PRIFYSGOL glyndŵr Wrecsam | Wrexham glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Terrorism	**Level**:	6	**Credit Value**:	20

Module code:	SOC667	**Is this a new module?**	Yes	**Code of module being replaced**:	

Cost Centre:	GACJ	**JACS3 code**:	L437	

Trimester(s) in which to be offered:	1	**With effect from:**	September 2017

School:	Social and Life Sciences	**Module Leader:**	Dr Karen Washington-Dyer

Scheduled learning and teaching hours	36 hrs
Guided independent study	164hrs
Placement	0hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Policing	☐	✓
BA (Hons) Police and Criminal Justice Studies	☐	✓
BA (Hons) Criminology and Criminal Justice	☐	✓

Pre-requisites
None

Module Aims
To explore the contemporary social construction of terrorism and the implications for society.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critique the key concepts associated with the sociology of fear and terror.	KS1	KS2
		KS6	KS9
2	Explore and critically appraise the functions of terrorism.	KS5	KS9
		KS6	
3	Critically evaluate the social, political and cultural (including religious) dimensions of some of the main terrorist movements (historically to contemporary society).	KS8	KS9
		KS9	
		KS8	
4	Situate terrorist and extremist action within the context of complex contemporary social theoretical debates about modernity.	KS5	KS9
5	Critically assess the ways terrorist action is socially constructed and responses to such constructions at the societal/governmental level	KS6	

Transferable/key skills and other attributes

- IT
- Problem solving.
- Organising.
- Working to deadlines.
- Making decisions.
- Research skills.

Derogations
N/A

Assessment:

The module will be assessed by way of an essay wherein students will critically explore the emergence and criminal justice response to 'terrorism'.

Students will also prepare a poster to represent the way the 'terrorist threat' is constructed.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,5	Essay	75%		3,000
2	3	Poster	25%		1,000

Learning and Teaching Strategies:
The face to face module will use a variety of teaching and learning strategies, including lectures, seminars and discussion and will be supplemented by the use of Moodle.

Syllabus outline:

The module will involve students in critically analysing the social and historical development of terrorism. Key issues that will be examined include:

- Defining terrorism.
- The history of terrorism.
- Explanations and ideologies of terrorism.
- The impact of the victim, media reporting and the new media.
- Terrorism and the politics of fear.
- Violence in the name of faith.
- Implications for perceptions of BME groups in contemporary society.
- Counter-terrorism strategies.
- The future of terrorism.

Bibliography:
Essential reading

➢ Furedi, F. (2005) 'Terrorism and the politics of fear', in Hale, C., Hayward, K., Wadhini, A. and Wincup, E. (eds) Criminology. Oxford: Oxford University Press

➢ Martin, G. (2016) Understanding terrorism: challenges, perspectives, and issues, 5th edition, London: Sage.

➢ Mythen, G., Walklate, S. and Khan, F. (2009) 'I'm a Muslim but I'm not a terrorist': Victimization, risky identities and the performance of safety, The British Journal of Criminology, vol. 49, no. 6, pp. 736 – 754.

Other indicative reading

- Altheide, D. (2006) 'Terrorism and the politics of fear', Cultural Studies- Critical Methodologies, vol. 6, no. 4, pp. 415-439.

- Bratkowski, S. (2005) 'Killing and terror: the cultural tradition', American Behavioral Scientist, vol. 48, no. 6, pp. 764-782.

- Kundani, A. (2009) Spooked: How Not to Prevent Extremism, London: Institute of Race Relations

- Pantazis, C. and Pemberton, S. (2009) From the 'old' to the 'new' suspect community, The British journal of criminology, vol. 49, no. 5, pp. 646 – 666

- Post, J. (2007) The mind of the terrorist: the psychology of terrorist from the I.R.A. to al-Qaeda, Hampshire: Palgrave Macmillan.