1. **Title of the module**

SOCI8250 (SO825) - Terrorism and Modern Society

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**

10 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

Criminology with a term Abroad 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 Critique to a level appropriate with postgraduate study the key concepts associated with the sociology of fear and terror;

8.2 Critically evaluate a range of theoretical accounts of terrorism and political crime;

8.3 Analyse and critique the functions of terrorism in variety of different social contexts;

8.4 Critically evaluate the social, political and cultural (including in many cases the religious) dimensions of some of the main terrorist movements (both contemporary and historical);

8.5 Illustrate an advanced ability to situate terrorist and extremist action within the context of complex contemporary social theoretical debates about modernity;

8.6 Locate the changing nature of terrorist action (including introductions to the concepts of ‘cyber-terrorism’ and ‘hyper-terrorism’), and the key concepts associated with the sociology of fear and terror against the back drop of social theoretical debates about late modernity.

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

9.1 Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in utilization of research and empirical data.

9.2 Be able to synthesis complex theoretical items of knowledge from different schools and disciplines of enquiry

9.3 Be able to gather library and web-based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing.

9.4 Be able to synthesize and evaluate complex knowledge and theoretical material from different schools and disciplines of enquiry.

1. **A synopsis of the curriculum**

This module explores some key issues, debates and controversies in the cross-disciplinary study of terrorism and political violence. Since 9/11, terrorism and jihadist violence in particular has become one of the most contentious and politically charged issues of our time. Yet it remains poorly understood, in part because of the contention and consequent polarization surrounding it, but also because of the methodological challenges in researching the individuals and group involved in terrorist activity. One of the core aims of the module is to bring into focus the central points of contention in debates over the meaning, nature and causes of terrorism in contemporary western societies, and to help shed a light on the challenges - methodological, practical and ethical - of researching an issue saturated in danger, secrecy and stigma. What is terrorism and how should it best be defined? Why does the term “terrorism” carry such a potent stigma? What are the master cultural and intellectual narratives for thinking about terrorism and terrorists? Does it make sense to talk of “the terrorist” as a category of person, and what are the problems inherent in efforts to “profile” those who engage in terrorism? What do terrorists and terrorist groups want? Is terrorism rational? What is suicide bombing and what explains it? How do terrorist rhetorically frame the use of violence against civilians? What is ISIS and is it Islamic? What is radicalization and how should it be conceptualized? Can terrorism ever be morally justified? The purpose of this module is to provoke a framework for thinking about these and other crucial questions about terrorism and political violence.

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

Bandura, Albert (*1990), “Mechanisms of Moral Disengagement,” in Walter Reich,*

*ed., Origins of Terrorism: Psychologies, Ideologies, Theologies, States of*

*Mind.* Washington: The Woodrow Wilson Centre Press.

Coady, C. A. J. (2004a), “Defining Terrorism,” in Igor Primoratz, ed., *Terrorism:*

*The Philosophical Issues.* Basingstoke: Palgrave Macmillan.

Cottee, Simon, (2017), “Religion, Crime and Violence,” in A. Liebling, L. McAra

and S. Maruna, eds., *Oxford Handbook of Criminology*. Oxford University

Pressing

Gambetta, Diego (ed.), *Making Sense of Suicide Missions*. New York: Oxford

University Press.

Hegghammer, Thomas (ed.) (2017), *Jihadi Culture: The Art and Social Practices of*

*Militant Islamists*. Cambridge: Cambridge University Press.

Primoratz, Igor (ed.) (2004), *Terrorism: The Philosophical Issues,* Basingstoke:

Palgrave Macmillan

Sageman, Marc (2004), *Understanding Terror Networks.* Philadelphia: University

of Pennsylvania Press

Silke, Andrew (ed.) (2004), *Research on Terrorism: Trends Achievements and*

*Failures,* London: Frank Cass, 2004

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 essay (5,000 words) – 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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Lectures |  | **X** |  | **X** |  | **X** |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Coursework (essay) – 5000 words | **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**

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

**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) |
| 2006 | N/A | Spring 2007 original specification | N/A | N/A |
|  |  |  |  |  |

Revised FSO March 2018