



MPHIL INTERNATIONAL PEACE STUDIES

Programme Structure

Masters students are required to take 60 ECTS credits from the taught modules (each module is worth 10 ECTS) and write a 15-20,000 word dissertation, worth 30 ECTS credits. The postgraduate diploma as an exit qualification is equivalent to 60 ECTS.

Students are required to take the core modules “The Politics of Peace and Conflict” and “Research Methods” and choose four other modules. Modules are assessed through written work, usually 4000 words long, and seminar presentations as appropriate.

Part-time students: Please take Politics of Peace and Conflict in Semester 1, year 1 and Research Methods in semester 1 and 2, year 2. Then we advise that you choose 2 optional modules a year, subject to your interests and schedule. The dissertation is undertaken in year 2. NB: All modules: 10ECTS

NB:

Modules may alter from year to year.

Some modules are capped and where a cap applies, it will be indicated next to the module summary. For these modules, students must email the Peace Studies coordinator and places are allocated on a first come first serve basis. Details of when to email will be distributed in the summer.

Total module credits that must be taken: 60 ECTS, including the core mandatory modules, PPC and Research Methods. Therefore, you choose 4 optional modules from across the year.

It is not obligatory to take 2 options in semester one and 2 in semester two – you are free to choose whichever options you prefer, as some students may prefer the options offered in one semester. However, we do advise that you balance your workload and do not load one semester too heavily.

You are allowed take up to two modules from other ISE MPhil programmes, MPhil Intercultural Theology and Interreligious Studies (Dublin) and MPhil Conflict Resolution and Reconciliation (in ISE Belfast).



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If you have any queries about Belfast and IT&IS programs, please email ecumsec@tcd.ie and recons@tcd.ie. See the following links to the other MPhil pages:

<https://www.tcd.ie/ise/postgraduate/theology-interreligious-studies.php>

<https://www.tcd.ie/ise/postgraduate/conflict-resolution.php>



Core Modules:

- The Politics of Peace and Conflict: Semester 1
- Research Methods: Semester 1 and 2 **(10 ECTS in total, but module is spread across 2 semesters)**
- NGOs Theory and Practice: Internship module starts in March/early April with a seminar and is undertaken when teaching finishes (April onwards) (cap applies). Please see internship guide on IPS website for further information.
- **Optional modules must be taken as necessary to achieve the overall requirement of 60 ECTS:**

Semester 1	Semester 2
Armed Conflict, Peacebuilding and Development	Religion, Conflict and Peace in International Relations (Joint IPS and IT&IS)
The United Nations and Conflict Resolution)	Engaging Religious Fundamentalism (Joint IT&IS and IPS)
Race and Ethnicity: Theoretical Concepts (provided by MPhil in Ethnicity, Race and Conflict (cap of 5 students applies)	Human Rights in Theory and Practice
Discoursing Gender (provided by MPhil Gender Studies)	European Refuge(e)s (on-line module)
Russian-EU Relations (provided by Centre for European Studies)	Colonialism and Liberal Intervention (provided by MPhil in Ethnicity, Race and Conflict (cap of 5 students applies)
International Politics	
	Conflict Resolution and Non-Violence
	Gender, War and Peace



	NGOs in Theory and practice: Internship Module (cap applies)
	Irish Civil War in Comparative Perspective (cap applies)

NB: Students may choose up to 2 modules from other ISE programmes, including ISE Belfast, subject to places being available (see course websites for details of modules)

SUMMARY OF MODULES AND CORE READING

EM7202 Politics of Peace and Conflict (core module: Michelmas term)

Coordinator: Prof Gillian Wylie

Peace Studies is an inter-disciplinary field of study, with a particular concern for developing an understanding of the origins of armed conflicts and possibilities for their resolution, as well as the conditions for building sustainable peace in war-torn societies. As such, there are theories of peace and war and particular issues of special interest to a programme in International Peace Studies. The purpose of this module is to provide an introduction to these issues and theories that would also be useful as a general background to some of the more specialised modules offered as part of the programme. Each student is required to participate in one of the seminar groups attached to the course.

Module aims:

- To provide a background in relevant peace theories
- To examine critical issues in peacemaking and peacebuilding
- To connect Peace Studies to wider issues in other disciplines

Core Reading



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David P. Barash and Charles P. (2014), *Peace and Conflict Studies*. Sage. (3rd Edition

Charles Webel and Johan Galtung (2007) eds., *Handbook of Peace and Conflict Studies*. Routledge.

Iain Attack (2005) *The Ethics of Peace and War*, Edinburgh University Press, Edinburgh.

Oliver Ramsbotham, Tom Woodhouse and Hugh Miall (2011) *Contemporary Conflict Resolution* (3rd Edition), Polity Press.

Peter Wallensteen (2011) *Understanding Conflict Resolution: War, Peace the Roots of Modern Conflict*, Oxford University Press, Oxford.



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EM7201 Research Methods (core module: Michelmas and Hilary terms)

Coordinator: Professor Etain Tannam

The module begins with an introduction about the rationale for dissertations, before examining referencing and citation. The main part of the module provides an overview of each section of the proposal: the hypothesis or aims of the thesis, the justification for the thesis topic, the methodology and structure of the thesis.

Learning Outcomes

By the end of this module students will:

- be equipped students to write a thesis proposal
- be able to write a thesis in international peace studies
- understand the different approaches methodologically that underpin research and be able to evaluate those approaches.

Core Reading

Jonathon Moses and Torbjorn Knutsen, 2007, *Ways of Knowing*, Palgrave;

Bryman Alan, *Social Research Methods*, Oxford OUP

Chris Hart, *Doing your Masters Dissertation: Realising Your Potential as a Social Scientist*, Los Angeles, etc: Sage, 2005.

Kjell E Rudestam and Rae R Newton, *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, Third Edition, London Sage, 2007 (especially the chapter on 'Writing,' by Jody Veroff).

Pat Thomson and Melanie Walker, Eds., *The Routledge Doctoral Student's Companion: Getting to Grips with Research in Education and the Social Sciences*.



EM 7432 International Politics

Coordinator: Prof Gillian Wylie

Participating staff: Professor Linda Hogan and Prof Gillian Wylie

The academic discipline of International Relations is concerned with understanding the major issues which characterise global relations – war and peace, conflict and cooperation, inequality and development, security and insecurity. This module explores the different theoretical traditions within IR which try to explain the dynamics driving these issues. These include Realism, Constructivism, Feminism and Post-Colonialism (among others). The first half of the module will cover these theories with reference to contemporary events in international politics. With reference to these theoretical frameworks, the second half of the module will focus on the ethical dilemmas arising in international politics – concerning, for example, the ethics of force, the tensions between human rights and sovereignty, the ethics of border control and the case for global economic justice.

Learning Outcomes

By the end of this module students will be able to:

- Demonstrate knowledge of key contending theories in the field of International Relations
- Demonstrate knowledge of ethical frameworks for analysing contemporary international issues
- Critically evaluate different theories and normative approaches to IR
- Discuss and analyse recent international events in the light of IR theories and normative approaches
- Present persuasive written work on the module's material showing evidence of research and critical analytical skills

Key Texts

Grieco, J., Ikenberry, J. and Mastundo, M. (2015) Introduction to International Relations: Enduring Questions and Contemporary Perspectives. London, Palgrave.



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Kapstein, E. and Rosenthal, J. (2017) *Ethics and International Relations*. London, Routledge

Lawson, S. (2015) *Theories of International Relations: Contending Approaches to World Politics*. Cambridge, Polity Press.

Moellendorf, D. and Widdows, H. (2015) *Routledge Handbook of Global Ethics*. London, Routledge.

EM7436 Gender, War and Peace

Coordinator: Professor Gillian Wylie

Learning Outcomes:

On successful completion of the module students should be able to:

Understand the foundational and ongoing debates in Gender Studies concerning sex and gender, femininity and masculinity, gender and difference and be able engage in discussion of these.

Comprehend and enter into arguments made concerning the gendered nature of war, the perpetration of gender based violence, the relationships between masculinity and violence/femininity and peace and the necessity of the inclusion of gender concerns in peacebuilding.

Demonstrate knowledge of key international political and legal developments in this area such as UNSC Resolution 1325 and the Yugoslav and Rwanda tribunals.

Show a familiarity with the literature in this field and engage in informed discussion of it.

Present persuasive written work with analytic arguments based on evidence, reading and reason.

Core Reading

Cheldelin, S. (ed.) (2011) *Women Waging War and Peace: International Perspectives of Women's Roles in Conflict and Post-Conflict Reconstruction*, Continuum.

Leatherman J. (et al) (2011) *Sexual Violence and Armed Conflict (WCMW - War and Conflict in the Modern World)*, Cambridge: Polity Press.



Sjoberg, L. and Gentry, C. (2007) Mothers, Monsters, Whores : Women's Violence in Global Politics, London: Zed Books.

EM 7431 Armed Conflict, Peacebuilding and Development

Coordinator: Prof Iain Atack

This module will examine the complex relationship between armed conflict and development, based upon a critical examination of development and peacebuilding theory and practice. This includes issues such as the connection between conflict and economic grievances, the role of NGOs in development, the impact of multilateral institutions on development, and links between peacebuilding and development in conflict situations. Case studies will be used from Africa, Latin America, the Middle East and East Asia to explore connections between the local and regional dynamics of conflict and peacebuilding and its geopolitical context. Each student is required to participate in one of the seminar groups associated with the module.

Learning outcomes:

- To provide a background in relevant theories of development and peacebuilding
- To examine critically the impact of development policies and programmes on the Global South
- To connect development as a process of social, economic and political change with armed conflict and peacebuilding

Core texts:

Peter Burnell, Lise Rakner and Vicky Randall (eds) (2014) *Politics in the Developing World*, Oxford University Press, Oxford.

Gerard McCann and Stephen McCloskey (eds) (2009) *From the Local to the Global: Key Issues in Development Studies* (2nd edition), Pluto Press, London.

Eleanor O'Gorman (2011) *Conflict and Development*, Zed Books, London and New York.



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Michael Todaro and Stephen C. Smith (2014) *Economic Development* (12th Edition), Pearson Education, London.

Andrew William and Roger MacGinty (2009) *Conflict and Development*, Routledge, London

EM7460 Religions, Conflict and Peace in International Relations

(Joint Module IPS & IT&IS)

Coordinator : Professor Carlo Aldrovandi

Module Aims: The purpose of this module is to provide an understanding of the on-going saliency of religion (broadly defined here as the main world religions) in the contemporary globalized era. The overall aim is to address the ways in which religion has been marginalized or excluded from the secular perspectives of International Relations theory (Realism, Liberalism, Marxism, Constructivism, etc.), whilst providing the intellectual basis for how religiously inspired spheres of thought can be brought back into the picture. This module also challenges the common view that the politicization of religion is always a threat to international security and inimical to the resolution of world conflict.

Learning Outcomes

On successful completion of this module students should be able to:

- Assess the normative debate about the role of religion in International Relations, focusing on the following traditions of IR theory: Realism, Liberalism, Marxism, Constructivism and the English School;
- Discuss contemporary issues in international affairs which are associated with the idea of a widespread religious resurgence (i.e. globalization, religious Fundamentalism and violence, transnational religious actors, faith-based peacemaking and diplomacy);
- Address the religious dimensions in contemporary world conflicts, whilst identifying perspectives and movements within main religious traditions which contribute to peacemaking, conflict resolution and reconciliation;
- Evaluate the salience of religious beliefs, identities and movements in selected national contexts such as the United States, Israel, Iran and Sri Lanka.

Teaching Method The course is based on an interactive teaching approach. Each session is divided into a one hour lecture and a one hour seminar per week, which will turn on an assigned reading or audiovisual material to illustrate the case.

Core Readings

Elizabeth Shakman Hurd, (2008) *The Politics of Secularism in International Relations*, Princeton University Press, Princeton.



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Scott M. Thomas, (2005) *The Global Resurgence of Religion and the Transformation of International Relations*, Palgrave, London.

Marc Gopin,(2013) *Bridges Across an Impossible Divide: the Inner Lives of Arab and Jewish Peacemakers*, Oxford University Press, Oxford.

William T Cavanaugh, (2009) *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*, Oxford University Press, Oxford.

EM7467 Engaging Religious Fundamentalism

Coordinator: Professor Carlo Aldrovandi

(Joint Module IPS & IT&IS)

This interdisciplinary module will provide students with a critical understanding of the global resurgence of religious fundamentalism in the wake of 9/11. We will tease out and unpack fundamentalism's key theological underpinnings within the Abrahamic spectrum and other world religions and address its historical emergence within US Protestantism as well as different cultural contexts. The course will also discuss the drives behind religious fundamentalism's involvement in (or withdrawal from) the realm of politics, while mapping out the doctrinal responses that different religious traditions have deployed to tackle the so-called 'fundamentalist challenge' within their midst.

Learning outcomes

1. To be critically aware of the current debates constructing fundamentalism as a subject of scholarly enquiry
2. To identify & describe the complex ways through which fundamentalism relates to sacred scriptures, traditions and practices
3. To establish a truly multi- and cross-disciplinary understanding of fundamentalism that draws upon theology, religious studies, critical theory, anthropology, psychology, sociology and other disciplines
4. To address the political mobilization of religious fundamentalism in view of its relationship with secular-Western Modernity and globalization
5. To reflect upon the contentious link between religious fundamentalism and violence



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EM7438 Human Rights: Theory and Practice (Hilary term)

Coordinator: Professor Linda Hogan

This course seeks to provide students with an introduction to human rights from theoretical and practical perspectives. The focus of the course is mainly on international human rights and where possible case studies are applied. The course will examine various themes that can be grouped under two main headings: General Introduction to the International Human Rights System (United Nations and Regional Systems), and Vulnerable Groups & Specific Issues.

Learning Outcomes:By the end of the course the students will:

Be familiar with the major universal and regional human rights systems

Understand the socio-political and legal implication(s) involved in human rights

Be able to carry out effective research in the field of international human rights

Develop the ability for critical analysis and assessment of ongoing debates in human rights

Core Reading

Jack Donnelly (2003) *Universal Human Rights in Theory and Practice*, Cornell University Press.

Samuel Moyn (2010) *The Last Utopia: Human Rights in History*, Belknap.

Akira Iriye, Petra Goedde and William I. Hitchcock (eds.) (2012) *The Human Rights Revolution: An International History*, OUP, 2012

Stefan-Ludwig Hoffmann (ed.) (2011) *Human Rights in the Twentieth Century*, CUP.



EM7435 United Nations and Conflict Resolution

Coordinator: Professor Etain Tannam

The theme of this course is to provide an introduction to the United Nations, by providing an overview of its structure and its peace-keeping interventions, as well as examining UN reform. A key debate about the role of international organizations in maintaining peace is provided at the start of the course

Learning Outcomes

By the end of this module, students should be able to:

- Apply international relations theory to the UN
- Have a strong understanding of the UN's decision-making processes and its operation in peace-keeping and human rights

Core Reading

Introductory text: Harrison L. and Callan T. *Key Research Concepts in Politics and International Relations*, London, Sage: see relevant concepts-in IR theory

Dunne T. Kurki M. Smith S., 2016, *International Relations Theories: Discipline and Diversity*, Oxford, OUP Fourth Edition

Burchill S., and Linklater A., Devetak R., Paterson M., 2009, *Theories of International Relations*, Basingstoke, Palgrave

Carlsnaes W., Risse, T., Simmons B., 2013, eds., *Handbook of International Relations*, London, Sage

Reus-Smit C., and Snidal, D., 2008, *Oxford Handbook of International Relations*, Oxford, OUP

Introductory text: Hanhimaki J. 2015, *The United Nations: A Very Short Introduction*, Oxford, OUP

Mingst, K. Karns M. and Lyon L. 2016, *The United Nations in the 21st Century, or 2012 version*

Tannam E. 2014, *International Intervention in Ethnic Conflict: a comparison of the EU and UN*, Basingstoke, Palgrave



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Weiss T. and Daws S., eds., 2008, *The Oxford Handbook on the United Nations*, Oxford, OUP

EM7458 European Refuge(e)s: On-line Module

ISE/TCD coordinator: Gillian Wylie. Module offered in conjunction with the [Sharing Perspectives Foundation](#) (Amsterdam), partner universities and refugee support NGOs.

Module Aims

European refuge(es) is a virtual exchange module to be implemented in the Spring semester of 2017. The aim of this module is to bring together refugee and European youth across Europe to discuss what it means to be a European citizen. Jointly they will develop a counter narrative to combat stigmatisation and foster mutual understanding.

The rising social tensions due to the refugee crisis are becoming a serious threat to European stability. The aim of our programme is therefore to counter these tensions by promoting understanding between European residents and newly arrived refugees. We will achieve this by discussing issues surrounding the refugee crisis and what it means to be a European citizen, in facilitated online seminars that foster trust and mutual understanding.

In this programme we would like to connect refugees and students directly as personal encounters lead to the development of genuine relationships. We do not want to objectify this population by studying 'about' them; rather we wish to have them speak for themselves encouraging them to take ownership over the counternarrative through intercultural dialogue.

Teaching Methods

During ten weeks 250 participants (refugee youth and graduate students) across 12-15 European countries follow webinars from expert academics and practitioners in the field. The participants meet weekly in small groups in our tailored virtual classroom to explore their perspectives on the refugee crisis and what it means to be a European citizen. All participants jointly conduct a European-wide research into youth perceptions on these issues across different national and socioeconomic boundaries. The programme culminates in a summit held in Brussels for the best performing participants who will interact with EU officials and present their findings.

Assessment: a combination of seminar participation, project and essay.



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More details about this module are at:

<http://www.sharingperspectivesfoundation.com/euref/>

EM7437 NGOs and International Politics: Theory and Practice (Internship Module)

Coordinator: Prof Etain Tannam

Our connections with NGOs working in peace-building, human rights and conflict resolution have allowed us to be at the forefront in developing an internship module. This module is assessed (10 ECTS) and will run from semester 2, 2013. The overarching theme of this module is to examine the relevance of NGOs to key international politics areas and to evaluate the role of NGOs in the light of academic literature and work placement experience. NGOs currently providing internships to our students include Frontline Defenders, Dublin, United Nations Geneva, World Vision Dublin, Churches Commission on Migration Issues, Brussels.

NB: Internships are un-paid and students must bear all associated costs (for example, travel, accommodation) of internships themselves. Intake to this module will be limited in accordance with the number of internships offered. Canceling your internship is not allowed unless there are medical or bereavement grounds. Internships will be allocated on a first come first serve basis before late September (start of semester). Students are notified of the process in late August

Learning Outcomes: By the end of this module, students should be able to:

- Apply academic and theoretical research in peace studies to practical work experience in peace-related NGOs.
- Review intellectual and practical problems associated with NGO activity in international politics
- Demonstrate analytical skills by producing an in-depth analysis of a real-life NGO operations situation
- Analyse and explain the strategies adopted by NGOs in particular contexts

Assessment 3000 word field report based on internship project and experience. This report will be based on students' fieldwork and will cover a specific pre-agreed project.

Core Reading

Weiss T. and Thakur, R. *Global Governance and the UN*, 2010, Indiana, Indiana UP
Jönsson C. and Tallberg J. 2010, *Transnational Actors in Global Governance:*



Patterns, Explanations and implications, Basingstoke, Palgrave
Erman E., and Anders U., 2010, *Legitimacy beyond the state? Re-examining the democratic credentials of transnational Actors*, Palgrave, Basingstoke
Steffek J., and Hahn K., 2010, *Evaluating transnational NGOs: Legitimacy, Accountability, Representation*, Basingstoke, Palgrave

SO7001 RACE AND ETHNICITY, THEORETICAL CONCEPTS (DEPARTMENT OF SOCIOLOGY (CAP OF 5 PER MODULE))

ECTS allocation: 10 credits

Teaching staff: David Landy

Aims and learning outcomes

There is nothing 'natural' about labelling and reading people according to racial categories, it is a socially constructed category of practice, albeit a vitally important one in contemporary society. Race, along with class and gender is one of the main ways through which people understand themselves and others, and also how contemporary social institutions read and treat people. But how do we make sense of 'race' and how is it used to make sense of the world?

By seeing race, not as a naturally given property of individuals and groups but rather as a historically contingent signifier and a language used to categorise self and others, this module aims to critically theorise and contextualise race and ethnicity, locating it within historically constructed social, political and economic relations, in particular within modern forms of state governmentality. The purpose of the module is to provide a theoretical underpinning into understanding race and ethnicity.

Learning outcomes

Upon completion, students are expected to be able to critically:

- evaluate theoretical concepts in the field of race, ethnicity and racism.
- explain and critically evaluate race and ethnicity as social and political constructions
- recognise the cultural and discursive manifestations of racial categories
- theorise the links between race and state
- evaluate policies of multiculturalism, interculturalism and integration
- discuss recent socio-political developments in relation to immigration, asylum, racism and citizenship in Ireland and abroad
- apply theoretical models to debates on racism and genocide
- conceptually link racialisation, hybridity and diaspora
- link theories of race and ethnicity with theories of ethno-national conflict
- intersect race and racism with gender and class



Main topics

The module will examine how theoretical understandings of race and ethnicity can help us understand the practical manifestations of these issues in Ireland and globally. Students will be introduced to a variety of texts, approaches and debates in the area of race and ethnicity, and are encouraged to discuss these concepts with reference to actual popular representations of 'race' and their own experiences. The main topics covered will be

1. Theorising race and identity
2. Race and the state
3. Race, gender and class
4. Media and cultural representations of race
5. Race and racism in Ireland
6. Modern forms of European racism – Islamophobia and anti-migrant racism
7. The global North and South – colonialism and development
8. How race is managed – multiculturalism and integration
9. Alternative ways of theorising the self and others – hybridity, cyborg theory and diaspora
10. Racism and anti-racism

Indicative Resources

There is no set text, but the following texts will prove useful (all available in the library):

Back, Les and John Solomos (eds.) 2000. *Theories of Race and Racism*. London: Routledge.

Kundnani, Arun. 2007. *The End of Tolerance: Racism in 21st Century Britain*. Pluto Press.

Hill Collins, Patricia and John Solomos (eds). 2010. *The SAGE handbook of race and ethnic studies*. Los Angeles; London: SAGE.

Lentin, Alana, and Gavan Titley. 2011. *The Crises of Multiculturalism*. London: Zed.

Lentin, Ronit and Robbie McVeigh. 2006. *After Optimism? Ireland, Racism and Globalisation*. Metro Eireann Publications

Loyal, Steven. 2011. *Understanding Immigration in Ireland*. Manchester: Manchester University Press.

Course notes: Blackboard

Assessment

The assessment for this module is in two parts. Prior to writing the final essay on a theoretical topic of your choice (in consultation with the lecturer), you will be asked to submit a 300 words abstract (due week 10 of the Hilary Term). At the end of week 10 of the Hilary Term you will submit an essay (max 3000 words). Submission dates to be arranged.



S07047 Development, Colonialism and Intervention

Coordinator: Stephen McCloskey (stephen@centreforglobaleducation.com)

Aims

This module will critically theorise and contextualise historical and contemporary global North interventions in the global South by state and non-state actors, assessing their impact and their implications for the development of poorer nations. It will link European expansionism five centuries ago to the contemporary economic alignments of 'First World' and 'Third World'. It will consider how these unequal and unjust relations have been perpetuated since World War Two through sustained political and economic control of the global South by overt and covert means.

Post-war Interventionism has included direct and proxy military engagements and, from the 1970s onwards, the combination of debt and neoliberalism has maintained a state of dependence and under-development in most poorer nations. NGOs have stepped into this development deficit and regularly find themselves on the front lines of these economic relationships, operating in a delicate space between 'First World' donors and 'Third World' clients. The impact of NGOs and aid on the global South is discussed along with the implications of the 2008 financial crisis and decline of neoliberalism for the development sector.

Learning outcomes

Upon completion, students are expected to be able to:

- ☐ Evaluate modernisation, dependency and world systems theories of development.
- ☐ Explain and critically evaluate the social and political underpinnings of the global North and South.
- ☐ Recognise colonial and post-colonial interventions in the global South and assess their consequences.
- ☐ Critically evaluate the interventionism of NGOs in the global South.
- ☐ Consider the relationship between development NGOs and the state.
- ☐ Discuss the impact of the 2008 financial crisis and decline of neoliberalism on international development.



- ☐ Assess the prospects for poverty eradication through the Global Goals.
- ☐ Consider the decline of US hegemony and rise of the global South.
- ☐ Evaluate the role of China as a development actor in Africa.
- ☐ Understand the theory and practice of development education in the global North.

Delivery

The module is delivered in 11 seminar slots consisting of a lecturing input, student participation and informal presentations. Students are expected to read before each

Core Texts

There is no set text, but the following texts will prove useful (all available in the library):

Bebbington, Anthony, Hickey, Samuel and Mitlin, Diana (2008) *Can NGOs Make a Difference? The Challenge of Development Alternatives*, London and New York: Zed Books.

Hayter, Teresa (1981) *The Creation of World Poverty*, London: Pluto Press.

McCann, G and McCloskey, S (2015) (eds.) *From the Local to the Global: Key Issues in Development Studies (3rd Edition)*, London: Pluto Press.

Kingsbury, D, McKay, J, Hunt, J, McGillivray, M and Clarke, M (eds.) (2016) *International Development: Issues and Challenges (Third Edition)*, Basingstoke: Palgrave MacMillan.

Prashad, Vijay (2007) *The Darker Nations: A People's History of the Third World*, London and New York: The New Press.

Vijay Prashad (2012) *The Poorer Nations: A Possible History of the Global South*, New York: Verso.

Riddell, Roger (2007) *Does Foreign Aid Really Work?*, Oxford: Oxford University Press.



Assessment

The assessment for this module is in two parts. Prior to writing the final essay on a theoretical topic of your choice (in consultation with the lecturer), you will be asked to submit a 300 word abstract (due week 10 of Hilary Term). At the end of week 10 of the Hilary Term you will submit an essay (max 3000 words). Submission dates to be arranged

SW7043 Discoursing Gender (Centre for Gender Studies)

Coordinator: Dr Ray O'Neill

Aims.

What might be significant about the 'new forms' that constitute our lives as gendered beings in the 21st century? What are the 'new contradictions' and 'impasses' that have not previously been visible? These and other questions vital to critique of the present era of late-capitalism are explored in Gender & Globalisation. The course engages with contemporary feminist debates in cultural theory and gender analysis including theories of subjectivity and hyperreality, which provide a critical context for feminist research today. Key theories encountered on the course include those of Cixous, Kristeva, Foucault, Lacan and Baudrillard.

Aims, learning objectives and outcomes.

The students will have the opportunity to:

- explore contemporary cultural theory from a critical feminist perspective.
- gain an understanding of the implications of 'globalisation' including consumer society and media-reality.
- situate their research projects in the context of the 21st century through a focus on networks constituting feminist theory, gendered human subjectivities and radical cultural critique.

Evaluation. 50% class essay/50% research topic seminar



Reading: to follow As every election, referendum, online bullying evidences, each battle is a war with words, through declarations of what is 'right', 'natural', 'scientific', 'real', 'fake news' or 'alternative facts'. The 21st century's new multimedia hyper-reality constitutes humans differently, within 'new forms', proffering a myriad of postmodern gendered, cultural, sexual identities. Yet, as discourses and victories of Trump and Brexit evidence, the rigid binaries of citizen/alien, male/female, white/black, straight/gay persist and are subtly, and not so subtly, enforced. The programme of Western Democracies 'progress' has crashed.

Post-structuralism values how language structures our identities, our thinking, our politics, our sexuality. Late-capitalism recognises that knowledge, and who 'owns' it is the sovereign currency. Through engaging with contemporary feminist debates in cultural theories of subjectivity, and gender analysis through key postmodern thinkers such as Butler, Foucault, Cixous, Kristeva, Lacan, Irigaray and Baudrillard, this module investigates how language operates as a tool, and indeed as a weapon, in the construction of arguments, defences, subjectivities and subjections.

Learning outcomes:

On successful completion of the module students should be able to:

- Explore contemporary cultural theory from a critical feminist perspective.
- Appreciate critical ways in which language constructs identity and 'reality'.
- Gain an understanding of the implications of 'commodifications' of identity within the Matrix of late Capitalist consumer society and media reality.
- Situate their research projects in the context of the 21st century through a focus on networks constituting feminist theory, gendered human subjectivities and radical cultural critique.

Assessment:

This module will be assessed by the submission of a term essay at the end of Michaelmas term. Essays should be between 3,500 and 5,000 words in length, excluding footnotes and bibliography. Term essays are due for submission by 5.00pm on the last Friday of Michaelmas term as per the essay submission guidelines.



EU7008 Russia-EU-Relations (European Studies)

Module coordinator: Prof Dmitri Tsiskarashvil

Aims

This module aims to present students with a comprehensive analysis of the complexity of relations between the EU and Russia over the past 50 years. The module will provide students with up-to-date information about recent developments in Russia's foreign policy towards the EU, its reevaluation of external security and its strengthening of military and defence capabilities. The module will also present students with detailed coverage of Russia-EU trade relations and economic cooperation, especially in the exploration of Russia's untapped natural resources. The module will focus not only on EU-Russia relations but will also give students the opportunity to broaden their knowledge of the former Soviet Union countries which play a pivotal role in EU-Russia relations, particularly in regards to the implementation of Eastern Partnership programmes and the EU search for alternative energy suppliers to bypass Russia.

Learning outcomes

Students will be able to discuss and evaluate the complexity of EU-Russia relations. They will be able to examine and critically analyse the relevance and potential benefits from the implementation of key EU policies towards Russia and its neighbours. Students will acquire a specialist understanding of the Russian Government's official position towards the EU. Students will be able to debate the challenges facing EU-Russia relations and to assess the implications of any broader geo-political and socio-economic issues which Russia and the EU could encounter in the near future.

Assessment

Students are required to submit one essay of 3500- 5000 words on a selected topic related to the content of the module and make a 15 minutes oral presentation on their essay followed by a 15 minutes Q and A session.

**The Irish Civil War in International Perspective
(MPhil International History)**



Hilary Module

Code: HI7123

Coordinator: Eunan O'Halpin

This module explores the origins, conduct and impact of the civil war, from the treaty split of January 1922 to the summer of 1923, and thereafter in Irish political and popular discourse. Amongst key issues to be addressed will be ideological factors; the conduct and consequences of military operations by both sides; the personal impact on combatants and non-combatants in the immediate and the longer terms; the economic, social and cultural impact of the conflict on peoples' lives; the policies of the governments of Northern Ireland and of the United Kingdom towards the conflict; foreign perspectives on the war and its outcome; and the historiography of the Irish and of other post-First World War civil wars, and wars of disaggregation

Assessment: Essay (100%)