

<p>Course Title: The Life Cycle of Peace and Conflict: Lessons Learned in Northern Ireland</p>
<p>Instructor:</p>
<p>Instructor Contact Details</p> <p>Email:</p> <p>Contact phone number:</p> <p>Office hours/office location:</p>
<p>Course Description:</p> <p>This course utilises the Northern Ireland conflict to demonstrate that even the most intractable conflicts can be made more malleable. In that respect it serves as a primer to other seemingly unsolvable conflicts. That is not to suggest that one model fits all or that there is a template that can be exported. Rather we enrich the study of conflict by drawing lessons from, and for, other conflicts. So this case-study oriented course of conflict resolution and management theory attempts to marry theory and practice by being temporal and spatial, comparative, and challenging. The Northern Ireland conflict is examined in depth as an exemplar of the life cycle of a conflict through the phases of analysis, negotiation, and implementation. Two further aspects of this program need to be underlined. One is the emphasis on a particular theoretical construct, that of consociational democracy, because its advocates maintain that the solution to the Northern Ireland problem is contained within consociationalism and that it can have relevance elsewhere. The third and final approach will be to introduce a comparative approach at a practice level. Northern Ireland is considered to be a success story with lessons that can be imparted to other conflicts.</p>
<p>Course Objectives:</p> <p>The very essence of study abroad is that of learning through experience, i.e. learning by doing, observing, and reflecting. The topics that students explore are consistent with their own individual interests but grounded in their experience in Ireland and Amman exploring the theory and practice of conflict resolution and management and its applicability to intractable conflicts like those in the Middle East and beyond. In this Dublin-based course students evaluate the literature of the field and concentrate on the case study of Northern Ireland as an exemplar of the life cycle of a conflict through the phases of analysis, negotiation, and implementation.</p>
<p>Course Learning Outcomes:</p> <p>At the end of this course, students will:</p> <ul style="list-style-type: none"> • Understand in depth the Irish peace process; • Use the Irish peace process as a comparator with other conflicts; and • Analyse differences and similarities between theoretical literature (particularly the consociational model) and practical experience
<p>Charting the Course: FIE's Values and the curriculum:</p>

The following FIE articulated values are addressed in this course:	
Knowledge and Inclusivity <ul style="list-style-type: none"> • A recognition of the social, cultural and historical context of knowledge, and of knowledge as socially and culturally constructed and maintained • An understanding of the potential for contribution of non-dominant groups and recognition of their role, power and privilege, within fields of study 	✓
Ethics and Human Rights <ul style="list-style-type: none"> • Recognition of issues of social justice at global and national levels • Awareness of ethical implications of personal choice and governmental action 	✓
Social and Cultural Reflection and Action <ul style="list-style-type: none"> • A heightened awareness of civic and social responsibilities at local and global levels • Developing our understanding, appreciation of and empathy towards diverse cultures and identities • A continued engagement in cross-cultural and multicultural communication 	✓
Commitment to the Environment <ul style="list-style-type: none"> • Active engagement with environmental impact • Addressing issues of sustainability and applying initiatives 	
Required Text(s): McKitterick, D., & McVea, D. (2012). <i>Making Sense of the Troubles</i>	
Instructional Methods: The summer program will divide its time between Dublin and Amman. The latter will be concerned with issues in the Middle East whereas the former will concentrate on specific European case studies and on the state of the literature on conflict resolution and management. It will be a Summer School based on collegiality, reflection and sound academic criteria. Site visits, group discussion and guest lectures will enhance the richness of the experience.	
Topics: <ul style="list-style-type: none"> • A brief history of the conflict; discussion on pre-session assignment. • Imposing a solution: the role of the British and Irish governments. • Political leadership in Northern Ireland: the consociational model • Decommissioning • The European Dimension: the EU as a regional actor • The Nature of Political Violence • The impact of violence • Civil Society and the role of unofficial diplomacy • Coming out of violence: the place for constructive ambiguity • Comparisons: preparing for Amman 	
Week-by-Week Class Plan Preprogramme: Students will be required to engage with an online section of the course prior to departure . Readings to be assigned. As a post-colonial nation, Ireland offers a unique perspective on conflict and reconciliation. Dublin's political and cultural resources are used to explore conflict development and transformation, the nature of political leadership in conflict, and the significance of "memory" in conflict. Using Northern Ireland as a case study, students examine burning issues in contemporary conflict resolution and raise questions to be addressed in Amman during the second half of the program.	
Assignments and Due Dates: Attendance and Participation	

In addition to physical presence in class, your class participation score is based on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation will have a negative impact on your participation score.

Life Cycle Reflection and Amman Research Proposal Paper

A paper titled "Does the Irish peace process (or elements thereof) suggest that this is a model that can be transferred to, or modified for, other conflicts?" is due at the end of the Dublin segment of the programme and is both a reflection of what the student has learned in Dublin and how he or she intends to approach one of the topics that will be studied in Jordan. The instructors will provide additional information during the Dublin segment but the paper must utilise the theoretical framework and lessons learned from the application of theory to the Irish conflict while in Dublin. This paper will include appropriate references and citations.

Presentation

Each student will present on an agreed seminar topic.

Possible Co-curricular Activities and Tentative Dates:

Possible co-curricular excursions include: Leinster House Visit; Kilmainham Goal; Howth Day Trip.

Excursion to Northern Ireland to include: tour of Belfast murals; visit to the Grand orange Lodge of Ireland; visit to the Northern Ireland Assembly; visit to the Maze prison; Theatre of Witness performance; walking tour of Derry; visit to the Police Service of Northern Ireland.

Assessment Plan:

- Attendance and Participation: 20%
- 30% preessional assignment
- 50% essay

Academic Integrity:

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

FIE Attendance Policy:

Regular attendance is essential in order to achieve a passing grade in a course. A class constitutes lectures, student presentations, discussions, seminars, field visits, tests, and examinations. In addition, **under UK Home Office regulations class attendance is mandatory.**

In addition to physical presence in class, a student's class **participation score** is based on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is key, and is expected in every class. Occasional participation will have a negative impact on a student's participation score.

Class attendance is formally recorded and incorporated into a student's final grade.

Attendance is taken at the beginning of each class. Any student arriving late to class by five minutes or more will be marked absent for that session, unless the tardiness is excusable. (Note that commute time from a residence hall/class/placement site is not usually a valid excuse.) All attendance and participation decisions lie with the faculty in the first instance.

In the event of an anticipated absence, it is the responsibility of the student to contact the faculty member in advance to request approval. Absence from class does not relieve a student of responsibility for assignments. Unexcused absences/assignments will be appropriately reflected in grading. Class absences are deemed excused at the discretion of the faculty member and may require documentation.

An excused absence or an excused reason for being late to class is any documented emergency and/or acute illness or injury directly involving the student. **Unexplained absence is not permitted.** For a list of what constitutes a documented emergency please consult the Mitigating Circumstances policy.

FIE Grading Rubric:

Letter Grades	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
A	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well-focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artefact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
B	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well-focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artefact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples
C	Worthwhile topic; supporting material for	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate	Only partially develops the argument; shallow analysis; some ideas	Able to explain to a limited extent, the quality of a performance,

	thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct	quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	event, or artefact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
D	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact
F	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact

Late Submission of Written Work:

Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note will be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

Inclusion Statement:

FIE regards its facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate and derogatory comments and actions are not tolerated and any such behaviour is addressed in an educational and informative manner. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work. Any student who feels s/he may need an accommodation based on the impact of a disability or any other life circumstances should contact the faculty member privately to let them know what they can do to maximise your learning potential. Please ensure you are registered with FIE's Administration Team to establish any accommodations made for you at your home institution.

Writing/Language Support

At FIE we pride ourselves on our strong academics, but the UK way may be a little different from what you are used to. For this reason, we offer the Writing Support Tutor (WST) programme. Some people think WSTs only provide assistance for "poor" writers or for whom English is not the first language, but all writers, from beginners to professionals, profit from having other people review their work. No matter your level of writing expertise, FIE's WSTs help with all phases of the writing process. In addition, FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary). London-based FIE Writing Support Tutors will be available to provide feedback and assistance via email during your time in Ireland and Amman.

For assistance, fill in the online form at <http://www.fie.org.uk/london-writing-support-tutors/writing-support-form>. More information on WST support is available online at <http://www.fie.org.uk/london-writing-support-tutors>.