on international relations, political science, government and society, human rights, and international organizations. It covers specific topics such as democratization in post-conflict societies, the role of civil society and international institutions in democratic elections, how democratization can and should be supported, and the ways in which Barbara Smith undertakes her work. The breadth of information provided and the multidisciplinary aspects to the work that Barbara Smith describes makes this video relevant, exciting, and stimulating for students across a range of different areas.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ The importance of working with, training, and strengthening local actors and institutions in order for democratization to occur. **Clip 3:07 – 5:36.**
- ▶ How electoral observation missions can assist in transitional societies, particularly in relation to selecting and supporting context-specific electoral systems for a particular society. **Clip 7:24 – 8:55.**
- ▶ Methods for assessing whether elections are democratic and the standards that they must uphold. **Clip 12:51 – 14:52.**
- ▶ Positive steps within the African continent and the role of the African Union. **Clip 18:37 – 20:00.**



Research Assignment

See below for some example assignments that you might use for students

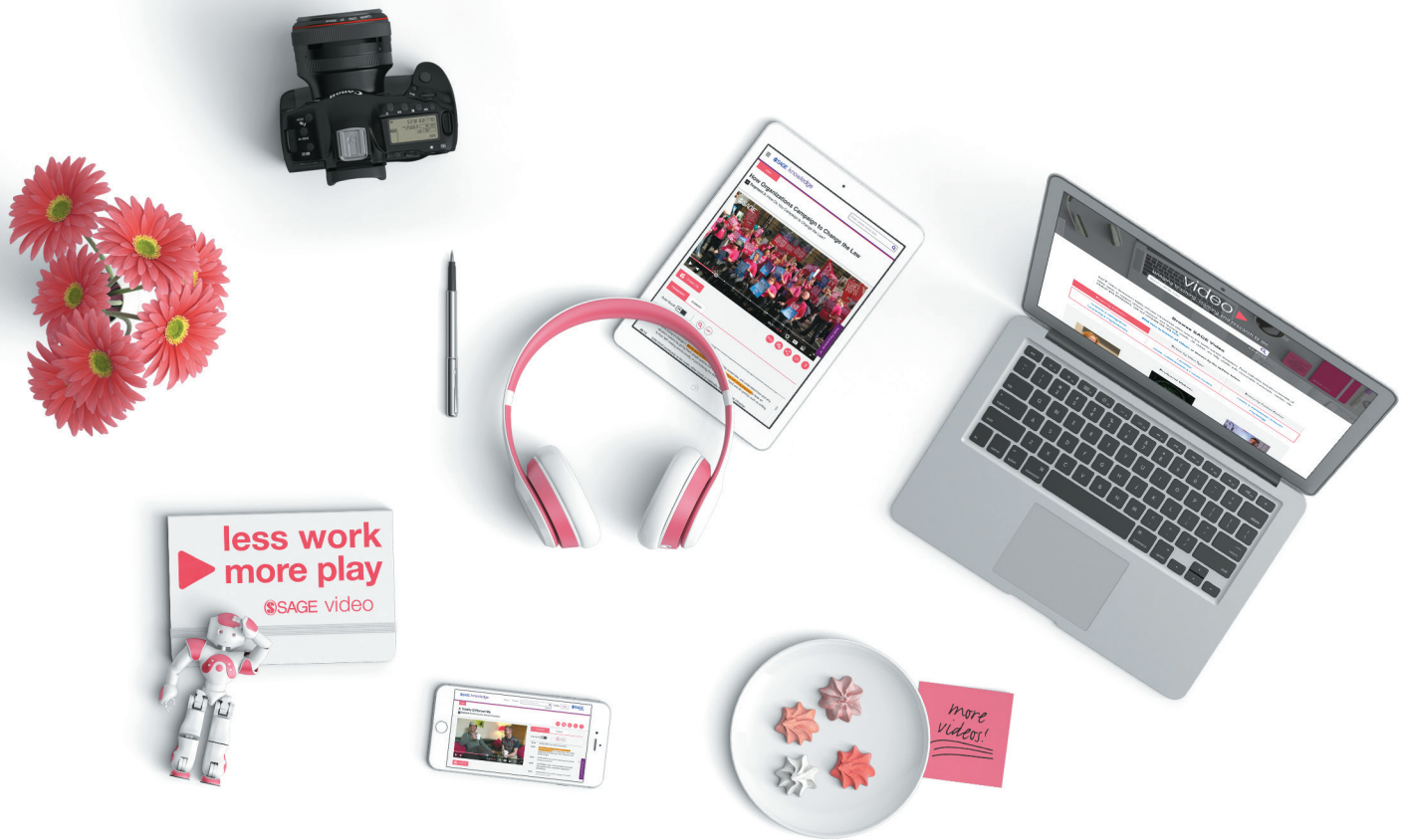
Barbara Smith says that human rights is a theme that underpins all of her work (**Clip 5:15 – 5:36**) and later explains how different human rights standards can be used as an indication of whether democratization has occurred (**Clip 15:56 – 16:19**). Research into five of those human rights standards in one post-conflict society or one of those human rights standards across five post-conflict societies and provide an assessment of the link between the type of government and the existence (or lack thereof) of those human rights.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

Barbara Smith talks about the many different factors involved in democratization and the different ways in which that process may be supported and measured. Why is it important to train police and the judiciary in transitional societies? What roles do civil society and grassroots organizations play in those countries? What standards should be used to assess the democratization process? How does the election organization and democratic support assist in democratization on the ground? What does it do to help with elections in such societies? Do you think its work is legitimate, and why? Should this work be undertaken by international actors?





 **SAGE** video

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Teaching with Interview Video

Content Type

Interview videos are very short videos (between 30 seconds and 2 minutes) in which an expert answers an interview question. The high-level experts provide an insider perspective on a topical issue, and the video will stimulate student debate and thinking about a topic of theoretical and practical importance. Instructors can use *Interview* videos as a method for starting a classroom discussion about a specific topic or to provide an in-depth answer on a particular issue. The videos may also be used outside of the classroom as a launching pad for an assignment or independent research on a specific issue.

Loch K. Johnson Discusses Intelligence and National Security

<http://sk.sagepub.com/video/analysis-of-intelligence>

In this video, Loch K. Johnson discusses the role of intelligence services in the United States of America, its relationship with the government, and how information is gathered and used. The interview clip explains why intelligence is so important for decision making within the government and how the raw information gathered needs to be analyzed and placed into reports that can be used by governmental actors such as the President.

Suggested Courses or Topics

This interview can be used in any course about government and society, politics, or public policy. The interview provides information about the role of intelligence services within national governments, the methods of intelligence-gathering and sharing, and the use of intelligence by states when interacting with one another.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ The need for intelligence services to help a government to protect a country from attack. **Clip 0:33 – 0:55.**
- ▶ The importance of good information in the decision-making process. **Clip 0:55 – 1:18.**
- ▶ How intelligence is presented to and then used by a government. **Clip 1:39 – 2:35.**

Research Assignment

See below for some example assignments that you might use for students

Loch K. Johnson discusses different ways in which intelligence can inform decisions made by a national government and emphasizes the importance of that information for safeguarding a country from an attack. Research into one occasion in which intelligence was used by a government and summarize what the intelligence was, the way it was used, and how effective and important the intelligence was in that situation.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

Loch K. Johnson argues that good intelligence and good analysts are crucial to protecting a country from attack. In what other ways is intelligence used by national governments? How might governments know whether or not the intelligence provided is good intelligence? Is it democratic to have intelligence services that are not elected and are not transparent given that they play such a strong role in governmental decision-making?





Bringing teaching, learning and research to life

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Teaching with Tutorial Video

Content Type

Tutorial videos are generally brief (5–10 min) and examine one specific topic in a particular discipline. *Tutorials* define the topic, provide examples, and draw upon latest research and practice. *Tutorials* can be assigned as homework to be viewed outside of classroom, or, because of their brief nature, can easily be incorporated into a lecture. Instructors can create quizzes from tutorials to assess students' knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

The Power of Political Advertising

<http://sk.sagepub.com/video/the-power-of-political-advertising?seq=1>

In this tutorial, Lynn Vareck, a professor of Political Studies at UCLA, discusses why political advertising is so powerful and important. She explains how political advertisements are created in ways that make people draw inferences about its messages, even when there is no direct correlation between the things being seen and the words being said during the advertisement. Professor Vareck uses clear case studies to ensure that the viewer understands how an advertisement is made and the ways in which each component of the advertisement contributes toward the viewer receiving a message through his or her own inferences.

Suggested Courses or Topics

This video is relevant for courses on political science and for media courses. Topics it is relevant to include elections, advertising, use of media, and psychology. The ways in which the making and effect of political advertising is explained makes this a strong tutorial to be used across a range of disciplines.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ This clip explains why political advertising is so important during elections, and why so many advertisements are played in swing states during election campaigns. **Clip 1:21 – 2:50.**
- ▶ This clip explains how political advertising uses tools to lead viewers to draw inferences that would not be drawn if they only read the transcript or saw the pictures. **Clip 2:50 – 4:38.**
- ▶ This clip explores the first ever political advertisement on American television (“Ike for President”) and analyzes each component within the advertisement. **Clip 9:22 – 12: 53.**
- ▶ This clip asks and explores the question as to whether political advertising ought to be allowed or banned during campaigns. **Clip 21:44 – 22:53.**

Research Assignment

See below for some example assignments that you might use for students

Professor Vareck provides and explores three examples of political advertising. Find three more examples on Youtube or another platform, summarize the content of the advertisement and explain how each component is used to make viewers draw inferences and what those inferences are.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

Professor Vareck argues that political advertising on television plays an important role in election campaigns. In what ways are television advertisements different to other types of political advertisements? Should there be regulation of political advertising? What are the problems with television political advertisements? Why should we not trust viewers to draw their own inferences?

