POSC 284: War and Peace in Northern Ireland
Carleton College, Winter 2019

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Winter Term Office Hours
Mondays, 11:30-3:00pm
Wednesdays, 11:30-3:00pm
And Skype by appointment

Course Description
This class examines the decades-long conflict in Northern Ireland between Catholics and Protestants known as “The Troubles.” We will investigate the causes of violence in this region and explore the different phases of the conflict, including initial mobilization of peaceful protestors, radicalization into violent resistance, de-escalation, and post-peace process dynamics. We will explore a number of thematic issues alongside this historical progression, including the role of incomplete information and security dilemmas in conflict processes, the way that intra-group competition leads to radicalization, and international dimensions of the conflict. Finally, we will explore the consequences of this conflict on present-day Northern Ireland’s politics, especially in the context of Brexit, and identify potential lessons from the peace process for other societies in conflict.

Course Materials
There are no required texts for this class. Hooray! All course materials will be made available on Moodle. It is your responsibility to read assigned texts actively and carefully for the day they are assigned, and bring copies of the texts (with your notes) to class to facilitate discussion.

Course Work
Your grade in this class will be based on six elements, which will be weighted as follows:

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>In-class presentation</td>
<td>15%</td>
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<tr>
<td>Peace talks simulation</td>
<td>10%</td>
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<tr>
<td>Online exhibit</td>
<td>15%</td>
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<tr>
<td>Take-home exam</td>
<td>20%</td>
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<tr>
<td>Final paper</td>
<td>25%</td>
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**Participation (15%)**

Your participation grade is based on two elements: your active engagement with the course material and your overall “citizenship” in the classroom. Active engagement takes many forms, including taking part in classroom discussion and activities, listening attentively to points raised by others, coming to office hours to discuss the material, and more. While we will experiment with different ways to structure discussion throughout the term, you should determine how best to add your voice and your ideas to the larger dialogue. To get an A for participation, it is not enough to simply be attentive and absorb what others have to say; you must also contribute to our collective understanding of the material by raising questions, adding your take on the material, pushing others to clarify their ideas, etc.

Engaging with new material in this collective way is intellectually rewarding — but the public nature of such conversations and the intellectual risks that they require can also make us feel vulnerable and unsure of ourselves. As such, a positive and supportive environment is needed for our learning community to flourish. I expect everyone in the class to demonstrate support for others, to engage in constructive dialogue (and disagreement), and refrain from disruptive or disrespectful behaviors and language.

**In-class presentations (15%)**

You will work in small groups to research and then teach others in class about a particular topic during the second week of the term. Each group will introduce one of the key actors in the Troubles. Groups will spend the first week learning about the history and goals of one of these organizations, and will then present this material to the rest of the class in a presentation of no more than 10 minutes. Each group will also be responsible for putting together a Moodle resource page for others in the class that will contain suggested further readings, links to key documents, speeches, and other resources. The presentation will be worth 10% of the grade and the Moodle resource page will be worth 5%.

**Peace talks simulation (10%)**

During week seven, we will hold an in-class simulation of multi-party peace talks in a parallel universe where the Belfast Agreement has not yet been adopted. You will work in small groups to represent one key actor involved in the peace talks, and will research that actor’s stance towards the proposals contained in the Agreement text. Each group will be responsible for writing a short negotiating document (worth 5%) and then each individual will be assessed on their contribution to the peace talks (5%).

**Online exhibit (15%)**

The Troubles have generated a wealth of primary source documents and artifacts, many of which are digitized and available online. For this assignment, you will take on the role of a curator and assemble an online exhibit of artifacts based around a theme or topic of your choosing. I will generate a sample list of topics; you are welcome to select one of these topics or propose an original topic. If you are proposing an original topic, you must get it approval by the end of the third week. Once you choose your theme, you will research the topic and find a minimum of five artifacts/documents related to it and three scholarly sources. The resulting exhibit, which will be hosted online, will consist of an introductory essay and curatorial notes on your artifacts, which describe them and relate them back to your larger theme. As a rough guide, the total written content for the online exhibit will be generally equivalent to a five-page paper. You may work on this project on your own, or in pairs. If you choose to work in pairs, you
must include a minimum of ten artifacts/documents and six scholarly sources. The completed exhibit is due at the end of fifth week.

**Take-home exam (20%)**

There will be a take-home exam over midterm break. You will be given several essay prompts, and you will select two and write a response of 6-8 (double-spaced) pages that demonstrates your knowledge of the topic. This response should draw substantially on readings, lectures, and discussions, and should not include outside research. You will have one week to complete the exam.

**Final paper (25%)**

The final paper for this class will be a 10-12 page (double-spaced) research paper on a topic of your own choosing. You must meet with me to get approval for your topic by the end of week 8. Papers are due on the last day of class.

**Course Policies**

All course policies are laid out on the course Moodle page. These policies cover expectations for attendance, grading, late work and extensions, academic integrity, accommodation for special needs, and use of electronics in class. It is your responsibility to read and familiarize yourself with these guidelines and expectations.

**A content warning:** this class deals with ethnic conflict and, as such, the content will regularly cover topics that may be upsetting. While any reasonable person will likely feel troubled at the references to or descriptions of violence, this material may be particularly traumatic for some individuals. If you ever need to step away from class discussions because of their effect on your mental health, you may always do so at any time, though you are still responsible for the key concepts being covered. Because triggers are highly individualized, I will not provide reading-specific trigger warnings; consider this a global notification for the entire term.

**Schedule of Readings**

The readings for this class come from a variety of sources and disciplines; while the general orientation of readings is towards historical case studies, interviews, and archival studies, there are different methodologies used throughout. Some readings will be more journalistic and accessible; others more scholarly and abstract. Your responsibility is to engage seriously with each one, distilling the key arguments made by authors and assessing the evidence they present to support those arguments. All readings are due for the date on which they are assigned, unless otherwise noted. Please alert me ASAP if a required reading is missing from the Moodle folder.

### Part 1: Foundations of the Troubles

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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| January 9 | Deep roots of the conflict   | • Ward, Alan J. 1980. *The Easter Rising: Revolution and Irish Nationalism*. Wheeling, IL: Harlan Davidson, ch. 2 (pp. 17-31) and ch. 6 (pp. 77-94).<br>
• Ulster Solemn League and Covenant, text.  

January 14 | Unionism and nationalism  | • McGarry, John and Brendan O’Leary. 1995. *Explaining Northern Ireland.* Oxford and Cambridge, MA: Blackwell, ch. 1 (pp. 13-62) and ch. 3 (pp. 92-137)  


January 18 | A closer look at key actors  | • No additional readings  
• In-class presentations  
• Finish Moodle resource pages by 7pm  

**Part 2: The Road to War**  


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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>February 4</td>
<td>The hunger strikes</td>
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<th>February 6</th>
<th>The political turn</th>
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<tr>
<th>February 8</th>
<th>Stalemate and negotiation</th>
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<tr>
<td></td>
<td>• Midterm exam handed out</td>
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<td></td>
<td>• Online exhibits due, 7pm</td>
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<tr>
<th>February 11</th>
<th>Midterm break</th>
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<td>• No reading!</td>
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**Part 3: The Road to Peace**

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<tr>
<th>February 13</th>
<th>The Good Friday Agreement</th>
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<tr>
<td></td>
<td>• Good Friday Agreement Text</td>
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<tr>
<th>February 15</th>
<th>Explaining the GFA: internal dimensions</th>
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<td></td>
<td>• Midterm exam due, 7pm</td>
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### February 18
Explaining the GFA: external dimensions


### February 20
In-class simulation

- No reading
- **Simulation brief due in class**

### February 22
In-class simulation

- No reading

### Part 4: Peace in our Time?

#### February 25
Assessing the GFA institutions


#### February 27
Decommissioning and security issues

### March 1
**Intercommunity relations**

### March 4
**Transitional justice concerns**

### March 6
**Mainstream and dissident republicans**

### March 8
**The future of unionism**

### March 11
**What’s next?**

### March 13
**Conclusion and wrap-up**
- No reading
- Final papers due, 7pm on Moodle