1. **Title of the module**

SOCI8240 (SO824) - Sociology of Violence

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

School of Social Policy, Sociology and Social Research

1. **The level of the module (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)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Sociology MA

Criminology MA

Methods of Social Research MA

Political Sociology MA

Two year masters versions of the appropriate programmes listed above

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

8.1 Use empirical data to explore and explain patterns of violence in contemporary society

8.2 Critically evaluate major theoretical approaches to violence

8.3 Describe and evaluate debates surrounding differential rates of violence in different societies

8.4 Evaluate explanations of genocide and ethnic conflict

8.5 Formulate research questions and methods for understanding violence.

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

9.1 Gather appropriate library and web-based recourses, make judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing.

9.2 Demonstrate skills in interpreting and analysing research data and official statistics

9.3 Understand empirical research, assessing its merits and using it to construct an argument

9.4 Understand the relationship between theoretical analysis and empirical research and able to comment on the uses and limitations of the latter

1. **A synopsis of the curriculum**

This module will examine the ways in which violence is understood in social science research, and will provide advanced discussion of the major theoretical and research themes involved in the analysis of violence. It will critically examine data on the prevalence, nature and effects of violent crime, and will consider issues of violence, aggression and masculinity. This will be done with particular reference to examples, such as racist crime, homophobic crime and domestic violence. The module will approach violence from both interpersonal and societal perspectives and will include consideration of collective violence and genocide. It will further examine solutions to solutions to violence and conflict resolution, the effects of intervention strategies and non-juridical responses to violence.

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

Arendt, H (1970) *On* Violence, London: Allen Lane (see extract in Steger and Lind (1999) Violence and its Alternatives pp3-11)

Coleman, C. and Moynihan J. (2000) *Understanding crime data: haunted by the dark figure,* Buckingham: Open University Press

*Elias, N (1994) The Civilizing Process, Oxford: Blackwell*

*Fletcher, J. (1997) Violence and civilization: an introduction to the work of Norbert Elias, Cambridge: Polity Press.*

*Jones, S. (2000) Understanding Violent Crime, Buckingham: Open University Press.*

*Keane, J. (1996) Reflections on violence, London:*

*Lee R. M. and Stanko B. eds, (2003) Researching Violence, London: Routledge*

*Scheff, T.J. (1994) Bloody Revenge: Emotions, Nationalism and War, Boulder, CO: Westview Press.*

*Stanko, E. A. ed., (2003) The Meanings of Violence, London: Routledge*

*Steger, M. B. and Lind, N. S. eds (1999) Violence and its Alternatives – an Interdisciplinary Reader , London: Macmillan*

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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

Coursework (5,000 word essay) – 100%

13.2 Reassessment methods

100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** |
| Lectures | **X** | **X** |  | **X** |  |  |  | **X** |  |
| Seminars |  |  | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay – 5000 words | **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**

The discussion and application of the module topics is undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

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**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) |
| January 2004 | N/A | Original specification | N/A | N/A |
| December 2014 | N/K | Spring 2015 | N/K | N/k |

Revised FSO March 2018