

Program Documentation
Northern Ireland

1. Description

a. Program name, course titles, program director

Northern Ireland: Democracy and Social Change
Roisin McLaughlin, Program Director

Courses:	NI: Building a Sustainable Democracy	4 cr
	Politics of Conflict and Transformation	4 cr
	Internship / seminar	8 cr

The four courses are taken as an integrated whole and provide the equivalent of a semester's worth of credit, i.e., 4 course credits, 16 semester hours, or 24 quarter credits.

b. Give a brief summary of 100-200 words

In this program, students will examine the political, social, and cultural dimensions of the transition from conflict to sustainable democracy, using Northern Ireland as a case study. The transition from violent conflict to a sustainable peace in Northern Ireland continues to be a fragile and difficult process. What are the historical, political and religious roots of Northern Ireland's conflict? What are the prospects for peace in this region, and what progress is being made? The program will examine the conflict in Northern Ireland from multiple perspectives, explore the ways in which this divided society copes with the attendant political, economic, and social problems, and analyze the area's cultural traditions and resources for building a new democracy. Through internship and field experiences, students will analyze the tools used to transform conflict.

Civic activities have gathered momentum in Northern Ireland since the instigation of the recent peace accord. Students will examine theoretical approaches to citizenship and analyze the statutory and voluntary citizenship processes that form the foundation for movement toward a stable democratic environment. A comparative analysis of understandings of democracy and citizenship will be an important component in the program. One outcome of this theoretical analysis is to equip students to think critically about their roles as citizens in the U.S.

The program will include a 20-hour per week internship in a variety of settings that focus on human rights, conflict transformation, and education for

democracy (see examples below). In addition students will participate in lecture, discussion, field experiences, and an integrating weekly seminar.

Program Coordination

The School of Education UNESCO Program, University of Ulster will be responsible for co-ordination, teaching and administration of the program. The UNESCO Program in Education for Pluralism, Human Rights and Democracy at the University of Ulster was established formally in January 2000 under the direction of Professor Alan Smith, who holds the position of UNESCO Chair. The program builds on an established track record of work that has been developed over the past 5 years within the School of Education at the University of Ulster. Over the next five years the initiative will strengthen a sustainable commitment to the themes of pluralism, human rights and democracy through the mainstream activities of research, development and teaching. The UNESCO program is recognized as a flagship in Northern Ireland for its innovative action research and high quality curriculum development at the post-primary and third levels.

The UNESCO goals are listed here to give a sense of the broader context for the HECUA program. (For detailed descriptions on various projects, please see <http://www.ulst.ac.uk/unesco>).

UNESCO Center Goals/Initiatives

Research

- To strengthen the research agenda individually and in partnership with other agencies;
- To strengthen the diversity and wider horizons program through the systematic development of the Academic Visitor Program and the development of a structured Intern Program.

Development

- To consolidate existing involvement in curriculum development in the area of social, civic and political education and citizenship;
- To strengthen existing and future externally funded programs at local and international levels.

Teaching

- To integrate the work of the Centre into pre and in-service courses;
- To develop of a new masters program
- To develop links with existing European Masters program
- To develop short course Study Programs in specialized thematic areas, which includes the HECUA undergraduate course.

c. What are the program objectives?

General:

1. Offer undergraduate students a first-hand experience in Northern Ireland that challenges them to work, live, and learn with others in a “new” culture.
2. Provide the students with an internship experience in a foreign country, with the challenges of different working conditions and different cultural expectations.
3. Provide opportunity to integrate theoretical knowledge with practical experience around issues of conflict transformation and civic engagement, with the potential to impact democratic activities in the U.S.
4. Support and facilitate cross-cultural and inter-cultural learning and create new opportunities for exchange among students, faculty, and practitioners.

Specific:

5. Increase ability to think critically about complex social, civic and political issues.
6. Develop an understanding of the underlying causes of conflict and tools/approaches to peaceful transformation in Northern Ireland.
7. Explore the social change potential of citizenship education and citizenship activities in an emerging democracy.
8. Develop analytical skills through participation in an action research project and student-led conference.
9. Understand and apply the concepts of democracy, human rights, ethnicity, civil rights, social class, and social movements, and identify the significance of these concepts in Northern Ireland.
10. Provide tools to examine the work done by non-profit, community and public/governmental organizations to solve social problems and to produce real social change.

d. From what disciplines do the courses draw?

The Northern Ireland program intends to draw an interdisciplinary group of students in order to promote cross-disciplinary learning and to enrich understanding of issues through multiple lenses. The curriculum will be interdisciplinary and will draw from the following disciplines and theories:

- Sociology (class and social conflict, civil rights, social structure, and movements for social change);
- Political science (role of state, building of civil society, comparative theories of democracy and citizenship, crafting a new form of governance, models for implementation of a peace process);
- Education and youth development (analysis of traditional formulation of K-12 education; education for human rights and citizenship; new approaches to leadership development);

- Peace & Conflict Studies (concepts & methods in Peace Studies, conflict management & resolution, divided societies in the modern world);
- Women’s Studies (women and the formal political process; women’s leadership through grassroots organizations; conflict and gender issues);
- Anthropology (ethnicity, approaches to power relationships and organization);
- Economics (economic conditions and economic development in Northern Ireland, changing patterns with EU, influence of globalization on emerging democracies);
- History and pre-law (Irish history and background to “The Troubles”);
- Arts and communication (media images of “The Troubles,” public art as expression of political identity and as tool for social change);
- International studies (Northern Ireland in the EU; economic development; globalization and democracy).

d. What is the rationale for choice of focus of topics, locations, readings, other elements of curriculum?

Context and location:

Northern Ireland offers a unique setting because it is at an historic moment. The transition from violent conflict to a sustainable peace continues to be a fragile and difficult process. Yet the current pragmatic political approach is yielding incremental positive change toward the goals of the peace agreement. Northern Ireland’s transition to democracy depends upon building a civil society in which diverse people assume active roles as citizens. Against this backdrop, students will talk (and in some cases, work side-by-side) with political and academic leaders, grassroots organizers, and leaders of the young adult democracy movement. The internship opportunities will allow students to gain an in-depth understanding of various theoretical and practical approaches to conflict transformation.

The formal “home” for the HECUA program is the UNESCO Center at the University of Ulster, which is undertaking a significant program of research, curriculum development and training to promote education for pluralism, human rights and democracy in Northern Ireland. The University of Ulster is the designated United Nations University for the Study of Conflict, attracting scholars and students worldwide to study conflict and resolution. This ongoing intellectual work and on-the-ground action research provide a wealth of resources to support student learning in this program.

Topics:

Education for citizenship has been one of the strategies used in the transformation of conflict in Northern Ireland. This program will examine the meanings of citizenship and democracy and the strategies for social change. Students will study the history of Northern Ireland from 1969 onwards and learn about current political events. Students also will learn how the Irish culture and

traditions are potential resources as people collectively build a new democracy. Topics covered in the program will provide background knowledge to help students pursue the following framing questions.

- What are the root causes of conflict?
- What are the tools necessary for conflict transformation?
- How are citizenship and democracy conceptualized?
- What are the challenges and opportunities for emerging democracies in an era of globalization?
- What are the cultural resources that may contribute to the transformation process?

Readings and lectures:

The readings are intended to describe the history of the Northern Ireland conflict and to exemplify distinct theoretical approaches to understanding conflict and to situate the assessment of the peace process in the context of an emerging democracy in a time of rapid globalization. Readings and lectures are programmed to complement each other. While readings give a theoretical presentation of the different topics covered in class, lectures provide an updated discussion of what is going on in Northern Ireland in relation to these topics.

Internship sites:

Internship sites are chosen to provide the students with pre-professional experience related to their individual academic and career interests. The organizations or grassroots groups with which the students work must have a program that addresses some aspect of conflict transformation, citizenship education, or social change. Students are expected to both learn from the host organizations and contribute to its on-going work and/or special projects.

Field experiences and field speakers:

Field sites are chosen to exemplify how theoretical approaches and concepts are applied in a variety of contexts. The principal objective is to contrast approaches to social change and to learn the variety of ways people help to build their new democracy. In this program, students will participate in an extended field excursion to visit Centre for Peace and Development Studies at the University of Limerick, Republic of Ireland.

The Center's objectives are:

- To supply objective, reliable data and information to those involved in the search for peace;
- To facilitate communication and dialogue;
- To study the causes and resolution of conflict at all levels in society;
- To develop strategies designed to contribute to the process of peace and resolution of conflict;
- To prepare students for professional positions in conflict resolution and development issues;

In this experience, students will gain an overview of cross-border initiatives toward the pursuit of peace, the role of organizations in the transformation as well and the Republic of Irelands role in Northern Ireland affairs since 1969. (For further information on the Center look at <http://www.ul.ie/~ipirc/>)

2. Teaching methods

a. What teaching methods are used and how do they reinforce the objectives of the program?

Academic inquiry pursued through lecture and discussion, structured field experiences, and internships form the pedagogical foundation for the program. An integrative seminar will be the vehicle through which students analyze, critically reflect on and integrate what they are learning in the field with the theoretical concepts presented in academic settings. The students' learning community will form an intrinsic component of the program. The program director will work closely with the group and individuals to support active participation and group learning. This provides another context for learning about and applying principles, attitudes, and behaviors that promote democratic environments.

Theoretical inquiry and structured experiential learning is achieved by:

- Assignment of relevant background readings chosen to describe the historical, political, and social context in Northern Ireland, and to present the theoretical perspectives used to frame the issues.
- Field speakers and field exercises are designed to help students think critically about the topics discussed in lecture and seminar.
- Presentations/lectures by program director and program faculty, citizen activists, political leaders, and other guest presenters;
- Reflective practices, including discussion, group presentation, short integrative essays, and journaling, are designed to help students use theoretical frameworks for analysis and to reflect on the meaning of the experience in their own lives and U.S. context.

3. Faculty

a. Outline the main faculty, qualification, professional and on-going development.

Roisin McLaughlin, Northern Ireland Program Director, holds a B.A. and a M.A. in Political Studies, with a focus on international relations, conflict intervention and human rights from Auckland University, New Zealand. She is completing a doctorate at Queens University in Belfast. McLaughlin worked at the One World Center, an

organization working to reform and update curriculum and teacher training in Northern Ireland. She has also consulted at the UNESCO Centre and guest lectured in the HECUA program.

This course will draw upon other colleagues at UNESCO Centre and the University of Ulster. These include:

- Alan Smith, Chair of UNESCO and senior research fellow in the University of Ulster's School of Education. Courses include: Education and the Conflict in Northern Ireland, Education for Pluralism, Human Rights and Democracy; and Qualitative Research and Evaluation. His research addresses such topics as: education for pluralism, human rights and democracy; education systems and social change; education and the conflict in Northern Ireland; integrated education, values in education, and education for mutual understanding; and citizenship.
- Brendan Hartop, Director, and Seamus Farrell, Project Officer, for a project on Social Cohesion through Education in Bosnia. Their work focuses on providing support for the on-going professional development of teachers, especially in support of skills building and application of interactive methods of teaching and learning.
- Alan McCully, Course Director in MSc in Education for Contemporary Society. Courses include: Primary History Education, Education for Mutual Understanding, Classroom Management and Discipline, The Role of the Practitioner when teaching in a Society in Conflict. His research topics include: approaches to teaching controversial issues, and the impact of history teaching on the formation of national identity.
- Michael Arlow, Director of Social, Civic and Political Education Project (SCPE). Research includes the evaluation of SCPE in Northern Ireland and citizenship education in a contested Society.
- Paul Smyth, Community Relations Officer, Youth Council for Northern Ireland. His role involves the operation of Community Relations Youth Service Support Scheme (CRYSSS) and the co-ordination of Joined in Equity, Diversity and Interdependence (JEDI). His research focuses on the teaching of controversial issues and the role of young people in a civic society.
- Professor Tony Gallagher, Professor of Education, Assistant Director and Head of Research Division and Co-Director of Centre for Research in Higher Education. His teaching experience is in areas of education, equality and diversity, education in divided societies, and education for mutual understanding in Northern Ireland. His research includes: the role of education in ethnically divided societies, education for social inclusion and access and participation in higher education.

b. Who are guest lecturers, why and how are they used, and how are they prepared to fit into the program's flow?

The guest lecturers emanate from the community, academic and political sectors within Northern Ireland to give a holistic overview of the past and current situation. Guest speakers will include community leaders, ex-political prisoners, politicians, academic experts, formal and informal sector educators, and non-governmental organization workers among others. The speakers' biographies and topics will be presented to the students prior to the visit in order to plan and prepare questions of interest in advance.

4. Internship placement and evaluation

a. What types of internship placements are available for students?

Students will select internship settings from a range of organizations in Northern Ireland. Many of these organizations have local context, while others will integrate the local with the global focus. Following are preliminary internship opportunities identified for this program.

- **Public Achievement Northern Ireland**

<http://www.publicachievement.org/>

A citizenship education initiative based in nine sites throughout Northern Ireland within the informal sector. Young people with the support of a coach, develop and conduct a citizenship action project, which benefits the local/global community. It is anticipated that the HECUA students could have the opportunity of working on the ground with the young people and supporting the action project process.

Co-ordinator: (Paul Smyth)

- **UNESCO Centre, University of Ulster**

<http://www.ulst.ac.uk/unesco>

The University has recently agreed on a formal partnership with UNESCO (United Nations Education, Cultural and Scientific Organization.) Over the next five years the School of Education at the University of Ulster will undertake a wide-ranging program of research, development and training to promote education for pluralism, human rights and democracy on a local, national and international level. It is expected that the intern will assist and support the numerous national and international programs that work toward pluralism, human rights and democracy.

Director: Professor Alan Smith

- **Social, Civic and Political Education Program**

<http://www.ulst.ac.uk/unesco>

SCPE is a pilot citizenship education project that is developing a citizenship curriculum based on an understanding of human rights, diversity/interdependence, justice/interdependence and democracy/active participation. It is expected that the SCPE curriculum will be a statutory component within Northern Ireland by 2002. It is envisaged that the intern will

support the work of a citizenship action project with the SCPE team and pilot schools.

Director: Michael Arlow

- **Amnesty International**

<http://www.amnesty.org.uk/>

Amnesty International Northern Ireland promotes awareness of the values contained in the Universal Declaration of Human Rights and other internationally-agreed standards of human rights. The organization encourages people to accept that all human rights must be protected. Based in the heart of Belfast, the intern will be expected to aid Amnesty International on a number of local and global issues within the education sector.

Director: Patrick Corrigan

- **Northern Ireland Human Rights Commission**

<http://www.nihrc.org/>

The Northern Ireland Human Rights Commission is a statutory body established by the Northern Ireland Act 1998, in compliance with the Good Friday Agreement. The NIHRC aims to ensure that the human rights of everyone in Northern Ireland are fully and firmly protected in law, practice and policy. It is expected that the intern will spend his/her time supporting young people and human rights in Northern Ireland to move forward on the implementation of the Bill of Rights.

Director: Brice Dickson

- **Civic Link – Co-operation Ireland**

<http://www.civic-link.org>

Civic-Link builds positive relationships between young people North (Northern Ireland) and South (Republic of Ireland) and enables them to promote active change within their own communities. It fosters practical co-operation and responsible citizenship. Civic-Link is an action-learning project with an interactive exchange component.

Director: Marianne McGill

- **Spirit of Enniskillen**

<http://www.soetrust.co.uk/>

The Spirit of Enniskillen programme encourages young people to broaden their horizons by travelling to other countries - also experiencing community divisions - where they gain first hand experience of how people from different backgrounds are learning to live together. On return, participants are expected to reflect on their experiences and are invited to become part of a 'critical yeast' promoting the principles of equity and interdependence between all communities. If they so wish they may also join and get further support from the Future Voices project formed and run by past-participants of the scheme. It is expected that the intern will support and facilitate training necessary for the exchange and debriefing.

Director: Chuck Richardson

- **Northern Ireland Assembly**

<http://www.ni-assembly.gov.uk>

The New Northern Ireland Assembly was established as part of the Belfast Agreement reached at the multi-party negotiations on Friday 10 April, now commonly referred to as the 'Good Friday Agreement'. Under the Agreement, the Assembly has full legislative and executive authority in respect of those matters previously within the remit of 6 Northern Ireland government departments: Department of Agriculture, Economic Development, Education, Environment, Finance & Personnel, and Health & Social Services. At least one intern will have the opportunity to work within the office of a Member of the Legislative Assembly.

b. What is the process and goal of the internship placement?

- Prior to the program, students can learn about the internship opportunities for this program on the HECUA web site and initiate preliminary communication with the program director via e-mail.
- Students will describe their internship interests through an initial program application, a written 'pre-internship assessment', and once in Northern Ireland, they will have discussion with the program internship coordinator about learning goals and potential opportunities.
- The program director or internship coordinator will make initial contact with potential internship sites to determine availability of projects and whether students' goals can be met through prospective placement.
- Students can interview at several potential internship sites to determine the best match with her or his learning goals. Program director serves as a consultant in this process. The internship supervisor and the student mutually agree upon the final selection.
- The student will begin the internship placement with an orientation to the organization. Within the first two weeks, the student will develop a learning agreement that outlines the learning objectives and areas of responsibility for the internship. This is negotiated with the site supervisor and the program director and approved by both. The program director may assist with this process by talking with the internship placement site supervisors.

The goal is to establish a placement, which resonates with program themes and fits students' individual interests and objectives. The internship experience will be project-related work with an expectation of full engagement of the student in the learning experience. Students also are expected to contribute to the organization's work.

c. What is the process for resolving problems related to the student's experience?

Students are encouraged to take responsibility for their own learning throughout the program. The interview and learning agreement are a means to ensure that the student has a manageable project with adequate supervision and resources. If problems arise, students are encouraged to consult with the faculty as early as possible to determine how the problem can best be transformed.

The internship seminar also provides a space for the identification of problems and possible solutions. The program director will also act in a supportive and an advisory capacity, which will promote active participation between all members of the HECUA program. If an internship site does not provide a productive or a safe environment for the student then an alternative will be arranged.

d. What is the process for resolving problems related to the organization's expectations?

The program faculty will seek to match key skills and student expectations with relevant organizations in Northern Ireland prior to the commencement of the internship. An assumption of the student program is that it will provide students with tools that have the potential to transform conflict or other controversial situations. The student will be encouraged to utilize these tools to maintain rights and responsibilities within the internship.

If the situation is beyond the student's control, the program director will consult with the site supervisor and will assist with/encourage resolution of the issue with the student. The program director can also work with the student directly. If necessary, student, site supervisor and program director will convene to determine how the problem can be resolved.

e. What assignments and activities are provided through the internship seminar to enhance students' learning from the experience?

Participation in internship seminar and development of internship learning plan
Ongoing journaling & reflection
Presentations and group discussion
Field observation assignments

f. How are students evaluated?

Evaluation will be based on several criteria. As the student begins the internship, he/she will develop a learning plan with identified learning objectives. The degree to which these objectives are completed will be an

important assessment measure. In addition, participation in the weekly internship seminar provides the opportunity to demonstrate the ability to apply and make meaning of concepts and ideas discussed in the two courses. The degree to which students are able to connect these concepts with the internship experience will also be a measure of assessment. Finally, feedback from the site supervisor will contribute to the whole of the assessment of student performance.

Internship placement (50%)

The student work will be evaluated using:

- completion of the learning plan
- the student's written report of the work undertaken and self-evaluation
- the supervisor's evaluation of student's performance (activities completed, level of integration of student into the organization, relationship between the student and the members of the organization, attendance and self-initiative)

Internship seminar and mini-conference (50%)

The student will be evaluated regarding:

- Quality of participation and ability to make integrate theoretical concepts with experience at internship
- Journal assignments
- Group presentations (students will form small groups to present their internship findings to their peers and faculty in a mini-conference format.)

- ***What are the procedures for eliciting student feedback and for evaluating a particular organization?***

- Students provide verbal feedback on their internship sites during the internship seminar and during informal conversations with the program director.
- Students provide written feedback about the internship site on the final student evaluation form.

5. Student evaluation

a. What are the program's philosophy and policies regarding evaluation of student learning?

Two assumptions form the core of the philosophy: the student is a partner in the learning; and knowledge is not passed from instructor to student, but is advanced through the student's engagement in the social process of learning. Therefore, students are evaluated for participation and their contribution to the group.

- Student participation is valued as a key aspect of the APED pedagogical project. It is a way to see the student's involvement in the learning experience, their own evolution, and their desire to contribute to the learning of the group. Student engagement in and contribution to the learning community are especially important given the program themes include citizenship and democracy building.
 - Written assignments reflect the students' capacity to integrate readings and field experiences and their willingness and capacity to be reflective about their own learning process. Timely completion of these assignments is also evaluated.
 - Exams not only reflect knowing the content but also the students' ability to apply it in an analytical way.
 - Student responsibility, dedication to the work and respect toward others, especially at the internship site, are also evaluated.
- b. What, specifically, are the course requirements (including how significant each requirement is to a grade), what are they intended to measure, and how are they evaluated?***

NORTHERN IRELAND: BUILDING A SUSTAINABLE DEMOCRACY

Midterm assignment	30%
Final paper	30%
Participation, presentations and assignments	20%
Field Trips	20%

POLITICS OF CONFLICT AND TRANSFORMATION

Independent study project	60%
Participation, presentations and assignments	20%
Field Trips	20%

INTERNSHIP

Learning agreement	10%
Student report and self evaluation	10%
Supervisor's evaluation of student performance	10%
Participation in seminar	40%
Journal assignments	10%
Group presentations (mini-conference)	20%

6. Program evaluation

a. How is the effectiveness of various teaching methods evaluated? What data are used?

- Short reflective essays, journal assignments and final integrative papers help to measure how well students have learned to integrate theory with practice; they can help to demonstrate students' grasp of the central ideas in the readings.
- Regular group reflections help to identify what works well and what can be changed for more effective learning or to strengthen the learning community.
- Final course evaluations ask questions about the learning processes as they relate to course outcomes.

b. How is student feedback elicited and used?

Student feedback is ongoing and periodically discussed as a group. This method also promotes shared leadership for the group's dynamics. At any time during the course, meetings can be scheduled by individual request. Based on student feedback, the program may be modified during the semester; additional changes are introduced in the next program as necessary and appropriate.

In addition, students fill out a written evaluation form on the last day of class. The evaluation form reflects HECUA's objectives and quality standards for all major program components. Anonymity of responses is ensured by having students submit completed forms in sealed envelopes, which are then sent to HECUA administrative staff. A compilation of responses is reviewed by the program director and HECUA's Academic Programs Committee (APC).

Finally, the program director submits an end-of-term report on the program, which has an evaluative component.

c. How are evaluation results used by HECUA and made available to member schools?

The APC is composed of HECUA board members and other invited member faculty. They review student evaluations and the program director's report at the end of the term to ensure that program objectives and quality standards are being met. APC reports the results of the evaluation to the HECUA board. Evaluation summaries and program director reports are available to HECUA board members and deans upon request.

d. How are evaluation results used by HECUA and made available to member schools?

The Academic Programs Committee (APC) is made up of select HECUA board members and other invited member faculty. They review student evaluations and the program director's report at the end of the term to ensure that program objectives and quality standards are being met. APC reports the results of the evaluation to the HECUA board of directors. Evaluation summaries and program director reports are available to HECUA board members, deans and faculty upon request.

7. Relevance to university curriculum

a. How are the program content and pedagogy relevant to selected perspectives or themes in college core curricula?

The elements of the course include:

- interdisciplinary approach – it facilitates synthesis of fields of knowledge, both structured and informal modes of inquiry; develops essential analytical and critical tools; and helps to develop practical research and career building skills
- citizenship and social ethics – provides connections between formal study and the competencies required for effective, responsible citizenship
- diversity – provides insights and tools for understanding the ways in which people with diverse interests, experiences, and sources of knowledge perceive the issues and pose strategies for change. Resource persons and field experiences reflect this diversity.

Other core equivalencies may include:

- social world/social science/human behavior and society
- writing, discussion
- experiential learning

b. How does the program serve particular majors?

The courses draw explicitly from sociology, anthropology, gender/women's studies, political science, economics and the field of education. They serve students from across the social sciences, including interdisciplinary majors such as peace and conflict studies, women's studies, as well as specific professional majors like education, business management and international business and pre-law. The internship, which allows the student to work in an area of her/his choice, and the independent study project allow students to direct their learning to best meet requirements for their majors.

c. Are there unique aspects to the program, unavailable in other programs or courses?

What differentiates HECUA programs from many other experiential programs is that the field experiences are structured and linked explicitly to theoretical explorations. In this way students learn to critically analyze their experiences. The program provides an interdisciplinary and integrated set of courses which is not possible on campus through traditional classroom learning.

8. Readings (preliminary reading list)

(The reading list will be developed further as the curriculum is finalized. This list provides a general background for topics and theoretical perspectives that will form the core of the program.)

Barash, D. (1991). An introduction to peace studies,

Coogan, T. P. (1997). The troubles, Ireland's ordeal 1966-1995, and the search for peace. London: Hutchinson.

Colgan, J., Derricott, R. (1998). Citizenship for the 21st century: An international perspective on education. London: Kolgan Page.

Dunn, Seamus. (ed.) (1995). Facets of the conflict In Northern Ireland. London: Macmillan Press

Lister, R. (1998). Citizens in action: Citizenship and community development in a Northern Ireland context. Community Development Journal, 33, (3): 226-235.

McCartney, C. (1999). The role of civil society, in accord - striking a balance: The Northern Ireland peace process. London: Conciliation Resources (89).

Smyth, M. (1995). Limitations on the capacity for citizenship in post cease-fires Northern Ireland / Presented at The Inaugural Meeting of the European Observatory on Citizenship: University College, Cork, November, 1995. Derry Londonderry: Templegrove Action Research Ltd..