1. **Title of the module**

POLI9170 (PO917) Terrorism and Crimes of the State

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 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**

MA in Security and Terrorism

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

1: Analyse competing definitions of terrorism, counter-terrorism and state terrorism.

2: Appreciate the impact that efforts in the name of counter-terrorism in liberal democratic states have had on human rights and civil liberties at home, and relate these to broader ethical debates.

3: Develop an understanding of policies that liberal democratic states have enacted in the name of countering terrorism, and evaluate the impact that they have had on the populations of targeted states

4: Evaluate critically the strengths and weaknesses of competing theoretical approaches, derived from International Relations and Security Studies, to questions of terrorism, counter-terrorism and state terrorism in light of the empirical cases studied

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

1: work with theoretical knowledge at the forefront of their discipline

2: have a comprehensive understanding of methods and methodologies in their discipline

3: undertake analysis of complex, incomplete or contradictory areas of knowledge

4: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

5: be reflective and self-critical in their research work

6: engage in academic and professional communication orally and in writing

7: have independent learning ability required for continuing professional study

1. **A synopsis of the curriculum**

The purpose of the module is to develop an understanding of the complex relationships between terrorism, counter-terrorism efforts, and human rights, both at home and abroad. Central to the module is the role of the state in responding to terrorism, in attempting to prevent terrorism, and in itself using and sponsoring terrorism. In this regard students are encouraged to re-evaluate assumptions about the state and its place in domestic and international politics, focusing particularly on crimes by the state. Students will be introduced to competing approaches to the study of terrorism, many of which are grounded in wider theories and approaches common to International Relations and Security Studies. One of the challenges of the module is to think critically about the implications and consequences of those various approaches. The module will begin by looking at the various methodological, theoretical, and definitional challenges associated with the study of terrorism. Building on this grounding, students will then begin analysing terrorism, counter-terrorism and the role of the state through a number of case studies drawn from the 20th and early 21st Centuries. They will be encouraged to relate each of the case studies to the broader methodological and theoretical debates explored in the first few weeks of the module.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

* Becker, T. (2006), *Terrorism and the State: Rethinking the Rules of State Responsibility* (Oxford and Portland, Oregon: Hart Publishing)
* Blakeley, Ruth, *State Terrorism and Neoliberalism: The North in the South,* (London: Routledge, 2009). ISBN: 0415686172.
* Booth, K., Dunne, T., *Terror in Our Time* (London: Routledge, 2011), ISBN: 0415678315.
* Booth, Ken and Dunne, Tim (eds.), *Worlds in Collision: Terror and the Future of Global Order*,(Basingstoke : Palgrave, 2002). ISBN: 0333998057
* Collins, Alan (ed.), *Contemporary Security Studies,* (Oxford: Oxford University Press, 2006). ISBN: 9780199284696
* George, A. (1991), *Western State Terrorism* (Cambridge: Polity Press)
* Jackson, R., Smyth, M.B., and Gunning, J. (eds.), *Critical Terrorism Studies: A New Research Agenda*, eds. Richard Jackson, Marie Breen Smyth, and Jeroen Gunning, Routledge Critical Terrorism Studies, (London: Routledge, 2009). ISBN: 978-0415574150.
* Lutz, James and Lutz, Brenda, *Global Terrorism,* (London: Routledge, 2008). ISBN: 978-0415772464
* McClintock, M. (1985), *The American Connection, Volume One: State Terror and Popular Resistance in El Salvador* (London: Zed Books Ltd
* Stohl, M. and Lopez, G. (eds.) (1984), *The State as Terrorist: The Dynamics of Governmental Violence and Repression* (Westport, Connecticut: Greenwood Press)

1. **Learning and Teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods.**
   1. Main assessment methods

* Critical review, 30%
* Essay, 4000 words, 70%

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)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| 2-hour lecture seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Critical review | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
| 23/09/2016 | Minor | September 2016 | 13, 14 | No |
|  |  |  |  |  |

Revised FSO Feb 2018