1. **Title of the module**

POLI6290 (PO629) Terrorism and Political Violence

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**

This module is not a required course for any of our programmes; however it contributes to all undergraduate programmes in the School of Politics and International Relations.

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

1: understand the epistemological difficulties involved in the use of the word “terrorism” and definitional problems posed by the concept of terrorism

2: be familiar with different theories which attempt to identify the causes of terrorism and political violence

3: understand the historical background of the modern phenomenon of terrorism, by tracing the development of terrorist tactics from the antiquity to the present

4: understand the emergence of terrorism and political violence in different parts of the world, including the United Kingdom

5: understand the main features of Islamic radicalism and its relationship to terrorism and political violence

6: understand the logic of counter-terrorism and its impact of democracy and human rights

7: understand various methodological problems involved in the study of terrorism and political violence

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

1: think critically about political and international events, ideas and institutions

2: relate the academic study of politics and international relations to questions of public concern

3: understand the problematic character of inquiry in the discipline

4: develop transferable cognitive and generic skills useful in a wide range of vocations and which will contribute to personal intellectual environment

5: have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices

6: be reflective and self-critical in their work

7: use the internet, bibliographic search engines, online resources, and effectively conduct research

8: engage in academic and professional communication with others

9: have independent learning ability required for further study or professional work

1. **A synopsis of the curriculum**

This module introduces students into the study of terrorism and political violence, and thereafter deepens their knowledge of the controversial aspects of this subject. The initial lectures will deal with definitional problems involved in the concept of “terrorism” and various theories about the causes of political violence in its different forms. With a point of departure in a chronological review tracing the origins of the phenomenon long back in history, the module will later study the emergence of political terrorism during the second half of the 19th century. This will be followed by a study of state and dissident terrorism in different parts of the world. The module will also address the relationship between religious radicalism and different forms of political violence, including “new terrorism” and possible use of weapons of mass destruction. Then, the focus of attention will be shifted to implications of various counter-terrorism strategies and “The War on Terrorism” for democracy and human rights. These issues will addressed with a special focus on methodological problems involved in the study of terrorism and political violence.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Bennis, Phyllis, Before and After: U.S. Foreign Policy and the War on Terrorism (Moreton-

in-Marsh, Gloucs: Arris, 2003)

* Martin, Gus, Understanding Terrorism, Challenges, Perspectives and Issues (Sage

Publications, Second Edition, 2006)

* Martin, Gus, The New Age of Terrorism (Sage Publications, 2004)
* Primoratz, Igor ed. Terrorism: The Philosophical Issues (London: Palgrave, 2004)
* Sinclair, Andrew, An Anatomy of Terror: A History of Terrorism (London: Macmillan,

2003)

* Weinberg, Leonard and Pedahzur, Ami, Religious Fundamentalism and Political Extremism

(London: Frank Cass, 2004)

* Weiss, Thomas G., Crahan, Margaret and Goering, John (eds.) The Wars on Terrorism and

Iraq: Human Rights, Unilateralism and U.S. Foreign Policy (London: Routledge, 2004)

* Weinberg, Leonard and Davis, Paul, Introduction to Political Terrorism (New York:

McGraw, 1989)

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay, 3000 words, 50%
* Exam, 2 hours, 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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminars  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exam  | **x** | **x** | **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.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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