1. **Title of the module**

SOCI5940 (SO594) ‘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 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 term (term 1) or Spring term (term 2)

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

None

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

Optional module for

Criminology single and joint honours bachelor degrees

Sociology single and joint honours bachelor degrees

Social Policy single and joint honours bachelor degrees

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

8.1 Understand the key concepts in relation to terrorism and political violence;

8.2 Recognise and interpret a range of theoretical accounts of terrorism and radicalizaton

8.3 Recognise how terrorism functions in variety of different social and national contexts;

8.4 Understand 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 Situate terrorist and extremist action within the context of contemporary social theoretical debates about late/post modernity

8.6 Understand the changing nature of terrorist action (including introductions to the concepts of ‘cyber-terrorism’ and ‘hyper-terrorism’)

8.7 Understand basic counter terrorism measures, including the importance of accurate risk assessment

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

9.1 Demonstrate skills in presentation and debate, both verbal and written, and in utilization of research and empirical data;

9.2 Synthesis items of knowledge from different schools and disciplines of enquiry;

9.3 Understand the particular theoretical relationships between the academic research on terrorism, criminology and sociology

9.4 Have acquired research skills through library investigation, critical debate and essay writing.

9.5 Have developed an ability to read and disseminate complex theoretical material

1. **A synopsis of the curriculum**

The curriculum for the module will cover a range of theoretical concepts relating to ’terrorism’ in a sociological context with an indicative range of topics being given below:

* What is Terrorism?
* Researching Terrorism: Challenges, Dilemmas and Perplexities
* Explaining Terrorism: The Master Narratives
* Terrorism and Moral Disengagement
* Does Terrorism Work?
* 9/11 and the Rise of Religious Terrorism
* Suicide Terrorism
* What is Radicalization?
* Jihadist Videos

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

Atran, Scott (2006), “The Moral Logic and Growth of Suicide Terrorism,” *The Washington Quarterly*, 29(2): 127-147.

Abrahms, Max (2006), “Why Terrorism Does Not Work,” *International Security*, 31 (2).

- (2008), “What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy,” *International Security* 32(4).

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 Press.

Cottee, S. and Hayward, K.J. (2011), “Terrorist (E)motives: The Existential Attractions of Terrorism,” *Studies in Conflict & Terrorism* 34:963-986.

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

(2006), *Inside Terrorism*. New York: Columbia University Press.

Juergensmeyer, Mark. (2001), *Terror in the Mind of God*. Berkeley, CA: University of California Press.

Neumann, Peter (2013), “The trouble with radicalization,” *International Affairs*, 89 (4), 873–893.

Wood, Graeme (2015), “What ISIS Really Wants,” *The Atlantic*, March.

1. **Learning and teaching methods**

Contact hours: 22

Private study hours: 128

Total study hours: 150

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

Coursework – essay (3000 words) – 50%

Examination – 2 hours – 50%

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 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X |  | X | X | X | X |
| Lectures | X | X | X | X | X | X | X |  | X | X | X |  |
| Seminars | X | X | X | X | X | X | X |  | X | X | X |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay – 3000 words | X | X | X | X | X | X | X | X | X | X | X | X |
| Examination – 2 hours | 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**

The subject specific outcomes are studies in an international context and the generic skills developed will be of relevance both in UK and international contexts

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2004 | Original spec | January 2005 | N/A | N/A |
|  |  |  |  |  |

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| Updated by SSPSSR into CMA compliant format November 2018 |