1. **Title of the module**

SOCI7100 (SO710) – War, Atrocity and Genocide

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 BA and other SSPSSR undergraduate Canterbury bachelors degree programmes

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

8.1 appreciate the foreground phenomenological dynamics of war and genocide;

8.2 demonstrate systematic understanding of key aspects of the role of emotions in killing in war and genocidal events, including being able to utilise this knowledge in verbal and written discussion;

8.3 understand and be able to critically evaluate key perspectives on organized mass atrocity/killing and the socio-cultural conditions which facilitate it;

8.4 understand the range of interpretive mechanisms for denying, minimizing, excusing or justifying mass atrocities, including being able to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in this field

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 synthesize items of knowledge from different schools and disciplines of inquiry

9.3 demonstrate advanced research skills through library investigation, critical debate and essay writing

9.4 demonstrate skills in reading and disseminating complex empirical and theoretical material

9.5 demonstrate skills in group working

1. **A synopsis of the curriculum**

This is an interdisciplinary module on war, atrocity and genocide. Drawing on a range of sources from military history, social psychology, sociology, criminology, political ethics and political history, it is concerned to explore the following questions: What is war and why is it a matter of criminological and sociological interest? What are the defining experiences and emotions associated with war and genocide? How is killing in war framed or ‘constructed’ in the minds of those who kill? What is mass killing/genocide and how is it accomplished and facilitated in war? Why is rape used so widely as a weapon in conflict situations and what is its lasting impact? What is genocide and how should it best be understood? How are atrocities in war denied, excused or rationalized? Correspondingly, the aim of the module is to provide a framework for thinking about (1) the phenomenology of killing in war; (2) the conditions which facilitate genocide and mass killing at the state and sub state level; and (3) the ways in which perpetrators of mass killing, their apologists and distant others contrive to deny, rationalize or legitimize mass killing/genocide.

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

Arendt, Hannah (1963) *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Viking Press).

Bauman, Zygmunt (1989) *Modernity and the Holocaust* (Ithaca, NY: Cornell University Press).

Baumeister, Roy F. (1997*) Evil: Inside Human Violence and Cruelty* (New York: Henry Holt).

Bourke, Joanna (1999) *An Intimate History of Killing: Face-to-Face Killing in Twentieth Century Warfare* (New York: Basic Books).

Bourke, Joanna (2008) *Rape: A History from 1860 to the Present* (London: Virago).

Browning, Christopher R. (1992*) Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: HarperCollins).

Caputo, Philip (1977) *A Rumor of War (*London: Pimlico).

Cohen, Stanley (2001*) States of Denial: Knowing about Atrocities and Suffering* (Cambridge: Polity Press).

Collins, Randall (2008) *Violence: A Micro-Sociological Theory* (Princeton: Princeton University Press).

Ferguson, Niall (1998*) The Pity of War* (London: Penguin).

Geras, Norman (1998) *The Contract of Mutual Indifference: Political Philosophy after the Holocaust*. (London: Verso).

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 129

Total study hours: 150

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

Coursework - assignment 1 (1500 words) – 30%

Coursework - assignment 2 (3000 words) – 70%

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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X |  | X | X |  |  |
| Lectures | X | X | X | X | X | X | X | X |  |
| Seminars | X | X | X | X | X |  |  | X | X |
| Assessment method |  |  |  |  |  |  |  |  |  |
| Assignment 1 – 1500 words | X | X | X | X | X | X | X | X | X |
| Assignment 2 – 3000 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 analysis of the module topics are undertaken in an international context. The range of generic skills which will be developed are applicable to 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| September 2013 | N/K | September 2013 | N/K | N/K |
| 13/12/18 | Minor | September 2019 | 5, 8, 9, 13.1 | No |

Revised FSO Feb 2018