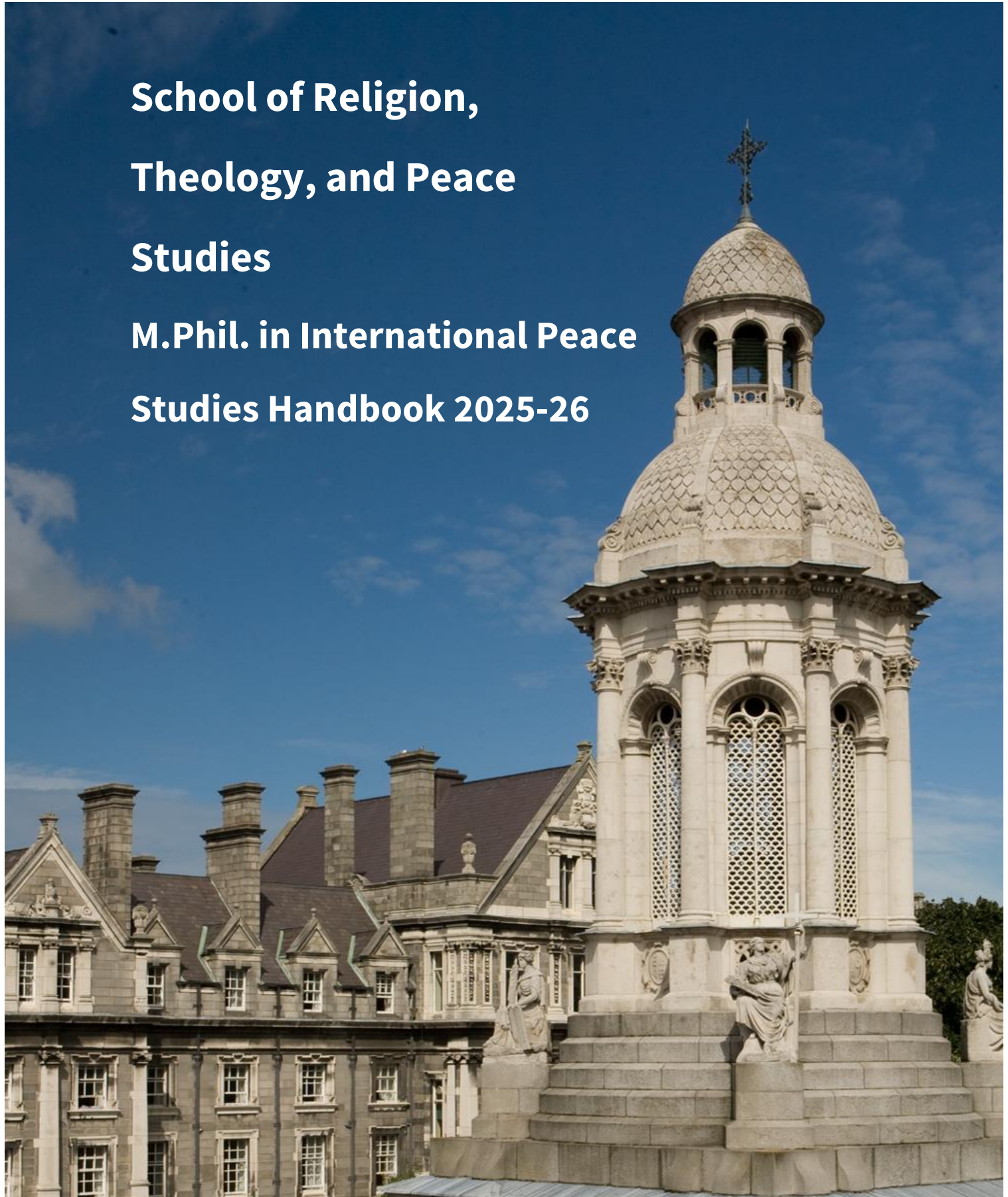**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Religion, Theology, and Peace Studies

M.Phil. in International Peace Studies Handbook 2025-26

M.PHIL IN INTERNATIONAL PEACE STUDIES

SCHOOL OF RELIGION, THEOLOGY, AND PEACE STUDIES

TRINITY COLLEGE DUBLIN

Introduction

Welcome to International Peace Studies in the School of Religion, Theology, and Peace Studies where we continue a tradition of scholarship that goes back to the very foundation of Trinity College Dublin.

The School of Religion, Theology, and Peace Studies is one of the twelve Schools that comprise Trinity College's Faculty of Arts, Humanities and Social Sciences. It brings together biblical studies, theology, ethics, theory of religion, and international conflict and peace studies as independent but related disciplinary fields.

The School's undergraduate and postgraduate courses explore encounters between religions and cultures from their roots in antiquity to the present day. They investigate the intellectual and institutional resources developed in historical and current conflicts and apply them to the challenges and opportunities societies face in building peace.

The School has a strong commitment to community engagement, has campuses in Belfast and Dublin and is home to the Loyola Institute, the Trinity Centre for Biblical Studies and the Irish School of Ecumenics.

The Handbook

This Handbook summarizes and supplements the regulations that are contained in the University Calendar and will be required for reference throughout the programme. However, in the event of any conflict or inconsistency between the General Regulations, PART III, published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

Academic and administrative staff will be available at Orientation to explain most of these requirements, and to answer any queries that you may have about procedures and regulations.

An electronic copy of this Handbook will be available on the School of Religion, Theology, and Peace Studies website - on the Current Student page. The following link will also be helpful re the College Virtual Learning Environment (VLE)) with guides and support for Blackboard Ultra and related learning technologies.

A hard copy of this handbook in large print is also available in the School's Postgraduate Administration office. Alternative formats of the Handbook can be provided on request.

There may be some modifications during the year to the procedures and regulations outlined below; these will be brought to your attention as they arise.

Please note:

- Familiarize yourself with College's regulations for postgraduate students. These are available in the Calendar, Part III.
- Your @tcd.ie email account is the **only** e-mail address used for official College business. Consult this email account regularly.
- Your personal data is kept in accordance with the Student Data Policy.

College regulations require that you remain resident in the Republic of Ireland, or in Northern Ireland, during your studies. Absence for a substantial period in either of the teaching terms is not permitted. Research abroad is permitted only with the approval of your Course Coordinator.

Table of Contents

SCHOOL OF RELIGION, THEOLOGY AND PEACE STUDIES

1. GENERAL COURSE INFORMATION

CONTACTS AND OPENING HOURS

Head of School – Prof. Gillian Wylie

wylieg@tcd.ie

+353 (0)1 896 4788

Director of Teaching and Learning Postgraduate – Prof. Etain Tannam

tanname@tcd.ie

+353 (0) 1896 47838

School Manager – Mr. Martin Humphreys

Martin.Humphreys@tcd.ie

+353 (0)1 896 4778

Postgraduate Officer – Mrs. Amanda Antunes

srpostgrad@tcd.ie

+353 (0)1 896 4772

IPS Course Coordinator - Prof. Carlo Aldrovandi

aldrovac@tcd.ie

For the full list of all academic and administrative staff please visit the School of Religion, Theology, and Peace Studies website.

1.1 Dublin Campus - ISE-LI Building Opening Hours

ISE-LI building: Access will be by swipe card only and will be restricted to normal office hours. Currently a standard 9.00 a.m. – 5.00 p.m. working day i.e., Monday - Friday. The School will remain open on Monday, and Thursday evenings to accommodate the delivery of the School's Dublin based Evening Postgraduate programmes. Any changes to the opening hours notified by e-mail.

Please note students are not permitted to remain in the building outside normal office hours unless attending a lecture, seminar or event which has been scheduled by a staff member.

1.2. Key Locations

We are in the main Trinity Campus. Further facilities information will be provided at orientation which takes place on Friday, 6th September 2024.

Reference/Source:

View our location and get driving/walking directions.
Interactive College Map
School of Religion, Theology, and Peace Studies
School of Religion, Theology, and Peace Studies, Belfast

1.3 Key Dates

Key dates for each M.Phil. course are available in the Orientation Pack on the Current Student page of the School website. Submission deadlines for coursework are listed on the Key Dates and in module syllabi. Also, for College related Key Dates refer to the Trinity College Academic Year Structure.

1.4 Timetable

Your timetable will be accessible via your [student portal](#) and is also available on the School of Religion, Theology and Peace Studies website '[Current Stude](#)nt' page.

Reference/Source:

MyTCD.ie

1.5 Scholarships and Prizes

For Scholarships, please see information available online at: [Postgraduate Scholarships.](#)

1.6 Research Ethics

Trinity College Dublin and the School of Religion, Theology, and Peace Studies' research community takes great care to ensure that our research activities follow best ethical practice in their design, content, and conduct. Staff and students are required to follow College policies, maintain appropriate ethical standards in their research, and adhere to current data protection policies such as the General Data Protection Regulation (GDPR). If you are conducting research that involves human participants, it is highly likely that you will need to apply for research ethics approval from either the School's Research Ethics Committee or the AHSS [Faculty Research Ethics Committee](#). Visit [Research Ethics](#) on the School website for details of procedures, approval checklists, forms, and deadlines. To review the College's full "Policy on Good Research Practice", follow this [link](#).

Reference/Source:

  Policy on Good

  Research Practice

  REAMS

  Ethics Policy

1.7 Trinity Inclusive Curriculum

The School is committed to providing an inclusive environment where diversity is valued, and all persons are treated with respect and equality. We aim to build and support the foundations of an inclusive and enabling learning environment and a fair and supportive workplace where all individuals can thrive. The Equality Diversity and Inclusion Committee has a particular responsibility to support this activity, however the whole School community is engaged in this work of building this culture of respect and inclusion. The EDI Committee's work can be seen here https://www.tcd.ie/religion/about/equality-diversity-and-inclusion/ and we welcome student involvement in our work.

The School is committed to embedding inclusivity in all our curricula and in our resources for teaching and learning. Supported by the College's EDI Unit, we are currently focused on two important and interconnected aspects of an inclusive curriculum: Universal Design for Learning (UDL) and Decolonising the Curriculum.
See details here. https://www.tcd.ie/religion/about/equality-diversity-and-inclusion/inclusive-curriculum/

Universal Design for Learning

Universal Design for Learning (UDL) focuses on ensuring that inclusion is a core principle of module design, delivery and teaching practices. Our aim with UDL is to ensure that our programmes are designed to meet the diverse learning needs of students. More details on UDL are available here.

Decolonising the Curriculum

Academics in the School are also engaged in a process of Decolonising the Curriculum. This is focused on recognising, challenging and dismantling the eurocentric, western, colonial and patriarchal power structures that shape academic disciplines. It involves:

(i) examining the multiple ways that systemic inequalities, eurocentric worldviews and colonial legacies shape knowledge creation and dissemination in our disciplines.

(ii) challenging the dominance of these systems by interrogating their power and impact.

(iii) creating space for indigenous, non-western, and marginalised knowledge systems in our conceptualisation of the parameters of our disciplines, our curricula, bibliographies and assessments.

(iv) reconstructing knowledge through partnership and inclusive practices. This is an ongoing, iterative process that involves all programmes and modules.

For more details on our School project, visit the [Equality website](#).

Further information on College approaches to the inclusive curriculum are available at this [link](#).

1.7.1 Athena SWAN Gender Charter

The School of Religion, Theology and Peace Studies holds an Athena SWAN Bronze award. Athena Swan Ireland supports higher education institutions in impactful and sustainable gender equality work. Bronze award holders are recognised for their in-depth self-assessment focused on gender equality, commitment to their resultant action plan and capacity to follow through with these plans to bring about change.

Statement of Inclusivity

Trinity College, the University of Dublin aims to provide an inclusive environment which promotes equality, and values diversity. The College is committed to maintaining an environment of dignity and respect where all staff and students can develop to their full potential. The concept of equality is central to the College's ethos of academic and service excellence. The School of Religion, Theology, and Peace Studies strives to be an inclusive learning

community, respecting those of differing backgrounds and beliefs. As a community, we aim to be respectful to all in this class, regardless of race, ethnicity, religion, gender, age, or sexual orientation.

Pronouns, Gender Identity and Gender Expression

Our School affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on a class roster, please let the teaching staff know. Feel free to correct us on your gender pronoun if you feel comfortable doing so. College is formally committed to recognise and support an individual's gender identity and gender expression so that all members of the College community may experience a positive and inclusive environment, where every member is treated with dignity and respect. You can find that formal commitment in [Trinity's Gender Identity and Gender Expression Policy 2019.](#)

1.8 Student Supports / Careers

There are a range of services to turn to for advice and support should you need it at any stage of your studies. The main services are outlined in the School's Postgraduate Student Support Handbook which is available on the School of Religion, Theology, and Peace Studies website – [Current Student Page](#), and you will receive more information on how they can support you at orientation. You can also visit the Trinity College designated website: [Student Support Services website](#) and the latest [Student Services Handbook](#).

As a Trinity student you have access to information, support, and guidance from the professional team **of Careers Consultants** throughout your time at Trinity and for a year after you graduate. The support offered includes individual career guidance appointments, CV and LinkedIn profile clinics, practice interviews and mentoring. Link to [Plan Your Career.](#)

Visit https://www.tcd.ie/Careers/ for career, further study, and job search advice.

Sign into My Career to book appointments, find information about vacancies and bursaries, and book your place on upcoming employer events.

Follow the service on Instagram for career news and advice [@trinity.careers.service](#).

TEACHING AND LEARNING

2. COURSE OVERVIEW 2025-26

The MPhil in International Peace Studies (IPS) at Trinity College Dublin is a comprehensive program that explores the causes and consequences of war and armed conflict, aiming to find ways to establish enduring peace. The IPS curriculum is interdisciplinary, incorporating elements of international relations, political science, gender studies, conflict analysis and resolution, negotiation, and strategic peacebuilding. Students may also have the chance to gain practical experience through optional internship opportunities.

At Trinity College Dublin, course elements are weighted with credits according to the European Credit Transfer Scheme – ECTS. The required ECTS for our MPhil is 90. All IPS students must complete two compulsory modules, 'The Politics of Peace and Conflict' (worth 10 ECTS) and 'Research Methods' (also worth 10 ECTS). Additionally, MPhil students must complete a further 40 ECTS worth of taught modules (4 optional modules) and a dissertation (worth 30 ECTS). The postgraduate diploma, which serves as an exit qualification, is equivalent to 60 ECTS and does not require the writing and submission of a dissertation.

Module registration takes place before the beginning of teaching (September 9th). Students need to fill out a module registration form and return it to our Postgraduate Officer, Ms. Amanda Dos Santos Antunes.

IPS students may also take for credit up to two modules from the following options:

- Gender Theories (WS7050) - an optional module from the MPhil in Gender and Women's Studies (a cap of 5 IPS students applies)

- Transitional Justice (EM7447) and Dynamics of Reconciliation (EM7451) - two optional modules from the MPhil in Conflict Resolution and Reconciliation.

- Any optional module from the MPhil in Contextual Theologies & Interfaith Relations

Please take note that IPS students who choose optional modules from CRR will need to travel to attend classes in Belfast at their own expense. Therefore, it is important to 1) ensure that there are no timetable conflicts and 2) check if their visa permits travel to the UK. Timetables for Belfast classes will be included in your orientation pack. You can refer to the table below for the complete list of modules available to IPS students.

In the IPS program, students are encouraged to evenly distribute their workload across semesters. They are not required to take two options in one semester and two in the next. Some students may find the options offered in one semester more suitable for their interests and needs. However, students cannot take more than four modules in one term, except for the Research Methods module, which is spread over two terms. If a student wishes to audit a module (i.e. attend the class but not for credit), they should discuss their intention with the module coordinator beforehand.

For **part-time students**, Politics of Peace, and Conflict (EM7201) is a required course in the first year, while Research Methods (EM7202) is mandatory in the second year. Part-time students must also select 40 credits of optional modules over the course of two years. We suggest that part-time students choose 20 credits in year 1 and 20 in year 2, but there is some flexibility in this selection. The dissertation is completed in the second year.

2.1 NGOs in Theory and Practice (Internship Module)

In the 'NGOs in Theory and Practice' module, students must complete an internship with a non-governmental organization. The application procedure will be communicated to students in early September. It is important to know that these internships are unpaid, and students are responsible for covering all related costs, including travel and accommodation. Additionally, students must be aware of any visa and insurance requirements and should plan for them well in advance. Internships normally start in April or June, and the exact start date will be arranged between the student and the NGO. Please see the TCD **Internships and Placements Policy** for further details.

PLEASE NOTE: THE DEMAND FOR INTERNSHIP PLACEMENTS OFTEN EXCEEDS AVAILABILITY. REGISTRATION IN THE INTERNSHIP MODULE DOES NOT GUARANTEE A PLACEMENT.

2.2 Modules

A full list of IPS modules with ECTS weighting, learning outcomes and recommended reading is available in Appendix A. Full syllabi for individual modules are available on Blackboard. All registered students automatically have accounts on Blackboard. If you are not enrolled in your modules check with our postgraduate officer to ensure you are timetabled for the modules. All data on Blackboard is based on the College timetabling systems and information taken from your student record on my.tcd.ie. Blackboard requires an active TCD computer account for access. For more information on access and enrolment issues visit the IT Services VLE page.

2.3 International Peace Studies Module List (2025-26)

Module Title	Module Code	ECTS Weighting
Core Modules		
The Politics of Peace and Conflict (Semester 1)	**EM7202**	10
Research Methods (Semester 1 & 2)	**EM7201**	10

Optional Modules (Semester 1)		
Human Rights: Challenges and Prospects in the 21st Century	**EM7495**	10
Fundamentalism & Radicalisation	**EM7554**	10
NGOs in Theory and Practice (Internship Module)	**EM7437**	10
Optional Modules (Semester 2)		
United Nations & Conflict Resolution	**EM7435**	10
Conflict Resolution & Negotiation Across Worldviews	**EM7494**	10
Forced Displacement, Conflict and Peacebuilding	**EM7488**	10
Gender War and Peace	**EM7436**	10
Reconciliation in Ireland? Religion, Politics and Peace	**EM7551**	10
Intensive Module (takes place in Semester 2)		
Armed Conflict, Peacebuilding and Development	**EM7431**	10

2.4 The MPhil Dissertation in International Peace Studies

The MPhil in International Peace Studies uses a dissertation model for the research component of the degree, known as the Model Framework for Postgraduate Taught Research (**hyper link here**) As part of this model, students are required to conduct research and **write a dissertation of 15,000 to 20,000 words**, which serves as the culmination of their studies. All postgraduate courses in our School include mandatory modules on research methods and skills, providing guidance for developing a research proposal and selecting a dissertation topic.

Please keep in mind the following guidelines for your dissertation topic:

- Although some cross- and inter-disciplinarity flexibility is contemplated and even encouraged, your dissertation topic must be relevant to the themes, concepts, and case studies covered in our MPhil in International Peace Studies.

- You need to register your dissertation title before starting your research to ensure that the topic is suitable for assessment and that there is sufficient supervision available. You must obtain permission to study a specific topic, and it depends on the available expertise within Peace Studies or the School.

- Your dissertation topic should not be the same as any of your other assessment essays. However, you may seek permission to expand on the topic of one of your essays for your dissertation.

You will need to indicate your chosen area of dissertation by the end of the first term. A supervisor will be assigned to you in January.

Once you have been assigned a supervisor, please schedule a meeting with them as soon as possible. It is your responsibility to establish a good working relationship with your supervisor and to submit your work in a timely manner so that they have enough time to give you feedback. Generally, **students should meet with their supervisors at least three times to discuss their dissertation**. Your dissertation, like your essays, will be evaluated by academics within our School before being reviewed by External Examiners and considered by the Court of Examiners. The official written notification of your results will include the internal examiners' report on your dissertation.

Please take note of the following regarding feedback during the writing process:

Your supervisor will review and provide comments on your proposal and one chapter of the dissertation. Additionally, you may submit brief chapter outlines to your supervisor for feedback. Please be aware that during the summer, every academic within Peace Studies and the School is actively engaged in research activities or writing, and therefore they may have limited availability to read and provide feedback on your thesis drafts, especially in July or August.

For specific guidelines on submitting your dissertation via Blackboard, please consult section 4.2 of the handbook.

3. ACADEMIC WRITING

3.1 Coursework Assessment

School of Religion, Theology, and Peace Studies courses rely on a continuous assessment system, based on a mixture of written assignments and lecture / seminar attendance. Internship / Service-Learning modules are assessed by participation in a work-placement scheme with an accredited NGO and the submission of a written report and attendance at two seminars.

NB North American Students: The grading system in UK and Ireland is different from in North America – e.g., 60-69 is considered a very good grade.

3.2 Marking Criteria

Your essay feedback will be returned to you through Blackboard, and you will be provided with indications of where your essay was most successful and where you need to concentrate on your future work. You will receive feedback based on the following rubrics. These rubrics also apply to the dissertation.

School of Religion, Theology, and Peace Studies,

Essay Marking Rubric

Criteria	80 and above, Outstanding	70-79, Excellent	60-69, Good	50-59, Passable/adequate	49 and under, Fail
Relevance to question	The essay has directly and comprehensively answered the question, showing an element of originality and creativity in how it is addressed. Outstanding understanding of the topic and related areas is shown.	The essay has directly and comprehensively answered the question. Excellent understanding of the topic is shown.	The essay has answered the question but contains some irrelevant material and/or has omitted some key aspects. Treatment of the topic is generally good but may be simplistic in areas.	The essay has some relevant material but has failed to understand the question and/or has not covered many central aspects. Treatment of the topic is superficial.	The essay has failed to understand the question and/or has not covered many key aspects. Poor knowledge of the topic is shown.
Structure and argument.	The essay is structured logically, with subheadings where appropriate, and clear introduction and conclusion. A robust and original line of line of reasoning is maintained which culminates in a strong	The essay is structured logically, with subheadings where appropriate, and clear introduction and conclusion. A consistent line of line of reasoning is maintained which culminates in a clear concluding argument	The essay is mostly well organised although the structure and line of reasoning may be difficult to follow in places. A concluding argument is made but is somewhat underdeveloped.	Some attempt at structuring material has been made but the essay is disorganised overall. The analysis lacks rigour and the conclusion are unclear and/or unsupported by the main body of the essay.	The reasoning behind the essay's structure is difficult to discern. There is no logical line of argument, sections do not flow, and it is unclear what the essay has achieved in terms of argument and conclusion.

	concluding argument regarding the essay topic.	regarding the essay topic.			
Conceptual analysis	The essay has sourced and employed relevant theories in a sophisticated and illuminating manner, debating, and assessing competing perspectives. The work shows strong evidence of deep critical thinking throughout.	The essay has sourced and employed relevant theories in an appropriate manner, debating and assessing competing perspectives. The work shows evidence of deep critical thinking.	The essay has sourced and employed some theories but has not analysed and assessed them in sufficient depth. The work shows some evidence of critical thinking.	The essay has failed to sufficiently use theory to illuminate the topic and is largely descriptive of the subject matter. There is a lack of critical engagement with the literature.	The essay does not show awareness of relevant theories and is largely descriptive. Evidence of critical thinking skills is limited.
Writing and presentation	The writing is lucid, sophisticated, and flowing. Grammar and syntax are excellent throughout and there are minimal typographical errors. Formatting is neat and consistent.	The writing is clear and flowing. Grammar and syntax are correct throughout and there are minimal typographical errors. Formatting is neat and consistent.	The writing is generally easy to read with some unclarity in places. Grammar, syntax, and spelling show some errors which could have been avoided during further editing. Formatting is	Some passages are well expressed but overall, the writing lacks clarity, precision, and readability. There are many grammar, syntax, and spelling errors which could have been avoided during further editing. Formatting is untidy.	The writing lacks clarity, precision, and readability. There are many grammar, syntax, and spelling errors and there is insufficient evidence of editing. Formatting is untidy.

			mostly neat and consistent.		
Sources and referencing	There is evidence of research and reading far beyond the set texts. The essay relies overwhelmingly on high quality sources (i.e. peer-reviewed, recent, and relevant). The appropriate referencing system is used correctly and consistently.	The essay relies overwhelmingly on high quality sources. The appropriate referencing system is used correctly and consistently.	The essay relies on sources of varying quality. The appropriate referencing system is used mostly correctly with some errors.	The essay relies on a limited number of perhaps rudimentary texts. The referencing contains many errors and inconsistencies.	A limited number of low-quality sources is used. Referencing is poor.
Successes and ways to improve.	There are likely no identifiable weaknesses in the student's work that can be improved.	There is little that can be improved in future work, though there may be scope for a greater degree of critical depth.	The feedback highlights issues that can be addressed in future work, leading to higher marks.	The essay shows that there are significant weaknesses in the student's academic skills which should be addressed through greater effort, closer editing, and potentially professional support.	The work is not at the required standard. If issues are not addressed, completion of the degree may be in jeopardy.

School of Religion, Theology, and Peace Studies, Presentation Marking Rubric

Aspect	80 and above, Outstanding	70-79, Excellent	60-69, Good	50-59, Passable/adequate	49 and under, Fail
Relevance to question	The presentation has directly and comprehensively answered the question, showing an element of originality and creativity in how it is addressed. Outstanding understanding of the topic is shown.	The presentation has directly and comprehensively answered the question. Excellent understanding of the topic is shown.	The presentation has answered the question but contains some irrelevant material and/or has omitted some key aspects. Treatment of the topic is generally good but may be simplistic in areas.	The presentation has some relevant material but has failed to understand the question and/or has not covered many central aspects. Treatment of the topic is superficial.	The presentation has failed to understand the question and/or has not covered many key aspects. Poor knowledge of the topic is shown.
Structure and argument.	The presentation is structured logically, with clear introduction and conclusion. A robust and original line of line of reasoning is maintained which culminates in a strong concluding argument regarding the presentation topic.	The presentation is structured logically, with clear introduction and conclusion. A consistent line of line of reasoning is maintained which culminates in a clear concluding argument regarding the presentation topic.	The presentation is mostly well organised although the structure and line of reasoning may be difficult to follow in places. A concluding argument is made but is somewhat underdeveloped.	Some attempt at structuring material has been made but the presentation is disorganised overall. The analysis lacks rigour and the conclusion are unclear and/or unsupported by the main part of the presentation.	The reasoning behind the presentation's structure is difficult to discern. There is no logical line of argument, sections do not flow, and it is unclear what the presentation has achieved in terms of argument and conclusion.

Conceptual analysis	The presentation has sourced and employed relevant theories in a sophisticated and illuminating manner, debating, and assessing competing perspectives. The presentation shows strong evidence of deep critical thinking throughout.	The presentation has sourced and employed relevant theories in an appropriate manner, debating and assessing competing perspectives. The work shows evidence of deep critical thinking.	The presentation has sourced and employed some theories but has not analysed and assessed them in sufficient depth. The work shows some evidence of critical thinking.	The presentation has failed to sufficiently use theory to illuminate the topic and is largely descriptive of the subject matter. There is a lack of critical engagement with the literature.	The presentation does not show awareness of relevant theories and is largely descriptive. Evidence of critical thinking skills is limited.
Presenting skills	The presentation is delivered in a confident, clear, eloquent, and unhurried manner. Efforts to engage the audience through eye contact and voice projection are made. Slides are uncluttered and quotes and images are appropriate.	The presentation is delivered confidently and clearly. Efforts to engage the audience through eye contact and voice projection are made. Slides are uncluttered and quotes and images are appropriate.	The presentation is delivered mostly clearly but with some comments lacking precision. Slides support the argument but may be cluttered or untidy in places.	The presentation has some relevant material but is delivered without confidence and clarity. Slides are disorganised.	The oral delivery and slides are insufficiently clear to convey the required content.
Sources and referencing	There is evidence of	The presentation relies	The presentation relies on sources	The presentation relies on a limited	A limited number of low-quality

	research and reading far beyond the set texts. The presentation relies on high quality sources (i.e. peer-reviewed, recent, and relevant). The appropriate referencing system is used correctly and consistently.	overwhelmingly on high quality sources. The appropriate referencing system is used correctly and consistently.	of varying quality. The appropriate referencing system is used mostly correctly with some errors.	number of perhaps rudimentary texts. The reference contains many errors and inconsistencies.	sources is used. Referencing is poor.
Successes and ways to improve.	There are likely no identifiable weaknesses in the student's work that can be improved.	There is little that can be improved in future work, though there may be scope for a greater degree of critical depth.	The feedback highlights issues that can be addressed in future work, leading to higher marks.	The presentation shows that there are significant weaknesses in the student's academic skills which should be addressed through greater effort, closer editing, and potentially professional support.	The work is not at the required standard. If issues are not addressed, completion of the degree may be in jeopardy.

Please note that these criteria are applied specifically to the assessment of your essay to indicate strengths and weaknesses in a particular piece of work. The grade proposed by your internal examiner(s) will seek to balance the various aspects of your achievement.

3.3 Grade Bands

0-29   Highly unsatisfactory - Fail

30-39   Very weak - Fail

40-49   Weak - Fail

50-59   Satisfactory

60-69   Very Good

70-79   Excellent

80+   Truly outstanding

An essay marked below 50 is deemed unsuccessful. A pass mark is from 50 to 69 inclusive. An essay marked 70 or above is in the Distinction class.

Marks are determined by judgements across the criteria and do not necessarily represent the same band of achievement on all criteria. Positive achievements on some criteria compensate for weaknesses on other criteria and vice versa. The final mark reflects the weighting of the different variables in this judgment, as agreed by the examiners, and subject to confirmation by the Court of Examiners.

Therefore:

0-29 indicates a highly unsatisfactory level of achievement across the criteria.

30-39 highlights a very weak level of achievement across criteria OR so highly unsatisfactory on at least one criterion that achievements on other criteria do not compensate.

40-49 indicates a weak level of achievement across the criteria OR a very weak level of achievement on many criteria.

50-59 A satisfactory level of achievement across the criteria OR a good level of achievement on some criteria compensating for weaknesses in others.

60-69 A very good level of achievement across the criteria OR an excellent level on some criteria and at least satisfactory on all criteria.

70-79 An excellent level of achievement on all the criteria OR a truly outstanding achievement on some of the criteria and at least satisfactory on all criteria.

80+ A truly outstanding achievement on all criteria.

3.4 Assessment Standard

Most modules require coursework totaling 4,000 words to be submitted according to the internal deadlines distributed at the beginning of each academic year. **The 30 ECTS dissertation is 15,000-20,000 words long and is to be submitted on Wednesday 15 August 2025.**

In the calculation of the overall mark for the course, modules are weighted according to their ECTS credit value. The best 5 module marks out of 6 are used to calculate the final overall average mark. The pass mark for all elements is 50%, except for the internship module which is assessed on a pass / fail / basis. Part-time students must pass all modules taken in the first year to proceed to the second year of the course. Students must achieve a mark of at least 50% in each module to proceed to dissertation and must receive a mark of at least 50% in the dissertation to be eligible for the degree of M.Phil. Students that fail an assessment to a maximum of 10 ECTS may resubmit their work, provided that the original submission had been received by its deadline. Compensation is allowed to a maximum of 10 credits at a minimum mark of 40%.

Students can be awarded the M.Phil. with Distinction if they achieve a mark of Distinction (70% or above) on their dissertation and in the final overall average mark. A Distinction cannot be awarded if the candidate has failed any module

during the course. A student who does not wish to submit a dissertation for the M.Phil., or who fails the dissertation, may instead opt to be considered for a Postgraduate Diploma provided that they have passed modules amounting to 60 credits. The Postgraduate Diploma may be awarded with Distinction to candidates who, in addition, have achieved an overall average mark of 70% or above. If you do not wish to proceed to the dissertation stage, you should notify your Course Coordinator in writing before 1 April. Such students are required to submit module assessments by 1 May.

3.5 Entitlement to an Oral Examination

In a case where the failure of a dissertation is contemplated, the student is entitled to defend their dissertation at an oral examination. This exam must take place prior to, or during, the Court of Examiners. The student will be given the reasons for this examination and at least a week's notice that their presence at the examination board will be necessary. The format for the examination is at the discretion of the course committee.

3.6 Description of ECTS

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment

exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments, and examinations.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain components. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

3.7 QQI-NFQ Level

Under the QQI-NFQ, the Irish National Framework of Qualifications, the Postgraduate Diploma and M.Phil. are both Level 9 qualifications.

References/Sources:
  Calendar, Part III, Section III 'Examinations, Assessment and
  Progression' and 'Assessment and Progression Regulations'
  National Framework for
  Qualifications Trinity
  Courses
  Student
  Learning
  Development

[**Accessible**

Information

Policy]

3.8 Academic Writing / Presenting and Submitting Your Work

3.8.1 Essays

Module Coordinators will provide a range of titles for your essays. Most written assessments are 4,000 words in length, excluding footnotes and bibliography. Please note that some modules are assessed by a shorter essay and another form of assessment e.g., a group project. 4,000 words is about 12 pages of A4 double-spaced, **excluding footnotes and bibliography**. The word count for your essays should be provided at the beginning or end of each essay. It is important for students to ensure that their submissions adhere to the specified word count for the assignment. If the submission exceeds or falls short of the word count by more than 10%, the student will be required to edit their essay to meet the required word count and then resubmit. Moreover, late submissions will result in a penalty.

Please note that you are welcome to submit an outline of your essay plan (one page, A4, **maximum**) to your module Coordinator, or lecturer for your topic, before you write your essays and dissertation: this is a helpful way to ensure that, at an early stage in the process, your research and writing are on target.

The essay should include detailed references either in-text (Harvard style), or endnotes, or footnotes (Chicago style) and a bibliography laid out in alphabetical order. Your pages should be A4 size, numbered, and your typing double-spaced. Correct and consistent spelling, grammar and clear presentation are essential. It does not matter which referencing style you use, but you must use one consistently-do not use both in one essay.

The School essay submission cover sheet should be used in submitting essays. It is available to download on the [Current Student](#) page of the School website.

Retain a copy of each essay that you submit. Your assessments will be submitted *via* [Turnitin](#) on Blackboard. Details on how to do this will be provided by your module Coordinators. Submit each of your essays no later than 5 PM (17.00) on the day on which the essay is due, unless otherwise specified.

3.8.2 Submitting Your Dissertation

You are required to submit an electronic copy via Blackboard by the submission deadline. The dissertation must be typed A4 size, using double spacing. Pages must be numbered, starting after the Table of Contents. Students are welcome to print and bind a copy for their own records although it is not required by the School.

The current regulations set a minimum of 15,000 and a maximum of 20,000 words, excluding footnotes and bibliography.

The word count for your dissertation must be given at the end of the last chapter or the conclusion.

Students are required to adhere to the word count in the context of the overall assignment; if the submission is under or over the 10% leeway on the word count, the student will be required to edit to the specified word count and resubmit. Submissions after the deadline will also be subject to the penalty for lateness.

The structure of the dissertation should be (in this order):

1. Title page, including title and author (this is the name under which you are officially registered in College).
2. Declaration. Use the following wording:

DECLARATION

I certify that this dissertation, submitted in partial fulfilment of the requirement for the degree of M.Phil. has not been submitted for a degree at any other University, and that it is entirely my own work. I agree that the Library may lend or copy the dissertation upon request.

Signed: .... Date: ....

3. Acknowledgements (if any)

4. Abstracts. You must provide a one-page Abstract at the start of your dissertation. The Abstract of the dissertation (in single spacing) outlines its content and mode of investigation. It should be headed by title and author and entitled "Abstract".

5. Table of Contents

6. Introduction

7. Chapters

8. References (if you are not using the Harvard system whereby references are in brackets in the text)

9. Bibliography

You must also include:
a list of **abbreviations** used in the dissertation (if such abbreviations are extensive), placed either before the Introduction or immediately before the Bibliography. This should be noted in the Contents.

You may also include:

(i)   **appendices**, containing any important extra material you **need** to include. Any appendices are placed after the conclusion but before the bibliography.

 The name of the degree (M.Phil.) must appear on the front cover. The name of the degree is followed by the year of submission and the student's name. The front cover should show the title of the dissertation.

Your name must appear on the front cover of the dissertation exactly as registered. If in doubt, please check with the School Postgraduate office at srpostgrad@tcd.ie First name initials are not allowed.

3.9 Referencing

Clear and accurate referencing is an important part of the scholarly task. Your reader should be able to see when you are quoting directly from a source, when you are summarizing a source, and when you are advancing your own judgement on the sources to which have referred. The reference that you provide should enable your reader to check the sources that you have used. And, as section 5 on Plagiarism, below, makes clear, clear, and accurate referencing is essential to the scholarly enterprise.

Quotations (and references generally) must be made with care for accuracy. Quote the exact words; if you must add extra words to clarify the sense, put them in square brackets; if you omit any, indicate that you have done so with three dots; so, for example:

It is instructive to note the comment of Henry Kissinger: "[In such cases] … it is essential to bear in mind the role of personal humility in the exercise of diplomacy."

If a quotation is going to take up more than two lines in your script, or if you wish to give it a special emphasis, make a distinct paragraph of it: indent the whole paragraph five places in from the left-hand margin, with single spacing and without quotation marks. Always when you quote or refer, supply a precise reference to the work and page or pages to which you have referred.

It is a standard and essential academic requirement to cite the source of ideas taken from other authors and to place direct quotes in quotation marks. Where the idea or quotation is second-hand, i.e., drawn from a citation in another source, that fact should be noted in your list of references, e.g., Sen, 1999, p. 75, as cited in Todaro, 2009, p. 16.

Web-based resources should be referenced with the following information: author of the document, title of the document, website address, and the date at which you accessed the site.

The work of compiling an accurate bibliography and footnotes is immeasurably lightened if proper care is taken from the beginning of your research to keep such details. When you note down a quotation or other reference, take care to record with it the full and precise details of publication.

A useful book concerning references and the use of sources and related issues in particular is Charles Lipson (2004) *Doing Honest Work in College*, Chicago University Press, Chicago.

3.10 Reference Styles

College does not require you to employ a particular reference style – you may, therefore use styles that rely on endnotes or footnotes (e.g., Chicago), or that provide references in parentheses in the body of your text (e.g., Harvard), as long as you are consistent in their use – **never ever** mix the referencing styles.

Endnotes or footnotes serve two chief purposes: (i) to give a reference or several references; or (ii) to discuss a point which is incidental to your main argument, but which you wish nevertheless to acknowledge, or which serves to supplement or clarify your text. Most of your footnotes or endnotes will be of the first type.

Footnote and Endnote references should be in single spacing and may be placed at the bottom of the relevant page (Footnotes) or in numerical order before the bibliography at the end of the dissertation or essay (Endnotes).

In the bibliography for your essays and dissertation, books, journal articles, online resources or book chapters should be listed alphabetically by author surname. The bibliography should include all works that you quote or mention in your references. Full publication details of the books and articles should be given, and you should follow a consistent pattern for doing this. The titles of books and journals should be italicised (or underlined), but not the titles of articles in journals. These should be put in inverted commas or quotation marks.

 The following methods of citing a work are recommended for IPS students:

Footnote/Endnote

1. Michael Todaro (2009) *Economic Development* (Tenth Edition), Addison-Wesley, Harlow U.K., p. 12.

You must give full details of the source in footnotes and endnotes when you first quote from it, as well as when you list it in your bibliography. Subsequent quotations from the same text may use an abbreviated form, e.g., Gaither, *To Receive a Text*, 155-160 or Todaro, 2000, pp. 175-176.

Bibliography

In the case of books, the citation should include the author, year, title of the book, publishers, and place of publication. For example:

Sen, Amartya (1999) *Development as Freedom*, Oxford University Press, Oxford.

In the case of articles, the citation should include the author, date, title of the article, the journal or periodical title, the volume and issue numbers, and page numbers. For example:

Gleditsch, Nils Petter (1992) "Democracy and Peace", *Journal of Peace Research*, Vol. 29, No. 4, pp. 369-376.

In the case of book chapters or articles in edited volumes, the citation should be listed by author of the chapter or article and include the year of publication (of the book), the title of the chapter or article, editor(s) of the book, title of the book, publisher, city of publication, and page numbers. For example:

Taylor, Richard (2005) "Pacifism as a Way of Life" in Robert L. Holmes and Barry L. Gan (eds), *Nonviolence in Theory and Practice* (Second Edition), Waveland Press, Long Grove IL, pp. 244-246.

3.11. The Use and Referencing of Generative AI

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2025 4), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per Library guidelines on acknowledging and reference GenAI. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

Beyond limited legitimate uses of generative AI, **presenting the output of generative AI tools as your own work, without acknowledgement, violates the principles of academic integrity and is academic misconduct.** In other words, you cannot use AI tools to generate all or part of the content for an exam or assignment and submit it as if it was your own work.

This implies that **undisclosed and/or inappropriate use of generative AI tools may violate the principles of academic integrity.** Accordingly, the School of Religion, Theology, and

Peace Studies requires a declaration of generative AI use to be completed and submitted with all work (exams, assignments). This declaration is made in addition to the standard declaration of academic integrity as part of a revised assessment cover page (see below). Any assignment submitted without the declaration will not be marked. Such assignments will be returned to the student and must be resubmitted with the cover page, potentially resulting in a delayed mark.

This policy recognises that generative AI tools may have some legitimate uses to support your learning and to help you to research for or to polish an assignment. For example, you might use generative AI to summarise your notes in preparation for an exam or assignment, to perform some initial research into a topic (bearing in mind the limitations noted above), or to polish your own writing in terms of grammar or spelling or to make it more concise. All such uses must be declared. No credit/marks will be awarded for use of generative AI, nor are students expected to use generative AI for any purpose. You should also reflect on whether relying on such tools to do this work for you will reduce opportunities for you to develop and hone your own academic skills.

Where generative AI tools have been used to generate content, they must be clearly cited and full details of how the content was generated must be declared in ~~an~~ appendix. There is a helpful and detailed description of how to cite ChatGPT (which can be applied to other generative AI tools) from the Chicago Manual of Style here.

You should assume this policy applies to all assessments/exams in the School of Religion, Theology, and Peace Studies but please note that individual module coordinators may supplement this policy with further restrictions or permissions regarding generative AI use. Please check the module assessment information on ~~the~~ Blackboard for that module, and if in doubt, please email the module coordinator.

As part of the declaration, students are asked to select either (A) or (B), below.

(A) Nothing to declare. I did not use generative AI software as part of the work for this assessment.

(B) I used generative AI as part of the work for this assessment.

Where (B) is selected, students are required to include an appendix containing a <350-word explanation of how generative AI was used (which tool (name, version, publisher, url); how the output was generated; how this output was used in the assignment) and how that use conforms with the principles of academic integrity. Questions and/or prompts and the generative AI output should be included as part of the appendix. These are not included in the word count for the assignment. Where these are not included, **they may be requested as part of the marking process.**

Further Information

Generative AI tools are a family of tools that incorporate natural language processing and deep learning techniques to generate answers (text, code, images etc.) to questions and prompts. The purpose of this policy is to outline how students' use of generative AI fits into our expectations regarding academic integrity.

It is first important to be aware that there are a number of serious concerns about generative AI tools and there are significant limitations to the outputs they produce. These include (please see links for further information):

- *Accuracy of the information produced*. Generative AI tools work by predicting the next most likely word in a sequence. [This means that the tools are susceptible to so-called "hallucination"](#) – producing text that is grammatically correct, and which may have face validity but is not factually correct.
- *Plagiarism and lack of source attribution*. [The sources of information relied upon to construct the text produced may not be appropriately acknowledged](#) and, where sources are provided, the references may be fabricated.
- *Ethical issues related to data sourcing*. Many generative AI models were trained on materials obtained from the internet and include [text](#), [images](#), [code](#) etc., that were proprietary, copyright-protected, or protected by non-commercial commons licenses. Using generative AI output risks these forms of plagiarism and copyright infringement.
- *Breach of TCD copyright*. If university module materials (e.g., slides, syllabus) are used to prompt or to guide the response of AI tools, this is a breach of TCD copyright and is illegal (see https://www.tcd.ie/about/policies/assets/pdf/Intellectual-Property-Policy-2022.pdf).

- *Bias*. As part of training, the models that underlie generative AI were exposed to data obtained from the internet, which may be biased in terms of gender, race, ethnicity, socioeconomic status, and other protected characteristics. Although guardrails may have been put in place, [text produced by generative AI models can reproduce these biases.](#)

- *Ethical issues related to training*. To guard against toxic material (e.g., violent, illegal, distressing) being included in training data, outsourced content-labelers-were used to review training data and remove unwanted text. Such outsourcing often involves exploitative practices – for example, [employees who are resident in the Global South and are paid very little for distressing work](#). Similar content moderation practices are commonly used by social medial platforms.

- *Climate & environmental impact.* Training generative AI models requires vast amounts of [energy](#), [hardware](#), and [water](#) to keep that hardware cool. Such impacts, [which will only continue to grow](#), are rarely considered in the rush to adopt the technology.

Beyond these concerns, the use of these tools has significant implications for our expectations about assessment in the university. The goal of assessment is to support learning and to ascertain the attainment of learning objectives. A key assumption is that the work submitted for assessment is **original work completed by the learner, and that the learner is the sole author**. To earn your degree, you must be able to demonstrate full ownership of, and accountability for, the work submitted and must appropriately acknowledge all sources used in the preparation of the work.

These assumptions are encoded in the principles of **academic integrity**, defined by the National Academic Integrity Network[1] as, "**the commitment to, and demonstration of, honest and moral behavior in an academic setting**." The principles of academic integrity entail that, "It is the responsibility of the enrolled learner to ensure that all submitted work for assessment purposes in an academic setting, which includes but is not limited to, text, graphics, tables, formulae, or any representation of ideas in print, electronic or any other media, in addition to artefacts, computer software and algorithms, correctly **acknowledges the source of any data which is not original to the learner.**"

References/Sources:

[College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research](#)

[Library guidelines on acknowledging and reference GenAI.](#)

4. TEACHING AND LEARNING GENERAL INFORMATION

4.1 External Examiners

Your essays and dissertation are assessed first in the School of Religion, Theology, and Peace Studies and then made available to the University's External Examiners for their consideration. Essays pass or fail on the final judgement of the External Examiners, not on the opinion of the teaching staff, although this counts in the final decision. External Examiners usually meet in late November to monitor assessment procedures and outcomes in all modules and for the dissertation. Final marks for essays and dissertations are decided at this Court of Examiners. Final responsibility for the standard of an essay rests with the student.

Student assessed work (exam scripts, coursework, and research theses) is regarded as 'personal data' under the European General Data Protection Regulation (GDPR) that came into effect on 25th May 2018. The external examiner, in order to allow for appropriate preparation, will receive all documents required for the effective conduct of their role in advance of their attendance (physical or remote), at the Court of Examiners. Students will be informed if their assessed work is being sent outside of the EU for the purposes of external examination.

4.1.1 IPS External Examiners:

Dr Maja Vodopivec, Leiden University.

Dr Radha D'Souza, Professor of International Law, Development and Conflict Studies at the University of Westminster (UK).

The internal examiner of your essay (typically the module Coordinator, or lecturer for the essay topic) will provide you with a report on your work together with the grade that will be proposed to the Court of Examiners. All fails, distinctions and borderline grades will be marked by a second internal examiner.

Reference/Source:
Proceedure for the Transfer of Students' Assessed Work to External Examiners

4.2 Course Deadlines

Deadlines for your assessments are distributed at the beginning of each academic year / made available on Blackboard (Key Dates). **Accomplishing the assignment within the set time limit is a key element of the assessment**. **If you do not succeed in submitting your essay on time, a 10% penalty is imposed on the grade that you receive.** If you are aware in advance that you are unable to meet the set deadline solely due to circumstances beyond your control (e.g., bereavement or illness), you should contact your Course Coordinator and request an extension of the deadline; you will be asked to provide appropriate evidence, for instance, a medical certificate. Should you fail to meet the deadlines for one or more essays during the course of your studies, you will be asked to discuss the matter with your Course Coordinator. Please see the Calendar, Part III for College attendance / extension regulations.

4.3. Absence Policy

Postgraduate students who consider that illness may prevent them from meeting deadlines should consult their medical advisor and request a medical certificate

for an appropriate period. If a certificate is granted, it must be presented to the student's Course Coordinator **within three days** of the beginning of the period of absence. Such medical certificates must state that the student is unfit. Medical certificates will not be accepted in explanation for poor performance. Further details of procedures subsequent to the submission of medical certificates are available from Course Coordinators. Postgraduate students who consider that other grave cause beyond their control may prevent them from attending College (or any part thereof) must consult and inform their Course Coordinator. The Course Coordinator will then make representations to the Dean of Graduate Studies requesting that permission be granted for absence. The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

Course participants who fail to meet deadlines and who have not been granted an extension, will be notified that no further work will be accepted from them and that their assessment will be based on work already submitted.

If you have not completed your module requirements before the deadline for your dissertation outline in your final year, then you will not be permitted to submit a dissertation for the M.Phil. degree, nor to receive the postgraduate Diploma. Please see the [Calendar, Part III](#) for College attendance / extension regulations.

Reference/Source:

  Calendar Part III, Section III: 'Examinations, Assessment and Progression'; Section IV: 'Attendance and Examinations'
  Academic Policies

4.4. Oral Exam

Regardless of the declaration, as part of the marking process, markers may require students to complete a 10-minute oral exam to ensure that work submitted by the

student is their own work and that it evidences their attainment of the learning outcome.

4.5. Plagiarism and Academic Integrity and Referencing Guide

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement. Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism. Plagiarism is considered academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University. To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information on the Library website re [Plagiarism](#).

Please:

i. Visit the [online resources](#) to inform yourself about how Trinity deals with plagiarism and how you can avoid it. You should also familiarize yourself with the 2024-2025 [Calendar, Part III](#) entry on [plagiarism](#) located on this website and the sanctions which are applied.

ii. Familiarise yourself with the declaration that you will be asked to sign when submitting course work and which is included on the essay cover sheet, available on the [Current Student](#) page (Student Form) of the School website.

Contact your Course-Coordinator or your Lecturer if you are unsure about any aspect of plagiarism.

References / Sources:

Calendar, Part III, General Regulations & Information, Section I 'Plagiarism'
Plagiarism Policy
Library Guides - Avoiding Plagiarism
Plagiarism Declaration

As Ireland's leading university, we recognise that academic integrity must underpin all aspects of our educational ecosystem, including all activities relating to research, learning, assessment, and scholarship. Indeed, academic integrity is a core feature of Trinity's academic culture and is the cornerstone of university life. Accordingly, in 2022, the University's Council renewed Trinity's commitment to 'acting responsibly and ethically, embracing integrity in all our actions and interactions as members of the College community'**.** As part of its Statement of Principles on Integrity, the College insists that staff and students 'give credit where credit is due, recognizing and acknowledging the contributions and achievements of others in scholarship, teaching, research and service.'

Academic integrity can be described as a commitment to, and compliance with: *ethical and professional principles, standards, practices and consistent system of values, that serve as guidance for making decisions and taking actions in education, research and scholarship* (NAIN Lexicon, p.3)

Recognising our responsibility to our students and to wider society to nurture and safeguard academic integrity, Trinity is working collaboratively with peer institutions in Ireland, with the active support of national and international networks, to assure and enhance academic integrity at every level of the University (Calendar Part III, Section 1, page 30) For further information see:

- National Academic Integrity Network
- European Network for Academic Integrity

- <u>International Center for Academic Integrity</u>

References/Sources:

Calendar Part III, Section 1: General Regulations & Information,

'Academic Integrity' Statement of Principles on Integrity

RTPS Academic Integrity Policy

Library Guides – Academic Integrity Coversheet Declaration

4.6. Postgraduate Appeals Process

The Postgraduate Appeals Process is outlined in the Trinity College <u>Calendar Part III.</u> All appeals should be heard first at School level. The grounds for appeal against the decision of Taught Course Committees are outlined in the *Calendar* under General Academic Regulations for Graduate Studies and Higher Degrees – Section 1.

A student who wishes to appeal should first write to their Course Coordinator, within two weeks of the publication of results, clearly stating the grounds for appeal and, where necessary, enclosing documentary evidence.

The Course Coordinator will then discuss the case with the relevant parties and attempt to find a solution.

If the Course Coordinator cannot resolve the matter, the student may appeal to the School Appeals Committee (Taught Postgraduate). The Director of Teaching and Learning Postgraduate (DTLPG) will convene and chair this committee which will be composed of one Course Coordinator (of a programme **not** taken by the student) and another member of academic staff. At the School Appeals Committee, the student concerned should have representation appropriate to the formality of the process, for example, a supervisor, Course Coordinator, or other appropriate staff member.

No one will be appointed to an Appeals Committee where a conflict of interest might arise. Should the DTLP experience a conflict of interest, she or he will be substituted by the Head of School.

Appeals against the decision of a School Appeals Committee (Taught Postgraduate) may be made in writing to the Dean of Graduate Studies, who has the discretion to grant or deny the appeal. Appeals against the decision of the Dean of Graduate Studies may be brought to the Academic Appeals Committee for Graduate Students (Taught). This committee will consider appeals concerning events occurring more than 4 months prior only in the most exceptional circumstances. For further details of appeals at College level, please consult the Calendar Part III.

4.7 Feedback

Much of this Handbook is taken up with rules and procedural requirements. This is unavoidable if we are to ensure that the School's courses are well-structured and that the degree you obtain is of real value. But the experience of postgraduate study should be richer than the mere passing of assessment requirements and the School of Religion, Theology, and Peace Studies encourages you to participate in our continuing efforts to improve our procedures as the year advances and to make an evaluation of your experience at the end.

Your suggestions on every aspect of the programme will be invited throughout the year. At the end of each semester, you will be asked to complete an assessment of each of the modules that you have undertaken. The information that you supply is invaluable to staff in the further development of the School. You may also be asked to take part in an online survey conducted by the Faculty of Arts, Humanities and Social Sciences. Please note that in any official survey you will remain anonymous, and your assessment of your experience in the School of Religion, Theology, and

Peace Studies – whether positive, negative or both – is fed into a structured assessment of teaching and learning. Of course, you do not have to wait for these formal assessments to take place: staff are available at regular office hours (communicated at the start of the year), and they welcome your concerns and suggestions. Your class will also elect a class representative, who will be able to articulate your concerns through the appropriate channels.

References/Sources:

Student Evaluation and Feedback

Student Partnership Policy

Procedure for the conduct of Focus Groups for Student Feedback on Modules and Programmes

5. LINKS TO UNIVERSITY POLICIES / REFERENCE/ SOURCES

Students may also wish to avail of the following online resources and/or refer to the Postgraduate Student Support Handbook available on the School's Current Student Page on the website:

My TCD

Blackboard

Academic Registry

Trinity LinkedIn Alumni Tool

IT Services

Library

Data Protection

PG Student Learning Development

Student complaints

Dignity and Respect Policy

Gender Identity and Gender Expression Policy

Equality Policy

Academic Registry

Learning Technology Guides for Students (Blackboard)

Trinity Careers Service.

Overview of careers resources for postgraduate taught students

Internship Policy

APPENDIX A – Module Descriptors

IPS Core & Optional Modules (2025-26)

EM7202: Politics of Peace and Conflict (Core Module)

Coordinator: Dr Gillian Wylie
Time: Michaelmas/Autumn Semester
Format: Weekly lectures

Peace Studies is a multidisciplinary field focused on understanding the root causes of armed conflicts and exploring ways to achieve sustainable peace in societies affected by war. The course covers theories of peace and war, as well as specific topics relevant to International Peace Studies. These include concepts like peace, violence, and conflict, as well as conflict resolution, transformation, and peacebuilding theories. The module serves as an introduction to these issues and theories, providing a foundation for more specialized courses within the International Peace Studies program. In addition, students are required to participate in one of the seminar groups associated with the course.

Learning Outcomes

- 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

Amster, R., Finley, L., Pries, E. and McCutcheon, R. (eds.) (2015) Peace Studies - Between Tradition and Innovation. Cambridge Scholars Publishing

Atack, A. (2005) The Ethics of Peace and War, Edinburgh University Press, Edinburgh.

Barash, D. and Webel, C. (2014) Peace and Conflict Studies. London: Sage. 3rd Edition

Dietrich, W., Echavarría Alvarez, J., Esteva, G., Ingruber, D. and Koppensteiner, N (eds.) (2014) The Palgrave International Handbook of Peace Studies: A Cultural Perspective. London: Palgrave.

EM7201: Research Methods (Core Module)

Coordinator: Dr Maja Halilovic Pastuovic
Time: Michaelmas/Autumn Semester & Hilary/Spring Semester
Format: Weekly lectures

The Research Methods module introduces students to the key approaches to research in the Social Sciences, focusing on the knowledge and research skills necessary to write a dissertation in International Peace Studies. The module covers research paradigms, methodologies, qualitative and quantitative research methods, mixed methodologies, research design, management and ethics, new emerging research methods, decolonising methodologies, AI and the research process, and research integrity. After completing the module, students will have the skills needed to design their own research project, collect and analyse data, and write up their dissertation.

Learning Outcomes

- Understand both qualitative and quantitative research methods and practices used in social sciences
- Understand the relationship between overall research design and methodological techniques used in research

- Critically evaluate research projects (their own and others) including ability to assess research ethics
- Deploy main qualitative and quantitative methodological techniques
- Conduct data collection and data analysis in a real word setting and write a proposal for their own research project.

Core Reading

Denzin, N.K., Lincoln, Y.S., Giardina, M.D. and Cannella, G.S. (2023) *The SAGE Handbook of Qualitative Research*. London: Sage.

Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021). *Bryman's Social Research Methods*. Oxford: Oxford University Press.

Braun, V. and Clarke, V. (2021). *Thematic Analysis: A practical Guide*. London: Sage.

Seale, C. (2012). *Researching Society and Culture*. London: Sage.

Smith, L.T. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books.

EM7436: Gender War and Peace

Coordinator: Dr Gillian Wylie
Time: Michaelmas/Autumn Semester
Format: Weekly lectures

What insights can gender analysis provide about the roots and nature of war and peace? The module begins by exploring and criticising some basic gendered assumptions - such as that war is the business of men and peace that of women. Instead, we challenge these dichotomies by examining issues such as the complicated relationship between the social construction of masculinity and soldiering and the challenge posed to militaries by the inclusion of women in their ranks. We ask why peace processes have generally excluded women and what the consequences of that are for the sustainability of peace, while at the same time

querying the assumption that 'women' as an essentialized group have skills to bring to the peace table. Through these debates we examine the ways in which war and peace are gendered experiences which also shape our understanding of what it is to be a gendered person.

Learning Outcomes

- Understand key concepts in Gender Studies
- Comprehend and consider arguments regarding the gendered nature of war and the importance of integrating gender concerns into peacebuilding.
- Demonstrate knowledge of key international political and legal developments in this area such as UNSC Resolution 1325 and the Yugoslav and Rwanda tribunals

Core Reading

Ní Aoláin, F., Cahn, N., Haynes, D. F. and Valji, N. (eds.) (2018) <u>The Oxford Handbook of Gender and Conflict</u>, Oxford University Press.

Sharoni, S. Welland, J., Steiner, L. and Pederson, J. (2016) Handbook on Gender and War. Edgar Elgar

Basu, S., Kirby, P. and Shepherd, L. (2020) *New Directions in Women, Peace and Security*. Bristol: Bristol University Press

EM7554: Fundamentalism and Radicalisation

Coordinator: Dr Carlo Aldrovandi
Time: Michaelmas/Autumn Semester
Format: Weekly lectures

Religious, ethnic, and far-right radicalisation, along with various forms of violent extremism, have had a serious impact on millions of people worldwide. The

aftermath of 9/11, the emergence of Islamist groups such as ISIS in Syria and Iraq, and the growth of fundamentalist and far-right organizations in several global contexts have raised important questions about the nature, evolution, causes, and consequences of such phenomena. As a result, debates about these topics are now at the forefront of academic, policymaking, and media discussions. The module will equip students with the necessary tools to critically engage with such issues through the latest research and methodologies. We will also challenge common wisdom and open debates around the role of violence in relation to state power in the late 20th and early 21st centuries, while assessing the efficacy of the conventional security responses to the threats of fundamentalism, radicalisation, and violent extremism.

Learning Outcomes

- Approach fundamentalism and radicalisation as 'subjects of scholarly enquiry' and develop a critical awareness of the cultural and political biases behind such framings.
- Comprehend key ideological and theological elements in the evolution of fundamentalism, radicalisation and violent extremism
- Understand religious fundamentalism, radicalisation, and violent extremism in relation to social, historical, political and cultural dynamics
- The ability to critically reflect upon the various steps of the so-called 'radicalisation process' and the transition towards violent action

Core Reading

Gabriel A. Almond, R. Scott Appleby, and Emmanuel Sivan, *Strong Religion: The Rise of Fundamentalisms Around the World*, University of Chicago Press, 2003.
Charles B. Strozier, David M. Terman & James W. Jones, with Katherine A. Boyd, Eds., *The Fundamentalist Mindset: Psychological Perspectives on Religion, Violence, and History*, Oxford University Press, 2010.

S.N. Eisenstadt, *Fundamentalism, Sectarianism, and Revolution: The Jacobin Dimension of Modernity*, Cambridge University Press, 1999.

Peter Neumann, *New Jihadists and the Threat to the West,* B Tauris, 2016.

EM7552: Religion in International Relations

Coordinator: Dr Carlo Aldrovandi

Time: Michaelmas/Autumn Semester

Format: Weekly lectures

The module aims to explore why religion continues to be significant in today's globalized world. It seeks to examine how religion has been disregarded in International Relations theory (Realism, Liberalism, Marxism, Constructivism, etc.) and to lay the groundwork for reintegrating religious perspectives into IR discourses. The module challenges the common belief that the involvement of religion in politics always poses a threat to international security and impedes the resolution of global conflicts. It also delves into the concept of a 'post-secular' international system, a system where religion is a social, political, and cultural force, recognizing the necessity for scholarly interaction with faith-based groups and voices that have a substantial impact on world conflicts and peacebuilding initiatives.

Learning Outcomes

- Assess the normative debate about the role of religion in International Relations
- Discuss contemporary issues in international affairs which are associated with the idea of a widespread religious resurgence.
- Address the religious dimensions in contemporary world conflicts.

- Identify 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 and Iran

Core Readings

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

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

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

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

EM7495: Human Rights: Challenges and Prospects in the 21st Century

Coordinator: Prof Linda Hogan

Time: Michaelmas/Autumn Semester

Format: Weekly lectures

This module provides a critical introduction to the fundamental ideas, principles and practices which underpin the protection and promotion of human rights at the international and national level. We will begin by looking at the origins, foundations and justifications of human rights considering a diverse range of philosophical, political and religious perspectives. The module will also consider the institutional context of the United Nations Universal Declaration of Human Rights, and associated treaties, bodies and frameworks. Other significant themes will include: the debate between universalistic defences of human rights and pragmatic or culturally based approaches; the role of state power and invocations of security on human rights norms; the torture debate; climate change and its

significance for human rights, gendered perspectives on human rights; religions and human rights, especially debates about freedom of religion and belief.

Learning Outcomes

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

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

Hoffmann, S-L. (ed.) (2011) *Human Rights in the Twentieth Century*, Cambridge: CUP.

Hogan, L. (2015) *Keeping Faith with Human Rights*. Washington: Georgetown University Press.

Iriye, A., Goedde, P. and Hitchcock, W. (eds.) (2012) *The Human Rights Revolution: An International History*, Oxford: OUP

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

EM7553: International Organisations & Conflict Resolution: EU and UN

Coordinator: Dr Etain Tannam
Time: Michaelmas/Autumn Semester
Format: Weekly lectures

The European Union (EU) and the United Nations (UN) were founded in the aftermath of the Second World War and both sought to achieve peace and security.

Yet they are very different from each other, and each are criticised for their failures in conflict resolution. This module aims to examine the causes of the EU's and UN's foundation and to assess their success in achieving international cooperation and conflict resolution. International relations theory is applied to the EU and the UN's foundation and to its decision-making processes and policies to conflicts, so as to compare and evaluate both organisations analytically.

Learning Outcomes

- Demonstrate an understanding of the relevance of international relations theory, and of de-colonising the curriculum, to the EU's and the UN's role in conflict resolution.
- Compare and contrast the EU and the UN's decision-making processes with a view to identifying the sources of its policies to conflict zones.
- Assess the EU and the UN's success in conflict resolution.
- Identify the challenges faced by the EU and the UN in the decades ahead.

Core Reading

Tickner, A & Smith K. 2020, eds. International Relations from the Global South Worlds of Difference, London, Routledge.

Rosamund B. 2008, European Integration Theory, Basingstoke, Palgrave

Weber C. 2020, International Relations Theory: A Critical Introduction, London, Routledge.

Kenealy K. Hadfield A. Corbett R. and Peterson J. 2022, The European Union: How Does It Work? Oxford, OUP.

Cini M. and Pérez-Solórzano Borragán eds. 2022, European Union Politics, Oxford, OUP.

Weiss T. and Daws S., eds., 2018, The Oxford Handbook on the United Nations, Oxford, OUP.

EM7437: NGOs in Theory and Practice: Internship Module

Coordinator: Dr Etain Tannam

Time: Michaelmas/Autumn Semester & Hilary/Spring Semester

Format: Placement

International Peace Studies has built strong connections with NGOs that focus on peacebuilding, human rights, and conflict resolution. As a result, we have created an internship program that is at the forefront of these areas. The main theme of the program is to examine the relevance of NGOs in key international politics and to assess their role based on academic literature and work placement experience. Some of the NGOs currently providing internships to our students include Frontline Defenders in Dublin, the United Nations in Geneva, World Vision in Dublin, and the Churches Commission on Migration Issues in Brussels.

Please note the following: Internships are unpaid, and students are responsible for covering all associated costs, such as travel and accommodation. The number of available internships will determine the intake to this module. Cancelling your internship is only permitted in cases of medical or bereavement reasons. Internships will be assigned on a first-come, first-served basis.

Learning Outcomes

- 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.

Core Reading

Erman E., and Anders U., 2010, Legitimacy beyond the state? Re-examining the democratic credentials of transnational Actors, Palgrave, Basingstoke.

Jönsson C. and Tallberg J.2010, Transnational Actors in Global Governance: Patterns, Explanations and implications, Basingstoke, Palgrave.

Steffek J., and Hahn K., 2010, Evaluating transnational NGOs: Legitimacy, Accountability, Representation, Basingstoke, Palgrave.

Weiss T. and Thakur, R. Global Governance and the UN, 2010, Indiana, Indiana UP.

EM7431: Armed Conflict, Peacebuilding and Development (Intensive Module)

Coordinator: Dr Dong Jin Kim

Time: Hilary/Spring Semester

Format: Lectures are scheduled to occur from January 14th to January 17th, 2025

Peacebuilding is an inter-disciplinary field of research and practice, with a particular concern for increasing understanding of the origins of violent conflicts and possibilities for their resolution and transformation, as well as conditions for sustainable peace. Since former UN Secretary General Boutros Boutros-Ghali's report, *An Agenda for Peace* (1992), the term peacebuilding has been widely used by the international community to embrace multiple activities in multiple sectors, from peace mediation to humanitarian and development aid cooperation, to prevent and/or to end violent conflicts. This module examines the complex relationship between peacebuilding and development in conflict-affected societies, and introduces relevant concepts and theories, as well as practices, including conflict sensitive development, basic conflict analysis, peace mediation and peacebuilding skills. Multiple case studies will be used to explore the on-the-ground reality from the perspective of diverse theories and concepts.

Learning Outcomes

- Provide the background of relevant concepts and theories for peacebuilding.
- Connect development as a process of social, economic and political change to armed conflict and peacebuilding.
- Understand the link between theory and practice in peacebuilding.

Core Reading

Lederach, J. P. (1997), *Building Peace: Sustainable Reconciliation in Divided Societies*, United States Institute of Peace Press.

Philpott, D. & Gerard F. P. (eds.) (2010), *Strategies of Peace: Transforming Conflict in a Violent World*, Oxford University Press.

O'Gorman, E. (2011) *Conflict and Development*, Zed Books.

Richmond, O. P. (2016) *Peace Formation and Political Order in Conflict Affected Societies,* Oxford University Press.

EM7551: Reconciliation in Ireland? Religion, Politics and Peace

Coordinator: Dr Etain Tannam

Time: Hilary/Spring Semester

Format: Weekly Lectures

The Belfast/Good Friday Agreement, which brought peace to Northern Ireland, is considered a model of conflict resolution. However, its primary goal was not only peace but also reconciliation, and its success in achieving reconciliation remains incomplete. This module takes a multidisciplinary approach to help understand the conflict, the peace process, and the challenges of achieving reconciliation. It explores the topic of reconciliation in Ireland and whether it is attainable. The module concludes on a positive note by highlighting the benefits of the Good Friday Agreement and discussing how to advance reconciliation in the coming decades, especially in anticipation of a possible referendum on a United Ireland.

Learning Outcomes

- Understand the meaning of reconciliation in Northern Ireland from theological and political science perspectives.
- Assess critically political science explanations for the conflict in Northern Ireland
- Address the role of religion and religious agents in the conflict.
- Interrogate the debate about a United Ireland from nationalist, unionist and 'neither' perspectives.
- Understand Northern Ireland's mechanisms of conflict transformation and peacebuilding in comparative perspective (e.g. Bosnia, Sri Lanka, and South Africa)

EM7488: Forced Displacement, Conflict and Peacebuilding

Coordinator: Dr Gillian Wylie

Time: Hilary/Spring Semester

Format: Weekly Lectures

Forced migration of people stands at record numbers in the contemporary world. This displacement is caused by a complicated range of factors, but war is often at the root. How people move, where they go, and the rights and reception accorded to them are crucial ethical and political concerns of our times. While human rights and ethical frameworks exist, global and local political climates mean that 'securitization' and 'crimmigration' approaches often dominate contemporary responses. This module explores these dynamics from an interdisciplinary perspective and draws on a number of case studies of forced migration to explore the issues. Critical engagement with the politics and ethics surrounding forced displacement will enable us to ask what responses from the perspective of peacebuilding might look like. This will be considered in ways that recognise the

agency of the displaced, as well as host communities and the political context in which all this unfolds.

Learning Outcomes

- Demonstrate knowledge of the extent, causes and responses to contemporary global displacement.
- Think independently about the ethical and political issues posed by forced displacement.
- Imagine creatively alternative approaches to forced displacement.
- Demonstrate the transferable skills of independent study and research, critical analysis and clear presentation of complex identities.

Core Reading

Fiddian, E., Qasmiyeh, G., Loescher, Long, K. and Sigona, N. (eds) (2014) The Oxford Handbook of Refugee & Forced Migration Studies. New York: Oxford University Press.

Parekh, S. (2017) Refugees and the Ethics of Forced Displacement. Abingdon, Oxon: Routledge.

UNHCR (2020) Global Trends in Forced Displacement, https://www.unhcr.org/en-ie/statistics/unhcrstats/5d08d7ee7/unhcr-global-trends-2020.html.

EM7494: Conflict Resolution and Negotiation Across Worldviews

Coordinator: Dr Carlo Aldrovandi

Time: Hilary/Spring Semester

Format: Weekly Lectures

This module emphasizes the concept of 'worldview' as a key factor in understanding identity conflict and developing strategies to address its deepest causes and motivations. Worldview is particularly valuable for examining modern

situations where communities are divided based on seemingly irreconcilable values, conflicting visions of society and the state, or mutually exclusive perspectives on the past and aspirations for the future. Because worldview differences pose unique challenges for negotiation, conflict resolution, and peace-making as they are the main source of 'intractability', third-party intervenors must develop specific analytical and methodological approaches to address such conflicting differences. Using interdisciplinary teaching, class activities, and reflective exercises, the module aims to increase participants' awareness of how their own and others' worldviews influence their interactions as negotiators and dialogue partners in situations involving identity and protected values. Importantly, the module is designed to equip participants with the skills to become more effective negotiators and dialogue partners, thereby improving their ability to navigate worldview disputes and build peace.

Learning Outcomes

- A critical awareness of how mainstream conflict resolution and negotiation have traditionally engaged with the concept of worldview across several cultural contexts
- The ability to carry out a sophisticated mapping of the modalities whereby worldview differences influence conflict dynamics and negotiation
- An understanding of how worldviews can act as 'polarization catalysts' augmenting the conflict's intractability
- A scholarly knowledge and practice-based skills through which third-party intervenors can facilitate the creation of a 'safe dialogic space' that may constructively reframe worldview disputes and enable transformative changes

Core Reading

Docherty, Jayne. 2001. Learning Lessons from Waco: When the Parties Bring Their Gods to the Negotiation Table.

Cobb, Sara B., Sarah Federman, and Alison Castel, eds. 2020. Introduction to Conflict Resolution Discourses and Dynamics. London: Rowman & Littlefield International.

Fisher, Roger, William Ury, and Bruce M. Patton. 1983. Getting To Yes. London: Hutchinson.

Lederach, John Paul. 1996. Preparing For Peace: Conflict Transformation Across Cultures. Syracuse University Press.

Avruch, Kevin. 1998. Culture & Conflict Resolution. US Institute of Peace Press.