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.

Core Modules:

- The Politics of Peace and Conflict
- Research Methods

Optional modules must be taken as necessary to achieve the overall requirement of 60 ECTS:

- International Politics
- Conflict Resolution and Nonviolence
- Gender, War and Peace
- Armed Conflict, Peacebuilding and Development
- Religion, Conflict and Peace in International Relations
- Human Rights in Theory and Practice
- The United Nations and Conflict Resolution
- European Refugees (on-line module)
- NGOs in Theory and Practice: Internship Module (limited spaces)

Optional Modules from the MPhil in Ethnicity, Race and Conflict (cap of 5 students applies)

- Race and Ethnicity: Theoretical Concepts
- Conflict, Colonialism and Liberal Intervention

Optional Module from the Mphil in Gender and Women’s Studies (cap of 5 students applies)

- Gender and Globalization

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

NB: All modules: 10ECTS

Modules may alter from year to year.

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.

The summaries below indicate whether a module is available in the term from September to December 2016 (Michaelmas term) or January to April (Hilary term) 2017.

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). See the following links to the other MPhil pages:


https://www.tcd.ie/ise/postgraduate/conflict-resolution.php
EM7202 Politics of Peace and Conflict (core module: Michaelmas term)

Coordinator: Dr Dong Jin Kim

Peace Studies is an interdisciplinary 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


EM7201 Research Methods (core module: Michaelmas 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


Bryman Alan, *Social Research Methods*, Oxford OUP


EM 7432 International Politics (Michaelmas term)

Coordinator: Dr Damian Jackson

The end of the Cold War was a watershed in the theory and practice of international relations. The adequacy of dominant neorealist theories of International Relations was sharply challenged at this juncture, raising fundamental questions about traditional approaches to the subject. At the same time the conditions in which states interrelated changed dramatically from the bipolar system of nuclear confrontation to the emergence of a single hyperpower. The world changed again with the response of the US-led coalition to 9/11 and its radical commitment to rewriting the rules of the game. And now, with the rise of globalisation, the emergence of new powers and events like the Syrian war, our world is moving once more into uncharted territory. This course is an attempt to grasp these shifts of terrain and direction and to construct an account of where we are and where we want to be in the new international order.

Module Learning Outcomes

- Understand several contending approaches to theorising international politics (exemplified in the course through realism, social constructivism and feminism) and to engage in critical debate about and analysis of these approaches.
- Comprehend key debates in the discipline concerning actors, agency, anarchy, power and security.
- Make analytical sense of events and processes in contemporary international politics, such as globalisation, ‘the war on terror’ and US-European relations.
- Prepare and lead lively seminars which enable all students to engage in greater depth with the material and debates covered in the lectures.
- Acquire knowledge of a broad range of literature in the field and an ability to read this critically.

Recommended Reading
Carlsnaes W. Risse T. and Simmons B. 2013, Handbook of International Relations, Oxford, OUP;
Burchill S., Linklater A., Devetak R., and Paterson M., 2005, Theories of International Relations, Basingstoke, Palgrave.;
EM7434 Conflict Resolution and Nonviolence (Michaelmas term)

Coordinator: Professor Iain Atack

This module examines nonviolence as both a philosophy and a form of political action, as well as aspects of conflict resolution and mediation. Although there is an emphasis on theory, illustrated by appropriate case studies, the module is designed to complement the practice-based mediation summer school.

Module aims:

- To introduce key theories and concepts of nonviolence
- To examine critical issues in the ethics and politics of nonviolent action
- To explore different approaches to conflict resolution and mediation

Core Reading


EM7436 Gender, War and Peace (Michaelmas term)

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


EM 7431 Armed Conflict, Peacebuilding and Development (Hilary term)

Coordinator: Prof Iain Atack

This module will examine the complex relationship between armed conflict and development, involving a critical examination of development theory and practice. This includes issues such as development ethics, the role of NGOs in development, the impact of multilateral institutions such as the World Bank on development, and the connection between peacebuilding and development in post-war situations. Case studies will be used from Africa, Latin America and the Middle East to explore the relationship between conflict and economic grievances, resources, war economies, and the global economy. Each student is required to participate in one of the seminar groups attached to the module.

Module aims:

• To provide a background in relevant theories of development

• To examine critically the link between development policies and armed conflict

• To connect development issues and peacebuilding practice

Teaching Method: The teaching method for this module consists of one lecture and one seminar per week. The seminars consist of student presentations followed by discussion on relevant weekly topics (see lecture descriptions). Students will be divided into seminar groups at the beginning of term. Attendance at seminars is mandatory and students must be prepared to participate.

Assessment: one 4000-word essay.

Core texts:


EM7460 Religions, Conflict and Peace in International Relations  (Hilary term)

Coordinator: Professor Carlo Aldrovandi

Module Aims: The purpose of this module is to provide an understanding of the ongoing 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
EM7438 Human Rights: Theory and Practice (Hilary term)

Coordinator: Dr Dong Jin Kim

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


EM7435 United Nations and Conflict Resolution (Hilary term)

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

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


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

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.

More details about this module are at:
http://www.sharingperspectivesfoundation.com/euref/
EM7437 Internship Module

NGOs and International Politics: Theory and Practice
Coordinators: Julia Murphy and 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 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
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):*


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.
SO7035 COLONIALISM, CONFLICT AND LIBERAL INTERVENTION (Michaelmas term)

ECTS allocation: 10 credits
Teaching staff: TBC

Rationale and Aims
There is a renewed interest in sociology and anthropology in the West among liberal interventionists and peacemakers. Sociology and anthropology are seen by the peacemakers as providing added value to a prevailing emphasis on ‘good governance’ and state-building as the way to resolve conflict. This module argues that the role for sociology/anthropology imagined by the purveyors of good governance is a reprise of our traditional role as the begetters of knowledge whereby the non-West can be managed and dealt with. Rather than serve ‘good governance’, this module seeks to develop a reflexive critique of it.

In part one (the first semester) we will develop the conceptual and methodological tools to understand and dismantle the ‘good governance’ approach to liberal intervention. In part two (second semester) we will use these tools to explore in some detail particular techniques of ‘good governance’/peacebuilding/liberal intervention; eg equality legislation and ethnic statistics, truth and reconciliation, consociation and power-sharing, community relations work, the Human Terrain System. We also consider the implications for practice of our critique.

The ultimate aim of the reflexive critique is to glimpse a possibility that the liberal interventionist, because of his position as the self-appointed universal arbiter of peace, cannot; i.e. that Western techniques of ‘good governance’ create and reproduce the communal violence to which they claim to be the solution.

This module has a serious theoretical orientation, but the empirical touchstone is the peace process in Ireland. Reference will be made to other peace agreements and students are encouraged to develop case studies that particularly interest them, making links with other modules and wider reading.

Learning Outcomes
On successful completion of this module you will have a critical understanding of:

- communal conflict
- western liberal approaches to the management or government of difference and communal conflict and the knowledge claims about conflict, culture, identity, race and ethnicity that underpin them.
- critiques of liberal intervention – Bruno Latour, Mahood Mamdami, Derek Gregory
- why peacemaking rather than violence has become an object of study
- theories of biopower, governmentality and their relationship to the rise of the modern state and colonialism
- the role of social science in making populations and population categories legible
- the relationship between violence, power, truth and knowledge; including social
Working Methods
The module is delivered in two-hours seminar slots consisting of a lecturing input, student participation and informal presentations. All students are expected to read key readings before each session to facilitate discussion.

Provisional Syllabus
- Communal conflict
- The liberal peace, liberal intervention and Northern Ireland
- good governance and state building
- power and modern state as a manifestation of biopower and governmentality
- the modern state as a racial or communal formation
- on the relationship between race and ethnicity
- colonialism
- Statistics, population censuses and the enumeration of race and ethnicity
- consociation as a response to and re-enactment of, the racial state
- Truth and reconciliation
- community relations
- the ‘cultural turn’ in war and counter-insurgency (‘Human Terrain Teams’ in Iraq and Afghanistan)
- counter-conduct, counter-power, anti-power, disidentification
- Against reification: writing race, ethnicity and conflict

Indicative Resources
Finlay, A (2015 forthcoming) Not a machine for telling ethnicity: anthropology, communalism and the critique of liberal intervention, Peacebuilding

Assessment
The module is assessed through a reflective journal submitted at the end of the module. Each student will assume responsibility for summarising and critiquing the key reading in one class per semester. This is compulsory but not formally assessed.

MODULE AVAILABLE from MPhil GENDER AND WOMEN'S STUDIES
SW7043 Gender and Globalization (Michaelmas term)

Coordinator: Dr Kaye Cederman

Course structure and overview.

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