1. **Title of the module**

RSST6560 (TH656) – History, Rights and Social Justice

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

Division of Arts & Humanities

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 course(s) of study to which the module contributes**

Optional for BA Religious Studies (Single and Joint Honours); LLB (Hons) Law

Also available as an elective module choice

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

8.1 Understand debates about the context and significance of attempts to re-appraise, and provide restitution for, historic injustice and rights abuses and to articulate their own arguments about the value and effects of such initiatives.

8.2 Recognise different processes and approaches to responding to past injustices and rights abuses by governments and other social institutions and critically evaluate these in relation to specific case examples;

8.3 Appreciate the role of historical research in supporting more adequate understandings of historic injustice and more informed approaches to restitution for past wrong;

8.4 Analyse ways in which legally-based initiatives such as public inquiries, commissions of investigation, and national truth and reconciliation commissions can support or impede public understanding and restitution for past wrong;

8.5 Make effective use of concepts and debates explored across the module to analyse a specific case of historic injustice and contemporary responses.

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

9.1 Demonstrate the ability to reflect critically on a range of textual sources, data and arguments;

9.2 Demonstrate the ability to communicate clearly in forms appropriate for academic and wider public audiences;

9.3 Demonstrate the capacity to develop arguments that use theoretical concepts to interpret and analyse specific social and historical contexts;

9.4 Demonstrate a broad understanding of the ways in which academic research can contribute to wider forms of the public and civic good;

9.5 Reflect on how the discipline or subject area in which they have primarily been trained in their degree programme can contribute to, and benefit from, engagement with other academic disciplines.

1. **A synopsis of the curriculum**

One of the defining features of public life in many countries is the critical re-evaluation of the role of nation-states and other social institutions in historic injustice and abuse of rights. Alongside the critical re-appraisal of the past in societies moving from totalitarian to democratic systems of government, and beyond past violent conflict, there has also been an increasing interest in questions of redressing past wrongs in ‘established democracies’.

This module is designed to explore key issues in debates concerning the contemporary re-appraisal and restitution for past harms inflicted by governments and other civil society organisations. Building on a series of case examples, the module examines the role that ethical reflection, historical research and legal processes play within them, raising challenging issues about how past injustice can adequately be understood and responded to. Case topics covered in the module may vary, but would, for example, include the African slave trade and Western colonialism, systemic rights abuses under totalitarian governments in Latin America, institutional abuse in twentieth-century Ireland, child migration programmes and sexual abuse in the Christian Church.

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

Barkan, E. (2000). *The Guilt of Nations: Restitution and Negotiating Historical Injustices*. New York: WW Norton & Co.

Celemajer, D. (2009). *The Sins of the Nation and the Ritual of Apologies*. Cambridge: Cambirdge University Press.

(eds.) Lawther, C. et al (2017). *Research Handbook on Transitional Justice*. Cheltenham: Edward Elgar Publishing.

Lyons, D. (2013). *Confronting Injustice: Moral History and Political Theory*. Oxford: Oxford University Press.

Murphy, C. (2017). *The Conceptual Foundations of Transitional Justice*. Cambridge: Cambridge University Press.

Nuti, A. (2019). *Injustice and the Reproduction of History: Structural Inequalities, Gender and Redress*. Cambridge: Cambridge University Press.

(ed.) Simic, O. (2020). *An Introduction to Transitional Justice*. London: Routledge, 2nd edition.

Spinner-Halev, J. (2012). *Enduring Injustice*. Cambridge: Cambridge University Press.

Urban Walker, M. (2006). *Moral Repair: Reconstructing Moral Relations After Wrongdoing*. Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay (2,000 words) – 40%
* Blog Piece (600 words) – 20%
* Examination (2 hours) – 40%

13.2 Reassessment methods

* 100% Coursework (3,000 words)
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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** |  | **x** |  | **x** | **x** | **x** |  | **x** |
| Blog Piece |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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**

Interest in public attempts to understand, and provide restitution for, historic injustice and rights abuses by governments and other social institutions is global in scope. Such initiatives have also been undertaken in many countries around the world. Both the aims and content of the module therefore have broad international relevance. The module will provide students with opportunities to engage with case examples from a wide range of national settings as well as trans-national cases such as the African slave trade, Western colonialism, child migration programmes and clerical child sexual abuse. Students will also be encouraged to reflect on relevant cases from their own national context.

**DIVISION 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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