



MPhil Conflict Resolution and Reconciliation

Course Overview 2026-27

The MPhil in Conflict Resolution and Reconciliation, Trinity College Dublin at Belfast, is an inter-disciplinary course examining conflict and peacebuilding in Ireland and around the world. This document provides an overview of the modules on offer in the academic year 2026-27.

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 (5 modules) and a dissertation (30 ECTS). Module registration takes place at the beginning of the course and students **must complete and return a module registration form**.

It should be noted that students may also take for credit or audit up to two modules from **two Dublin MPhil programmes**, International Peace Studies (IPS), and Contextual Theology and Interfaith Relations (CTIR). 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 and their visa allows them to travel to the Republic of Ireland. 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. Community Learning is an exception to this rule as it is available over two terms. You may also audit modules (i.e. take the class but not for credit).

*Information provided below is done so in good faith and is correct as of April 2026. **Modules may be amended depending on staff availability. In addition, module availability depends on numbers of interested students.***



Research Skills EM7301

Co-ordinator: Dr David Mitchell (damitche@tcd.ie)

Time: Michaelmas/Autumn Semester

Format: Weekly lectures, most Tuesdays 10.30-12.30

Assessment: Dissertation proposal and proposal presentation

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: reading and writing; 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 and quantitative enquiry.
- 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

- Lamont, Christopher (2021) *Research Methods in International Relations 2nd Ed.* Sage: London.
- Bryman, Alan (2015). *Social Research Methods* (5th ed.) Oxford: Oxford University Press.



Conflict and Peace in Northern Ireland EM7469

Co-ordinator: Dr Brendan Ciarán Browne (brbrowne@tcd.ie)

Time: Michaelmas/Autumn Semester

Format: Weekly lectures, most Wednesdays 10.30-12.30 plus field visits

Assessment: Essay, photo essay

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 peace process and Good Friday Agreement; prisons as sites of resistance during the troubles, and reimagining Belfast as a post-conflict city. 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. (Note field visits are a core component in this module, meaning there may be a small charge for transport/fees and/or entrance into museums).

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

- Cochrane, Feargal (2021) *Northern Ireland: The Fragile Peace*. New Haven, CT: Yale University Press.
- Coulter, Colin, Niall Gilmartin, Katie Hayward and Peter Shirlow (2021) *Northern Ireland a Generation After Good Friday: Lost Futures and New Horizons in the 'Long Peace'*. Manchester: Manchester University Press.
- Mitchell, David (2015) *Politics and Peace in Northern Ireland: Political Parties and the Implementation of the 1998 Agreement*. Manchester: Manchester University Press.



Peace & Justice in Palestine EM7439

Co-ordinator: Dr Brendan Ciarán Browne

Time: Michaelmas/Autumn Semester

Format: Weekly lectures, Thursdays 10.30-12.30

Assessment: Book Review (30%), Structured essay

Overview

This 12-week module offers students the opportunity to explore in critical detail ‘the Question of Palestine’. However – and in a departure from traditional courses focused on the region – beyond solely reducing our analysis of Israel-Palestine to the rehashing of historical events chronologically, students are invited to consider a decolonial future by linking the pursuit of ‘justice’ and ‘peace’ to wider global issues. In so doing the module brings core issues that lie at the heart of what has been uncritically labelled as the Israel-Palestine ‘conflict’ into conversation with broader areas of global concern. Topics that will be covered, include Palestine and the logic of settler colonialism, Palestine and the elusive quest for peace, Palestine, capitalism and imperialism, Palestine and resistance, and Palestine and racialisation, to name but a few.

Learning Outcomes

- Analyse relevant theories and critical texts pertaining to the colonisation of historic Palestine, assessing their applicability in better understanding the factorial causes of ‘conflict’ in the region.
- Understand the significance of intersectionality when it comes to linking conflict and colonisation in Palestine to other current global issues.
- Identify and evaluate the ongoing processes of dispossession and control in Palestine, and the counter-processes needed for a just and sustainable peace.
- Communicate, collaborate, and problem-solve through immersion and participation in case-driven learning.
- Present complex arguments and ideas critically through constructive debate of important texts in class.
- Clearly and succinctly communicate an argument or concept in written form.

Select Reading

- Collins, J. (2011) *Global Palestine* (C. Hurst & Co.: London) Chapter 1.
- Hanieh, A., Knox, R., & Ziadah, R. (2025). *Resisting Erasure: Capital, Imperialism and Race in Palestine*. Verso Books.
- Said, E. (1992) *The Question of Palestine* (Vintage Books Edition: New York), 15-37.
- Browne, B. C. (2023). Transitional justice and enforcing the ‘peace’ on Palestine. In *Transitional (in)Justice and Enforcing the Peace on Palestine*. Palgrave.



Community Learning and Reflective Practice EM7454

Co-ordinator: Dr Brendan Ciarán Browne

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

Format: Placement OR assignments

Assessment: Reflective portfolio (completed throughout the year) and supervisor evaluation (for placement) OR assignments

Overview

- *Option 1*

Students undertake a placement with a partner organisation, allowing them to connect this experience with what is being learned in the classroom. Those who choose to undertake a placement should do so in line with their interests and abilities and consult with the Module Co-ordinator to identify an appropriate organisation. In this module, students are expected to work a minimum of 70 hours with the organisation between October 2026 and April 2027. Students submit a reflective essay on completion of the placement. Students enrolled in this class must also take the 'Conflict and Peace in Northern Ireland' module to ensure that their experiences in the community are grounded in a sound understanding of the socio-political context.

- *Option 2*

Alternatively, students can opt to complete a package of assignments (inc. podcasts, reviews, reflective journal) focussed on reporting and assessing peace/justice work taking place in the community.

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.



Mediation and Peacebuilding Skills EM7487

Co-ordinator: Marie Sender

Time: Hilary/Spring Semester

Format: One week intensive, 22 February

Assessment: Essay and participation

Overview

The Mediation and Conflict Analysis Skills Module is taught as a one week intensive. The aim of the module is to provide a theoretical and practical introduction to mediation and dialogue facilitation skills in the context of intractable conflict. In addition, the module offers an insight into political negotiations and conflict management practices, and outlines how to prepare for, and conduct dialogue in challenging environments.

Learning Outcomes

- Develop an understanding of mediation, dialogue and conflict analysis models.
- Grasp various dialogue methods and facilitation techniques as well as planning, conducting and monitoring a dialogue process.
- Begin the cognitive and emotive process of operationalizing how to translate different conflict resolution/transformation theories of change into facilitation and dialogue theories of practice.

Select Readings

- Shapiro, D. (2016), *Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts*. Viking.
- Meadows, D. (2010). Leverage Points: Places to Intervene in a System, *The Solutions Journal*, Volume 1, Issue 1, pp. 41-49
- Lederach, J.P. (2005). *The Moral Imagination*. New York: Oxford University Press.
- Anderson, M. & Olson, L. (2003). *Confronting War: Critical Lessons for Peace Practitioners*. Cambridge, MA: Collaborative for Development Action.



Dynamics of Reconciliation EM7451

Co-ordinator: Dr David Mitchell (damitche@tcd.ie)

Time: Hilary/Spring Semester

Format: Weekly lectures, Tuesdays 10.30-12.30

Assessment: Essay and presentation

Overview

This module interrogates the concept of reconciliation from a range of disciplinary perspectives and within various domains. What is reconciliation? Is it possible and why does it attract criticism, scepticism and even hostility? Does reconciliation mean abandoning justice and 'forgiving and forgetting'? What are the personal and social psychological dimensions of reconciliation? Is it an inherently religious idea – and how and why has it so often been promoted from a faith-based perspective? How can sport and the arts and symbolism contribute to reconciliation? What is political reconciliation? What roles do apology and forgiveness play? Can we measure reconciliation, and can we find it?

Learning Outcomes

- Understand reconciliation as a concept.
- Critically appraise the relationship between reconciliation and justice.
- Grasp how reconciliation has been pursued in various domains such as politics, sport, and the arts.
- Understand how reconciliation has been understood in different traditions, such as faith traditions and liberal human rights tradition.

Select Reading

- Kim, Dong Jin, Mitchell, David, and Wylie, Gillian (2023) *Peace and Conflict in a Changing World: Key Issues In Peace Studies*. Palgrave.
- Bar-Simon-Tov, Taacov (ed.) (2004) *From Conflict Resolution to Reconciliation*, edited by Yaacov Bar-Simon-Tov, (Oxford: Oxford University Press)
- Lederach, John Paul (1997) *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press.
- Conciliation Resources (2021) *Reconciliation in Focus: Approaching Reconciliation in Peacebuilding Practice*. Briefing Paper. Online.
- Bloomfield, David, Teresa Barnes, and Luc Huyse (eds.) (2003) *Reconciliation After Violent Conflict: A Handbook*. Stockholm: International Institute for Democracy and Electoral Assistance. Online.



Contemporary Conflict and Peacemaking: Global Perspectives EM7448

Co-ordinator: Dr David Mitchell

Time: Hilary/Spring Semester

Format: Weekly lectures, most Thursdays 10.30-12.30

Assessment: Essay and presentation

Overview

The module provides students with a theoretical understanding of the causes and dynamics of violence inter-group conflicts and approaches to their resolution. It offers a series of significant and diverse country/regional case studies, including Israel-Palestine, the former Yugoslavia, 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

- Özerdem, Alpaslan and Roger Mac Ginty (eds.) (2019) *Comparing Peace Processes*. Abingdon: Routledge.
- Mac Ginty, Roger and Anthony Wanis-St. John (eds.) (2022) *Contemporary Peacemaking: Peace Processes, Peacebuilding, and Conflict*. London: Palgrave Macmillan
- Tonge, Jonathan (2014) *Comparative Peace Processes*. Cambridge: Polity
- Paffenholz, Thania (2010) *Civil Society & Peacebuilding: A Critical Assessment*. London: Lynne Rienner.



Dissertation

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

Assessment: 12,000 words, to be supervised by an appropriate member of staff. Supervisors will be allocated following the submission of formal dissertation proposals in March.

Submission Date: 13th August 2027