Masters students are required to take 60 ECTS credits from the taught modules (each module is worth 10 ECTS) and write a 15-20,000 word dissertation, worth 30 ECTS credits. The postgraduate diploma as an exit qualification is equivalent to 60 ECTS. Students are required to take the core modules “The Politics of Peace and Conflict” and “Research Methods” and choose four other modules. Modules are assessed through written work, usually 4000 words long, and seminar presentations as appropriate.

Core Modules:
- EM7202: The Politics of Peace and Conflict
- EM7201: Research Methods

Optional modules must be taken as necessary to achieve the overall requirement of 60 ECTS:
- EM7431: Armed Conflict, Peacebuilding and Development
- EM7435: The United Nations and Conflict Resolution
- EM7436: Gender, War and Peace
- EM7488: Forced Displacement, Conflict and Peacebuilding
- EM7437: NGOs in Theory and Practice: Internship Module (limited spaces)
- EM7438: Human Rights in Theory and Practice
- EM7460: Religion, Conflict and Peace in International Relations
- EM7467 Engaging Religious Fundamentalism
- EM7434 Conflict Resolution & Negotiation Across Worldviews

Optional Module from the MPhil in Gender and Women’s Studies (cap of 5 students applies)
- WS7050: Gender Theories

NB: Students may choose up to 2 modules from the IT&IS MPhil course. For example Religion and Ethics in a Pluralist World Page Break

SUMMARY OF MODULES AND CORE READING

NB: All modules: 10ECTS
Modules may alter from year to year.
Total module credits that must be taken: 60 ECTS, including the core mandatory modules, PPC and Research Methods. Research Methods is 10 ECTS across 2 semesters. Therefore, you choose 4 optional modules.

NB: NGOs in Theory and Practice: Internship Module: Internships begin in April or June of 2022 subject to no further lockdowns/pandemics.

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

**Part-time students:** EM7201 Politics of Peace and Conflict is compulsory in year 1 and EM7202 Research Methods is compulsory in year 2. Then choose 40 credits of optional modules across 2 years. We recommend that you choose 20 credits in year 1 and 20 in year 2, but we are flexible about this. The dissertation is in year 2.

The table on the next page indicate whether a module is available in the 1st term (Michelmas term) or 2nd term (Hilary term).

You are allowed take up to two modules from other MPhil Intercultural Theology and Interreligious Studies. Due to the social distancing restrictions, intensive modules in Belfast will not be available to Dublin based students.

See the following links to the IT&IS MPhil page:

https://www.tcd.ie/religion/postgraduate/itis/
https://www.tcd.ie/ise/postgraduate/conflict-resolution.php

<table>
<thead>
<tr>
<th>Michelmas Term</th>
<th>Hilary Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics of Peace and Conflict (core)</td>
<td>Research Methods (continued – core)</td>
</tr>
<tr>
<td>Research Methods (core)</td>
<td></td>
</tr>
<tr>
<td>Gender, War and Peace</td>
<td>NGOs in Theory and Practice: Internship Module</td>
</tr>
<tr>
<td>Gender Theories</td>
<td>Forced Displacement, Conflict and Peacebuilding</td>
</tr>
<tr>
<td>Religion, Conflict and Peace in</td>
<td></td>
</tr>
<tr>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td>United Nations and Conflict Resolution</td>
<td>Armed Conflict, Peacebuilding and Development</td>
</tr>
<tr>
<td>Human Rights in Theory and Practice</td>
<td>Conflict Resolution &amp; Negotiation Across Worldviews</td>
</tr>
<tr>
<td>Engaging Religious Fundamentalism</td>
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**Coordinator: Professor Gillian Wylie**

Peace Studies is an inter-disciplinary field of study, with a particular concern for developing an understanding of the origins of armed conflicts and possibilities for their resolution, as well as the conditions for building sustainable peace in war-torn societies. As such, there are theories of peace and war and particular issues of special interest to a course in International Peace Studies.

The module will engage key issues and subject matters such as the concepts of peace, violence, and conflict; conflict resolution, conflict transformation and peacebuilding theory. The purpose of this module is to provide an introduction to these issues and theories and will also be useful as a general background to some of the more specialised modules offered as part of the IPS course. Each student is required to participate in one of the seminar groups attached to the course.
Module aims:

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

Core Reading


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

Coordinator: Professor Etain Tannam

This module introduces students to the key approaches to research in the Social Sciences, focusing on the research skills necessary to write a dissertation in International Peace Studies. The module provides the rationale for dissertations, before examining referencing and citation. The main part of the module provides an overview of each section of the proposal: the hypothesis or aims of the thesis, the justification for the thesis topic, the methodology and structure of the thesis. In the second semester, students present their dissertation work in progress to a peer review seminar and prepare their dissertation proposal for assessment.

Learning Outcomes

By the end of this module students will:

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

Core Reading

EM7438 Human Rights: Theory and Practice

Coordinators:
Prof Linda Hogan

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:
By the end of the course the students will:
- Be familiar with the major universal and regional human rights systems
- Understand the socio-political and legal implication(s) involved in human rights
- Be able to carry out effective research in the field of international human rights
- Develop the ability for critical analysis and assessment of ongoing debates in human rights

Core Reading

EM7435 UN and Conflict Resolution
Dr Etain Tannam

Module Description

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

**Learning Outcomes**

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

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

- Evaluate the United Nations’ decision-making process
- Evaluate the success of the UN in conflict resolution and peace-building
- Apply international relations theory to cases of the United Nations and conflict resolution
- Communicate arguments and positions clearly and effectively in both verbal and written form, based on evidence and critical reasoning.

**Core Reading**


Tannam E. 2014 *International Intervention in Ethnic Conflict* (London, Palgrave) chapters on BB

**EM7431 Armed Conflict, Peacebuilding and Development**

**Coordinator: Dr Dong Jin Kim**

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, in order 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:**
By the end of this module students will be able to:
- 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 Texts:**

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**EM7434 Conflict Resolution & Negotiation Across Worldviews**

**Dr Carlo Aldrovandi**

Worldview differences may emerge between the sides of a conflict and between such sides and the intervening third parties who seek to prevent, mitigate or transform that conflict. This module broadly defines worldviews as ‘shared understandings of reality orienting social and political life’. These shared webs of meaning are not static but rather ‘galaxies’ in perpetual motion, which are continuously spun through relational exchanges within and across communities.

**Learning Outcomes**

Given its marked interdisciplinarity, the module will generate learning outcomes closely interrelated in their scope and nature. On successful completion of the course, participants will acquire:
• Critical awareness of how the conflict resolution & negotiation literature has traditionally engaged with the concept of worldview across several cultural contexts and relevant case studies.

• Ability to carry out a sophisticated mapping of the modalities whereby worldview differences influence conflict dynamics.

• Participants will interrogate how worldview differences may operate as a ‘polarization catalyst’ augmenting the conflict’s overall intractability.

• Scholarly knowledge and practice-based skills through which third parties can facilitate the creation of dialogic spaces or networks that may constructively bridge different worldviews and enable actions and agreements compatible with the different worldviews held by the conflict actors.

Core Reading

• Jeff Seul, ‘Negotiating Across Worldviews’, *Dispute Resolution Magazine* (Fall 2018)
• Daniel Shapiro, *Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts* (2016).

**EM7488 Force Displacement, Conflict and Peacebuilding**

**Coordinator Dr Gillian Wylie**

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**

By the end of this module, you will be able to

- 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**


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**EM7436 Gender, War and Peace**

**Coordinator: Dr Gillian Wylie**

What does gender analysis reveal about the causes and dynamics of war and peace? In this module we begin 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 particular 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:**

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

- Understand key concepts in Gender Studies
- Comprehend and enter into arguments made concerning the gendered nature of war, and the necessity of the inclusion of gender concerns in peacebuilding.
- Demonstrate knowledge of key international political and legal developments in this area such as UNSC Resolution 1325 and the Yugoslav and Rwanda tribunals.

**Core Reading**

Page Break

EM7460 Religions, Conflict and Peace in International Relations

Coordinator: Professor Carlo Aldrovandi

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

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

- Assess the normative debate about the role of religion in International Relations
- 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, Iran and Sri Lanka.

Core Readings

Page Break

EM7437: NGOs in International Politics: Internship Module
Coordinator: Prof Etain Tannam
Our connections with NGOs working in peacebuilding, human rights and conflict resolution have allowed us to be at the forefront in developing an internship module. The overarching theme of this module is to examine the relevance of NGOs to key international politics areas and to evaluate the role of NGOs in the light of academic literature and work placement experience. NGOs currently providing internships to our students include Frontline Defenders, Dublin, United Nations Geneva, World Vision Dublin, Churches Commission on Migration Issues, Brussels.

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

**Learning Outcomes**

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

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

**Core Reading**


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

Page Break

**EM7467 Engaging Religious Fundamentalism**

**Joint Module IPS, IT&IS: Michaelmas Term**

**Coordinator: Prof Carlo Aldrovandi (aldrovac@tcd.ie)**

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

Building on seminal ideas from various scholarly fields, we will interrogate fundamentalism as a complex, multiform and evolving phenomenon which creatively reacts and adjust to rapid cultural-social change. An emphasis will be placed on the controversial relationship that fundamentalism entertains with globalization trends, post-colonialism as well as the secular values of Western Modernity.

Students will be introduced not only to the theory of religious fundamentalism, but also to relevant case studies which have a considerable bearing on current affairs: US Evangelical Right, the messianic settlers in Israel, Hamas, Iranian Revolutionary Shiism, past and present form Jihadi-Salafism, Hindu/Buddhist radicalism and other forms of religiously-inspired terrorism.

**Learning outcomes:**

1. Be critically aware of the current debates constructing fundamentalism as a subject of scholarly enquiry;

2. Establish a truly multi- and cross-disciplinary understanding of fundamentalism that draws upon theology, religious studies, critical theory, anthropology, psychology, sociology and other disciplines;

3. Illustrate key historical, political and theological elements in the evolution of religious fundamentalism;

4. Identify & describe the complex ways through which fundamentalism relates to sacred scriptures, traditions and practices;

5. Address the political mobilization of religious fundamentalism in view of its relationship with secular-Western Modernity and globalization;

6. Reflect upon the contentious link between religious fundamentalism and violence; and

7. Evaluate the possibilities and limitations of engagement – especially from a theological perspective – with the so-called religious fundamentalism.

**Core Readings**


**MODULES AVAILABLE from MPhil GENDER AND WOMEN’S STUDIES**

**WS7050: Gender Theories**

**Module Coordinator:** Professor Claire Tebbitt

**Description**

This module examines gender theory with an emphasis on the historical and cultural unfolding of key debates on sex, gender, power, essentialism, cultural and psychological construction, power, race, class and identity.

**Assessment**

1 x 3,500-5000 word essay on an approved topic relating to the module.

**Learning Outcomes:**

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

- Identify the key debates in gender theory
- Understand the frameworks that underpin gender theory
- Formulate research questions by using gender analysis
- Analyse the differences and similarities between geographies and generations of gender theorists.
- Engage critically with primary and secondary texts of gender theory.
- Apply theoretical frameworks of gender to their own writing and research.