



MPhil Conflict Resolution and Reconciliation Course Overview 2018-19

The MPhil in Conflict Resolution and Reconciliation, Trinity College Dublin at Belfast, is an interdisciplinary course examining conflict and peacemaking in Ireland and around the world, combining high-quality academic education with practical skills and on-the-ground learning. This document provides an overview of the modules on offer in the academic year 2018-19.

At Trinity, course elements are weighted with credits according to the European Credit Transfer Scheme – ECTS. The required ECTS for the MPhil is 90. All Master's students **must complete** the Research Skills module (10 ECTS), plus a further 50 ECTS worth of taught modules and a dissertation (30 ECTS). Module registration takes place **in advance of** the beginning of the programme and students **must complete and return a module registration form**. It should be noted that students may also take for credit or audit modules from the schools **two Dublin MPhil programmes**, International Peace Studies and Intercultural Theology and Interreligious Studies. This will require Belfast based students to travel for classes held in Dublin and those who wish to do so should make sure that timetabling clashes can be avoided. The Dublin timetable will be provided.

It is recommended that you balance your modules over the two terms. Please note you may not take more than four modules in one term. You may also audit one module per term if you are taking three modules for credit during that term (i.e. take the class but not for credit). Community Learning is an exception to this rule as it is available over two terms. As part of orientation there will be a course information session where you can find out more about how best to structure your study for the year ahead.

Information provided below is done so in good faith and is correct as of June 2018. Modules may be amended depending on staff availability. In addition, module availability depends on numbers of interested students.



Reconciliation in Northern Ireland EM7452

Co-ordinator: Dr Brendan Ciarán Browne

Time: Michaelmas/Autumn Semester

Overview

This course analyses the origins and dynamics of the conflict across the region with a view to assessing the prospects for peace and reconciliation. Core topics include, *inter alia*: explanations of the conflict (colonial, economic, religious, ethno-nationalist); Irish republican/nationalist, and Ulster unionist/loyalist perspectives of the conflict; the impact of conflict on children and young people; sport, conflict and reconciliation; and the role of the churches in division and peacebuilding. Students will be invited to form their own views on the current, complex condition of Northern Ireland and to examine the multi-faceted nature of Northern Ireland's transition.

Learning Outcomes

- Identify and analyse the causes of the conflict in the north of Ireland including the merits of different perspectives on the nature of the conflict in Northern Ireland.
- Give a detailed account of processes of change leading up to the 1998 Good Friday/Belfast Agreement and thereafter.
- Analyse the continuing tendencies for conflict in 'transitional'/post-conflict' Northern Ireland and assess the prospects for real and meaningful reconciliation.

Select Reading

- Coulter, Colin and Michael Murray (eds) (2008) *Northern Ireland After the Troubles: A Society in Transition*. Manchester: Manchester University Press.
- Cochrane, Feargal (2013) *Northern Ireland: The Reluctant Peace*. New Haven, CT: Yale University Press.
- Cox, Michael, Adrian Guelke and Fiona Stephen (eds) (2006) *A Farewell to Arms? Beyond the Good Friday Agreement*. Manchester: Manchester University Press.
- Liechty, Joseph and Cecelia Clegg (2001) *Moving Beyond Sectarianism. Religion, Conflict and Reconciliation in Northern Ireland*. Dublin: Columba Press.
- Mitchell, David (2015) *Politics and Peace in Northern Ireland: Political Parties and the Implementation of the 1998 Agreement*. Manchester: Manchester University Press.



Research Skills EM7301

Co-ordinator: Dr David Mitchell

Time: Michaelmas/Autumn Semester

Overview

This module provides an insight into some of the core skills needed to develop as a graduate student here at Trinity College Dublin. The module will reflect on a number of core themes including: theories of knowledge production; qualitative research methods; ethical considerations in research; and data analysis. It has been designed in such a way as to support the successful completion of written assignments in the taught modules and serves as early preparation for the MPhil dissertation. In addition, the sessions will provide an orientation to some of the resources available for studies during the programme and an analysis of academic skills involved in graduate work.

Learning Outcomes

- Understand the different theoretical arguments surrounding the production of knowledge.
- Grasp issues pertaining to qualitative enquiry, including research skills, and data analysis.
- Identify and access hard-copy and electronic resources in library collections associated with the programme (especially ISE, QUB, and the Trinity College Dublin main College library).
- Submit academic work in an appropriate structure and format, with a full bibliography and consistent referencing.
- Distinguish between proper academic use of research material of others and inappropriate plagiarism.
- Develop a coherent plan for the dissertation.

Select Reading

- Cryer, Pat (2000) *The Research Student's Guide*. Buckingham and Philadelphia: Open University Press, 2nd edn.
- Mason, J. (2002) *Qualitative researching* (Second Edition), Sage Publications.
- Lofland, J. and Lofland, L. (1995). *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis* (Third Edition), Wadsworth Publishing Company.
- Silverman, D. (1993) *Interpreting Qualitative Data: Methods for Analysing Talk Text and Interaction*, London: Sage.
- Silverman, D. (2000) *Doing qualitative research: a practical handbook*, London: Sage Publications.



Dynamics of Reconciliation EM7451

Co-ordinator: Dr David Mitchell, with additional teaching by Dr Johnston McMaster & Dr Cathy Higgins

Time: Michaelmas/Autumn Semester

This course examines some of the key concepts and debates in the field of peace and reconciliation studies. It discusses the emergence of peace/conflict/conflict resolution as a subject of academic scrutiny. It explores influential, foundational ideas which have driven the pursuit of peace and justice such as liberalism, Marxism, and feminism, as well as the non-violence and Just War traditions. Furthermore, social and political reconciliation will be examined in relation to the socio-political and ethical resources inherent in religious traditions. The module will also address issues memory, violence, sectarianism, patriarchy and gender relations, particularly in the Irish context. The module will be delivered through lectures, a participatory methodology of education and interactive learning.

Learning outcomes

- Explain the origins, development and purpose of peace research as a distinct field of study
- Comprehend the conceptual lenses brought to conflict resolution theory and practice by different traditions of thought, such as liberalism, Marxism, religions, feminism, Just War and non-violence.
- Grasp the nature of ethnic nationalism
- Critically reflect on the concept and process of reconciliation
- Critically evaluate the Judeo-Christian sources that legitimise violence and reinforce patriarchy as a theo-political system.
- Articulate the resources within Judaism, Confucianism, Christianity and Islam for social and political reconciliation, and gender justice
- Further demonstrate the transferable skills of independent study and research, critical analysis and clear presentation of complex ideas

Select Reading

- Woodhouse, Tom, Hugh Miall, Oliver Ramsbotham, and Christopher Mitchell (2015) *The Contemporary Conflict Resolution Reader*. Cambridge: Polity.
- Ryan, Stephen (2007) *The Transformation of Violent Intercommunal Conflict*. Aldershot: Ashgate.



Community Learning and Reflective Practice EM7454

Co-ordinator: Dr Brendan Ciarán Browne

Time: Michaelmas/Autumn Semester **&/or** Hilary/Spring Semester

Overview

This module – an internship with an identified partner organisation - allows students to gain real-world experience of community work in Northern Ireland and connect this experience with what is being learned in the classroom. If you already work for a non-governmental organisation, we hope that the community-based learning component of the course will help you to reflect on what you do, share those experiences with others, and enhance your work. Those who do not are encouraged to seek out a placement opportunity in line with their interests and abilities or consult with the Module Co-ordinator to identify an appropriate organisation. In this module, students are expected to work a minimum of 96 hours with the organisation between October 2018 and April 2019, and spend at least 24 hours in personal study/reading and reflection. Students will be asked to keep a reflective journal and make use of this journal when writing their coursework reflective essay. Students enrolled in this class must also take the 'Reconciliation in Northern Ireland' module to ensure that their experiences in the community are grounded in a sound understanding of the socio-political context. Students will be assessed by way of written assignment, a supervisor's report and maintained timesheet. Please note, this module will be awarded a **pass/fail** grade.

Learning Outcomes

- Engage in 'reflective practice'.
- Connect 'theory' from the classroom with 'practice' in various organisations.
- Identify skills gained through community-based work.

Select Reading

- Carol Bergman, ed. (2003) *Another Day in Paradise: International Humanitarian Workers Tell Their Stories*, Maryknoll NY, Orbis.
- Brendan Browne (2013) 'Recording the personal: the benefits in maintaining research diaries for documenting the emotional and practical challenges of fieldwork in unfamiliar settings', *International Journal of Qualitative Methods*, Vol.12, pp. 403- 419



Conflict Transformation EM7443

Co-ordinators: Dr. Wilhelm Verwoerd and Mr. Alistair Little*

Time: Michaelmas/Autumn Semester

Overview

At the heart of conflict transformation lies the challenge of transforming relations after violent political conflict, in particular between former enemies who have been directly involved in and/or affected by the violence. This course addresses the above challenge in two complementary ways. Firstly, it combines academic material with the practical wisdom of former combatants who have become peace practitioners (within the conflict in and about Northern Ireland, in South Africa and in Israel/Palestine). Sub-themes include

- A central source of resistance to conflict transformation, namely the dynamics and dilemmas of betrayals when former enemies engage;
- The complexity of *processes* of ‘apology’/‘acknowledgement’, ‘forgiveness’ and ‘responsibility’, especially where politicized (former) combatants are involved;
- The transformative potential of compassion, empathy, and care across the barriers political conflict puts between groups and individuals.

Secondly, this course provides an opportunity for students to fully experience and afterwards critically reflect on a particularly promising process of interpersonal, small group conflict transformation, namely the inclusive sharing of life experiences (“storytelling”).

* **NB:** The storytelling component is offered as a **three day intensive residential** at the Corrymeela peace centre in Ballycastle on the North Coast. Students will be invited to draw on their own life experiences during this residential, supported by a team of experienced facilitators.

Learning Outcomes

- Critically analyse key features and challenges of conflict transformation at the interpersonal level, especially between politicised former combatants, including Transforming the dynamics of betrayals
- Dynamics of “reconciliation”/ “humanisation” (acknowledgement, forgiveness, responsibility, compassion)
- Critically analyse the promise and pitfalls of ‘storytelling’ within conflict transformation

Select Reading

- Bloomfield, David. Teresa Barnes and Luc Huyse (2003) *Reconciliation After Violent Conflict: A Handbook*. Stockholm: [IDEA](#).
- Gawerc, Michelle (2006) “Peace-building: Theoretical and Concrete Perspectives”, *Peace & Change*, 31 (4), pp. 435-478.
- Little, Alistair & Verwoerd, Wilhelm (2013) *Journey Through Conflict Trail Guide*, Trafford Publishing.



Contemporary Conflict and Peacemaking: Global Perspectives EM7448

Co-ordinator: Dr David Mitchell

Time: Hilary/Spring Semester

Overview

This module examines the nature of contemporary conflict and peacemaking through a series of significant and diverse country/regional case studies, including Israel-Palestine, the former Yugoslavia, South Africa, Sri Lanka, and the Korean peninsula. In each instance a series of questions are posed: what are the causes of inter-group tension and violence?; in what forms has the conflict manifested itself over time?; what role have regional and transnational factors played?; how have political leaders, civil society and third parties sought to resolve the conflict, and how successful have those efforts been?; and what are the prospects for, and the contextual constraints on, reconciliation? By taking a global approach, this module highlights successes, dilemmas, challenges, and cross-national learning, in contemporary conflict resolution.

Learning Outcomes

- Appraise the context of global conflict resolution today, including the distinct features of contemporary violent identity conflict.
- Compare and contrast a number of cases of violent inter-group conflict, identifying similarities and differences.
- Evaluate the variety of strategies which have been used in these cases to manage and transform conflict.

Select Reading

- Tonge, Jonathan (2014) *Comparative Peace Processes*. Cambridge: Polity
- Darby, John and Roger Mac Ginty (2008) *Contemporary Peacemaking*. Basingstoke: Palgrave Macmillan
- Lederach, John Paul (1997) *Building Peace: Sustainable Reconciliation in Divided Societies*, Washington DC: United States Institute of Peace.
- Paffenholz, Thania (2010) *Civil Society & Peacebuilding: A Critical Assessment*. London: Lynne Rienner.



Transitional Justice EM7447

Co-ordinator: Dr. Brendan Ciarán Browne

Time: Hilary/Spring Semester

Overview

The aim of this course is to provide students with an introduction to the fundamental questions and concerns of transitional justice, and examples of transitional justice mechanisms in operation in conflicted/post-conflict societies across the world. The module will examine issues relating to how best to counter impunity, recognise and meet victims' needs, and to ensure mass human rights violations are not repeated in the future. The core areas of transitional justice, including theories of transitional justice, domestic/international tribunals, truth recovery, reparations, and reconciliation initiatives, will be covered. In so doing, students are provided with the framework to better interrogate the issues associated with dealing with the past in conflict. The interdisciplinary nature of the module is one of the great attractions of studying transitional justice and permits students to engage with sociological, anthropological, legal and political material whilst also examining legal proceedings of the many international legal institutions in place to manage transitional justice issues. Whilst having a particular emphasis on the role (and future role) of transitional justice in helping to deal with the past in Northern Ireland, through in-depth exploration of international case-studies, including (but not limited to): the former Yugoslavia, Rwanda, and Cambodia, students will be invited to practically apply knowledge of transitional justice mechanisms in a global context.

Learning Outcomes

- Comprehend the theoretical and historical underpinnings of the field of transitional justice.
- Assess the legal, political and sociological concepts relevant to the field of transitional justice and critically reflect on the role of transitional justice in aiding reconciliation and dealing with the past.
- Utilise practical case-study examples in order to bring the field of transitional justice to light and to highlight its applicability in a local context.

Select Reading

- Teitel, R. G. (2000) *Transitional justice*. Oxford: Oxford University Press.
- Hayner, P. B. (2002) *Unspeakable truths: Facing the challenge of truth commissions*. New York: Routledge,
- McEvoy, K., & McGregor, L. (Eds.) (2008) *Transitional justice from below: Grassroots activism and the struggle for change*. Hart Bloomsbury Publishing.
- Roht-Arriaza, N., and J. Mariezcurrena, eds. (2006) *Transitional justice in the twenty-first century: beyond truth versus justice*. Cambridge: Cambridge University Press.
- Kritz, N. J. (1995) *Transitional justice: how emerging democracies reckon with former regimes*. Vol(s). 1- 3, US Institute of Peace Press.
- Lawther, C., Moffatt, L., & Jacobs, D (Eds.) (2017) *The International Handbook on Transitional Justice*, Elgar.



Mediation and Conflict Analysis Skills

Co-ordinator: Dr. Yaser Alashqar

Time: Hilary/Spring Semester

Overview

The Mediation and Conflict Analysis Skills Module is taught as a one week intensive in March 2018. The aim of the module is to provide a theoretical and practical introduction to mediation and conflict analysis skills. Students gain an understanding of the processes involved and begin to develop some of the skills of approaching mediation and conflict analysis. In addition, the module offers an insight into political negotiations and conflict management practices, and outlines how to prepare for, and conduct negotiations. The emphasis is on practical skills and experiential learning, though there will be some theoretical inputs. The learning process includes presentations, pair-work, simulations, role-plays and guest-speakers. Assessment involves class activities and a reflective essay on the learning and skills which the students have gained.

Learning Outcomes

- Develop an understanding of mediation and conflict analysis models.
- Connect theory to practice in the context of mediation and conflict resolution.
- Gain key skills in the area of mediation.
- Learn about, and practice, political negotiations and conflict analysis tools.

Select Readings

- Bush, Robert A. and Folger, Joseph (3rd edition) (1994) *The Promise of Mediation: Responding to Conflict Through Empowerment and Recognition*. San Francisco: Jossey-Bass Publishers.
- Jeong, Ho-Won (2008) *Understanding Conflict and Conflict Analysis*, Virginia: George Mason University.
- Burton, John (1993) *Conflict: Human Needs Theory*, London: Palgrave Macmillan.
- Lvinger, Matthew (2013) *Conflict Analysis: Understanding Causes, Unlocking Solutions*, New York: USIP.
- Yarbrough, Elaine & Wilmot, William (1995) *Artful Mediation: Constructive Conflict at Work*. London: Cairns Publishing.



Dissertation

Co-ordinators: Dr David Mitchell/Dr Brendan Ciarán Browne

Assessment: 15,000-20,000 words to be supervised by an appropriate member of staff. Supervisors will be allocated following the submission of formal dissertation proposals at the beginning of March.

Submission Date: August 2019