



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

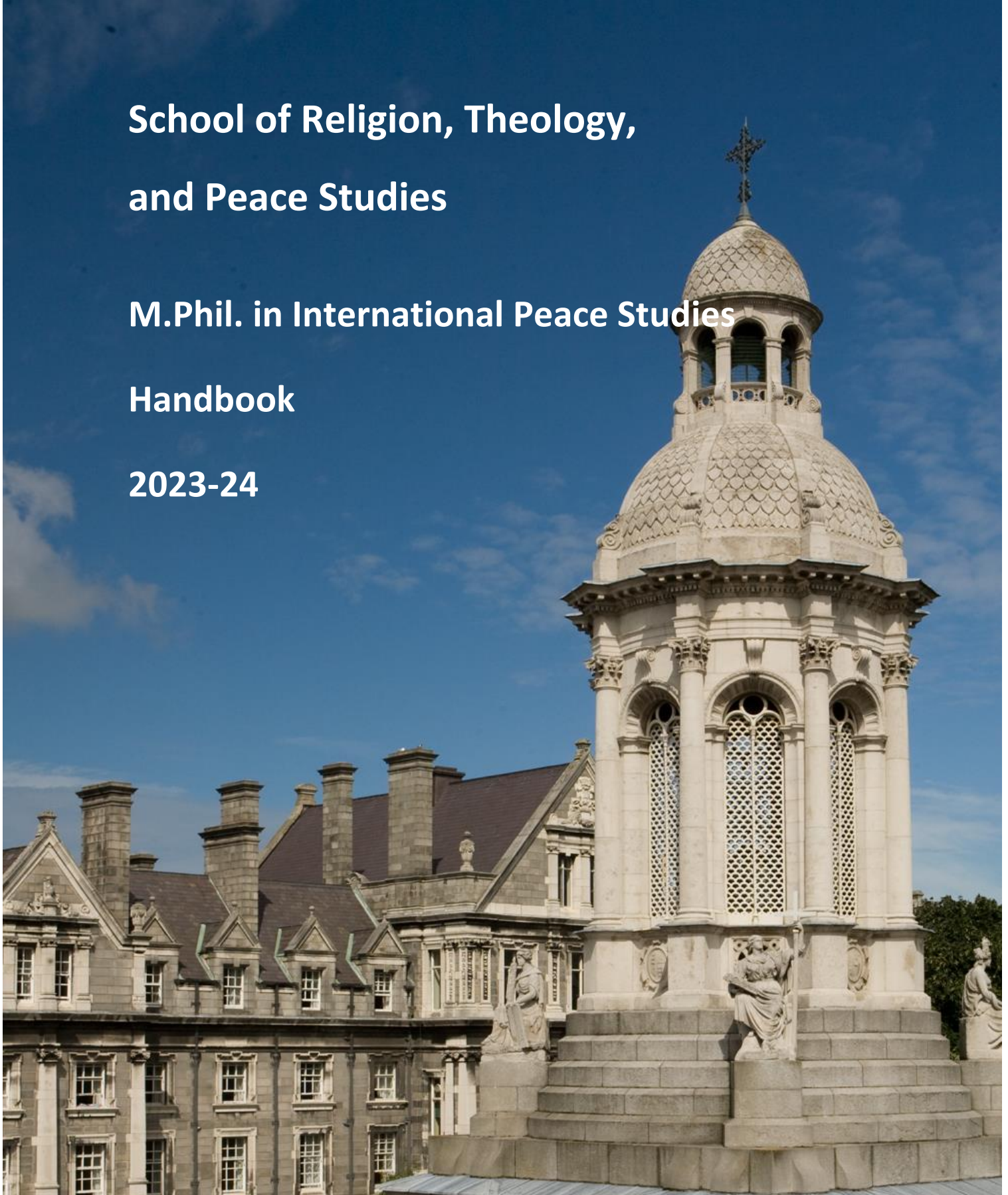
The University of Dublin

School of Religion, Theology, and Peace Studies

M.Phil. in International Peace Studies

Handbook

2023-24



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 interactions and conflicts and apply them to the challenges and opportunities societies face in an age of globalisation.

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 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](#).

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)) and Guides and support for blackboard and Related Learning Technologies. https://tcd.blackboard.com/bbcswebdav/institution/studenthelp/index.html?returnUrl=/webapps/portal/execute/tabs/tabAction?tab_group_id= 53_1&tabId= 1_1&forwardUrl=index.jsp

A hard copy of this handbook in large print is also available in the School 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 the course of 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.

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1. SCHOOL OF RELIGION, THEOLOGY AND PEACE STUDIES - CONTACTS AND OPENING HOURS

Head of School – Prof. Gillian Wylie

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IPS Course Coordinator - Prof. Jude Lal Fernando

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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 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, Tuesday and Thursday evenings until 9.30

p.m. 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.

[View our location and get driving/walking directions](#)

[Interactive College Map](#)

[School of Religion, Theology, and Peace Studies](#)

[Trinity Central](#)

[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.

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 Student](#)' page.

1.5 Internship Module

Participants in the module 'NGOs in Theory and Practice' undertake an internship with a non-governmental organisation. Intake to this module is limited in accordance with the number of internships available. Internships are unpaid and students must bear all associated costs of internships themselves (for example, travel and accommodation). Participating students also need to be aware of any visa and insurance requirements and prepare well in advance. Please see the <https://www.tcd.ie/teaching-learning/academic-policies/assets/internships-placements-jan2021.pdf> for further details.

1.6 Field Trip

M.Phil. students can benefit from a visit to the UN / Geneva which takes place each May, as well as the annual Belfast Field Trip in November. Details of further field trips as part of the course offerings will be provided throughout the year by your Course Coordinator.

1.7 Scholarships and Prizes

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

1.8 Research Ethics in the School of Religion, Theology, and Peace Studies

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](#).

1.9 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

1. COURSE OVERVIEW 2023-2024

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 (Semester (Sem) 1)

EM7201: Research Methods (Sem 1&2)

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

EM7435: The United Nations and Conflict Resolution (Sem 1)

EM7436: Gender, War and Peace (Sem 1)

EM7495: Human Rights: Challenges and Prospects in the 21st Century (Sem 1)

EM7467: Engaging Religious Fundamentalism (Semester 1)

EM7437: NGOs in Theory and Practice: Internship Module (Sem 1&2)

EM7431: Armed Conflict, Peacebuilding and Development (Semester 2)

EM7494: Conflict Resolution & Negotiation Across Worldviews (Semester 2)

EM7460: Religion, Conflict and Peace in International Relations (Semester 2)

EM7488: Forced Displacement, Conflict and Peacebuilding (Semester 2)

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

WS7050: Gender Theories

Please Note:

Students may choose up to 2 modules from the CTIR MPhil course.

All modules: 10ECTS - Modules may alter from year to year.

NGOs in Theory and Practice: Internship Module: Internships begin in April or June of 2024 – Dates to be advised by Course Coordinator.

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 indicates whether a module is available in the 1st term (Michaelmas term) or 2nd term (Hilary term).

You are allowed to take up to two modules from other MPhil Contextual Theologies and Interfaith Relations.

See the following links to the CTIR MPhil page:

<https://www.tcd.ie/religion/postgraduate/ctir/>

Module Descriptors along with Assessment summaries and reading lists are available in Appendix A below.

A full list of modules with ECTS weighting, learning outcomes and recommended reading is available on the [International Peace Studies webpage](#). Full syllabi for individual modules are available in Blackboard. All registered staff and students automatically have accounts in Blackboard.

If you are not enrolled in your modules check with the School's Postgraduate Officer (contact email / telephone no below) to ensure you are timetabled for the modules. All data in 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. Coursework Requirements

You will be assessed in six modules over one year (full-time) or over two years (part-time). You will receive a form to register for modules before the start of term. This will ensure that you have access to the virtual learning environment 'Blackboard' for each of your module choices from the start of the year.

You must also write a dissertation of 15-20,000 words.

All full-time students must complete the modules on 'Politics of Peace and Conflict' (EM7201) and 'Research Methods' (EM7202); you must choose a further 4 modules for assessment, and, if timetabling permits, you may also audit other modules. Part-time Students: Please take EM7201 in your first year and EM7202 in your second year. Also choose 2 optional modules in your first year and two in your second year. This distribution is not mandatory, but it is advisable. Your timetable and assignment deadlines are the same as for full-time students.

You may be assessed in up to two modules from the M.Phil. in Contextual Theologies and Interfaith Relations (based in Dublin) and Conflict Resolution and Reconciliation Studies (based in Belfast – 'Conflict Transformation' - EM7443 – On-Line module)

offered by the School of Religion, Theology, and Peace Studies with the agreement of the relevant module Coordinators. You may also be assessed in designated modules offered by the Centre for Gender and Women's Studies. A cap may apply to this module. A cap also applies to the Internship module.

3. 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 - 60-69 is considered a very good grade.

3.1 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 your future work. You will receive feedback based on the following rubrics.

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

<i>Criteria</i>	80 and above, Outstanding	70-79, Excellent	60-69, Good	50-59, Passable/adequate	49 and under, Fail
<i>Relevance to question</i>	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.
<i>Structure and argument</i>	The essay is structured logically, with subheadings where appropriate, and clear introduction and conclusion. A robust and original line of reasoning is maintained which culminates in a strong concluding argument regarding the essay topic.	The essay is structured logically, with subheadings where appropriate, and clear introduction and conclusion. A consistent line of reasoning is maintained which culminates in a clear concluding argument regarding the essay topic.	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 is 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.
<i>Conceptual analysis</i>	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.

<i>Writing and presentation</i>	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 mostly neat and consistent.	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.
<i>Sources and referencing</i>	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.
<i>Successes and ways to improve</i>	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

<i>Aspect</i>	80 and above, Outstanding	70-79, Excellent	60-69, Good	50-59, Passable/adequate	49 and under, Fail
<i>Relevance to question</i>	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.
<i>Structure and argument</i>	The presentation is structured logically, with clear introduction and conclusion. A robust and original 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 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 is 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.
<i>Conceptual analysis</i>	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.
<i>Presenting skills</i>	The presentation is delivered in a confident, clear,	The presentation is delivered confidently and	The presentation is delivered mostly clearly but	The presentation has some relevant material but is	The oral delivery and slides are

	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.	clearly. Efforts to engage the audience through eye contact and voice projection are made. Slides are uncluttered and quotes and images are appropriate.	with some comments lacking precision. Slides support the argument but may be cluttered or untidy in places.	delivered without confidence and clarity. Slides are disorganised.	insufficiently clear to convey the required content.
<i>Sources and referencing</i>	There is evidence of 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.	The presentation relies overwhelmingly on high quality sources. The appropriate referencing system is used correctly and consistently.	The presentation relies on sources of varying quality. The appropriate referencing system is used mostly correctly with some errors.	The presentation 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.
<i>Successes and ways to improve</i>	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.

3.2 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 criteria 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.

3.3 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 16 August 2023.

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 in order to proceed to the second year of the course. Students must achieve a mark of at least 50% in each module in order 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.

3.4 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.

3.5 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.

3.6 QQI-NFQ Level

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

4. Academic Writing / Presenting and Submitting Your Work

4.1 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**. Essays should not exceed the stated length, and those in excess of the word length will be penalised. **The word count for your essays must be given at the end or beginning of each essay**. 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.

4.2 Dissertation

Researching and writing your dissertation is the culmination of your studies in the School. All courses within the School include compulsory modules on research methods and skills, where you will receive guidance for your research proposal and for choosing your dissertation topic.

Your dissertation topic must be relevant to your course's modules and themes. Your dissertation title must be registered before you engage in study on a particular subject; this is to ensure both that the topic is acceptable for assessment and adequate supervision is available. Please note that permission to study a specific topic depends on adequate expertise existing in the School. The topic should not normally coincide with any of your other assessment essays, but you but you **may** be granted permission to extend the topic of one of your essays into a dissertation.

You will be asked to notify us of the area in which you wish to write your dissertation, and a supervisor will normally be allocated to you in January.

Once you are allocated a supervisor, please arrange to meet her or him as soon as possible. It is your responsibility to arrange an appropriate working relationship with your supervisor, and to submit work in a timely fashion so that there is adequate time for them to provide you with feedback. In general, students should meet with their supervisors at least twice to discuss their dissertation. Your dissertation, like your essays, is marked in the School before being read by the External Examiners and considered at the Court of Examiners. The official written notification of your results will include the internal examiners' report on your dissertation.

In terms of feedback during the writing process, please note that your supervisor will read and provide comments on your **proposal and two other chapters**. You may also submit short chapter outlines to your supervisor for feedback.

4.3 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. Dissertations over 20,000 words may be penalised.

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.

4.4 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 have to 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.

4.5 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.

5. 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.

IPS External Examiners:

Dr Maja Vodopivec, Leiden University.

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.

6. 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.

7. 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.

8. Plagiarism

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 2023-24 [Calendar, Part III](#) entry on [plagiarism](#) located on this website and the sanctions which are applied.
- ii. Complete the '[Ready, Steady, Write](#)' [online tutorial on plagiarism \(available on the online resources link above\)](#). **Completing the tutorial is compulsory for all students.**
- iii. 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](#)

9. Postgraduate Appeals Process

The Postgraduate Appeals Process is outlined in the Trinity College [Calendar Part III](#).

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 DTLPG 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](#).

10. 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.

11. 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](#)

[Trinity LinkedIn Alumni Tool](#)

APENDIX A - MODULE DESCRIPTORS

EM7202 Politics of Peace and Conflict (CORE MODULE: Michaelmas term)

Coordinator: Professor Carlo Aldrovandi

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

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.

Kim, D.J. (2019) *The Korean Peace Process and Civil Society: Towards Strategic Peacebuilding*, London: Palgrave Macmillan

Ramsbotham, O., Woodhouse, T. and Miall, H. (2016) *Contemporary Conflict Resolution*, Cambridge: Polity Press. 4th Edition.

EM7201 Research Methods

(CORE MODULE: Michaelmas and Hilary terms)

Coordinator: Prof. 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

Moses, J. and Knutsen, T. (2007) *Ways of Knowing*, London: Palgrave

Bryman, A. (2015) *Social Research Methods*, Oxford: OUP. 5th Edition

Hart, C. (2005) *Doing your Masters' Dissertation: Realising Your Potential as a Social Scientist*, Los Angeles: Sage.

Rudestam, K. and Newton, R. (2007) *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, London: Sage (especially the chapter on 'Writing,' by Jody Veroff).

Thomson, P. and Walker, M. (eds) (2010) *The Routledge Doctoral Student's Companion: Getting to Grips with Research in Education and the Social Sciences*. London: Routledge. Page Break

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

Coordinator: 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

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.

EM7435 United Nations and Conflict Resolution

Coordinator: Prof. Etain Tannam

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

Learning Outcomes

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

Tickner, A & Smith K. 2020, eds. *International Relations from the Global South*

Worlds of Difference, London Routledge

Reus-Smit C., and Snidal, D., 2008, *Oxford Handbook of International Relations*, Oxford, OUP eBook

Weber C. 2020, *International relations theory : a critical introduction*, 5th edition, e-Book

Weiss T. and Daws S., eds., 2018, *The Oxford Handbook on the United Nations*, Oxford, OUP: chapters will be made available on BB. 1 copy is in the library. 3 copies of 2008 version.

Weiss T. *et al*, 2016, *The United Nations and Changing World Politics*, Boulder, Westview eBook

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

EM7431 Armed Conflict, Peacebuilding and Development

Coordinator: Prof. Jude Lal Fernando

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:

Laderach, 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.

EM7494 Conflict Resolution & Negotiation Across Worldviews

Coordinator: Prof. 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

Jayne Seminare Docherty, *The Little Book of Strategic Negotiation: Negotiating During Turbulent Times* (2005)

Ibid, *Learning Lessons from Waco: When the Parties Bring Their Gods to the Negotiation Table* (2001).

Maggie Herzig and Laura Chasin, *Fostering Dialogues Across Divides: A Nuts and Bolts Guide* (2017)

Roger Fisher, William Ury, and Bruce Patton, *Getting to Yes: Negotiating Agreement Without Giving In* (1991).

Bernard Mayer, *The Dynamics of Conflict: A Guide to Engagement and Intervention* (2nd ed., 2012).

Jeff Seul, ‘Negotiating Across Worldviews’, *Dispute Resolution Magazine* (Fall 2018)

Peter T. Coleman, *The Five Percent: Finding Solutions to Seemingly Impossible Conflicts* (2011).

Daniel Shapiro, *Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts* (2016).

EM7488 Force Displacement, Conflict and Peacebuilding
Coordinator: Prof. 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

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>

EM7436 Gender, War and Peace

Coordinator: Prof. 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

Ní Aoláin, F., Cahn, N., Haynes, D. F. and Valji, N. (eds.) (2018) The Oxford Handbook of Gender and Conflict, 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

EM7460 Religions, Conflict and Peace in International Relations

Coordinator: Prof. 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

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.

EM7437: Non Governmental Organisations (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

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

EM7467 Engaging Religious Fundamentalism

Joint Module IPS, CTIR: Michaelmas Term

Coordinator: Prof. Carlo Aldrovandi

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**

Martin E. Marty and R. Scott Appleby, Eds, *The Fundamentalism Project*, 5 vols, University of Chicago Press, 1991-1995.

Gabriel A. Almond, R. Scott Appleby, and Emmanuel Sivan, *Strong Religion: The Rise of Fundamentalisms Around the World*, University of Chicago Press, 2003.

Brenda E. Brasher, Ed., *Encyclopaedia of Fundamentalism*, Routledge, 2001.

Norman J. Cohen, *The Fundamentalist Phenomenon: A view from Within, a Response from Without*, Eerdmans, 1990.

Michael Lienesch, *Redeeming America: Piety and Politics in the New Christian Right*, University of North Carolina Press, 1993.

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.

Mark Juergensmeyer, *Terror in the Mind of God: The Global Rise of Religious Violence*, University of California Press, 2017.

Thomas Meyer, *Identity Mania: Fundamentalism and the Politicization of Cultural Differences*, 1997; New Delhi: Mosaic Books, 2001.

Torkel Brekke, *Fundamentalism: Prophecy and Protest in an Age of Globalization*, Cambridge University Press, 2012.

George M. Marsden, *Fundamentalism and American Culture*, Oxford University Press, 2006.

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.