

Queen's University of Belfast
School of History, Anthropology, Philosophy & Politics

Autumn Semester 2017/18

MODULE GUIDE

MODULE CODE: PAI7021

MODULE TITLE: THE POLITICS OF NORTHERN IRELAND

CONVENOR: PROFESSOR GRAHAM WALKER

Module Convenor

Room: 24.0G.003
Email address: g.s.walker@qub.ac.uk
Consultation Hours: tbc

Timetable

Seminars: Tuesday 7-9

Assessment

Coursework: two essays
Deadlines: 3 November, 8 December

**SCHOOL OF HISTORY, ANTHROPOLOGY, PHILOSOPHY &
POLITICS**

STUDENT HANDBOOK

THIS MODULE GUIDE SHOULD BE READ IN CONJUNCTION WITH THE **POSTGRADUATE** STUDENT HANDBOOK WHICH CONTAINS IMPORTANT DETAILS OF SCHOOL POLICIES. A COPY OF THE **POSTGRADUATE** STUDENT HANDBOOK CAN BE OBTAINED FROM THE

Module Overview

Module Description

This module aims to examine the principal debates and issues in Northern Irish politics, and includes both an analytical survey of the history of the entity, and in-depth treatment of key political themes. The overall aim of the module is to place Northern Irish politics in appropriate historical and ideological context. The political conflict in Northern Ireland has generated an extensive scholarly literature. This module requires students to engage with such work, and through such engagement to develop their own interpretations of Northern Irish politics from the foundation of Northern Ireland as a political unit up until the present.

Module Aims

- To provide students with a well-informed understanding of the politics of Northern Ireland
- To allow students to develop their understanding of scholarly debates concerning Northern Irish politics
- To give students the opportunity to develop communication skills (oral and written) appropriate to postgraduate level study
- To enable students to develop their intellectual skills (e.g. critical thinking and analysis)

Learning Outcomes

On successful completion of this module, students will:

- Understand the various elements of the politics and political history of Northern Ireland
- Understand the scholarly arguments surrounding the politics of NI
- Communicate ideas to others in a clear and concise manner, both orally and in written form
- Pursue intellectual questions in a rigorous and academic manner, employing analytical skills and critical thinking appropriate to postgraduate level study

Skills

This module will assist in developing students' skills in a number of important areas. These include:

Intellectual skills

- Managing & Prioritizing Knowledge: identify relevant and subject-specific knowledge, sources and data; manage such information in an independent manner
- Analytical Thinking: identify, understand, interpret and evaluate relevant subject-specific arguments made by others; construct independent arguments
- Critical & Independent Thinking: ability to think critically and construct one's own position in relation to existing and ongoing debates in the field

Professional and career development skills

- Communication Skills: ability to communicate clearly with others, both orally and in writing
- Teamwork: ability to work with others in a team, negotiate conflicts and recognize different ways of learning
- Diversity: ability to acknowledge and be sensitive to the range of cultural differences present in the learning environment
- Self-Reflexivity: ability to reflect on one's own progress and identify and act upon one's own development needs with respect to life-long learning and career development
- Time Management: ability to negotiate diverse and competing pressures; cope with stress; and achieve a work / life balance

Technical and practical skills

- Information Technology: demonstrate the knowledge and ability to use contemporary and relevant ICT

Organizational skills

- Efficient and effective work practice: demonstrate ability to work efficiently to deadlines
- Clear organisation of information: show efficiency in the organisation of large amounts of complex information and the ability to identify, describe and analyse the key features of the information
- Organisation and communication: demonstrate ability to use evidence to develop logical and clear arguments; show aptitude for the effective use of information in a direct and appropriate way
- Enterprising thinking: Demonstrate ability to think and argue in novel and enterprising ways, to display originality of thought and argument and the ability to clearly support arguments in innovative ways

Assessment and Expectations of Students

Attendance & Tutorial Participation

Attendance Expectations:

- Students are generally expected to attend one two-hour seminar per week.

Students are expected to come to lectures, seminars, and tutorials fully prepared and having done the weekly assigned reading in order to fully participate and enhance their learning. This module is worth 10 credits on the ECTS scale (equivalent to 20 Queen's University CATS points, Credit Accumulation and Transfer Scheme). This is calculated by the University as the equivalent of 200 hours' academic study over the course of the semester (12 'teaching' weeks plus the three week examination period). Students should therefore expect to spend on average at least 13 hours each week undertaking academic study associated with this module.

Coursework Assignments

Assessment Structure

Two Essays weighted 50% each. Essays should be 2500- 3000 words in length. The word count shall include all references in the text, all footnotes and all endnotes but exclude the bibliography.

Essay 1 must be submitted in week six, by Friday 3 November at 12 Noon

Essay 2 must be submitted in week eleven, by Friday 8 December at 12 Noon

1. TurnItIn & Late Penalties

Submitting Coursework

To submit your coursework, you must **upload an electronic copy of your assignment onto the TurnitinUK website (www.turnitinuk.com)** prior 12:00 noon on the stated deadline. A link to this website is also provided in the School sharepoint site.

The School uses a system of anonymous marking, so do not include your name on the assignment. Please include your student number, module code, and title of assignment, and the word count.

Please keep an electronic receipt for all Submissions. All assignments are retained by the School for scrutiny by internal and external examiners.

All assignments submitted after the deadline will be penalized 5 percentage points for working day, to a maximum of five days (25%), after which a mark of 0 will be recorded.

Registering for TurnItInUK

You will be pre-enrolled for all your modules on TurnItInUK, but you will need to complete your Turnitin registration the first time that you use it.

You will receive a welcome email with temporary password. Log in to www.turnitinuk.com using your @qub.ac.uk email address and this password, and change the password as you

prefer. **You do not need to create a new account.** Any queries should be directed to the main School office.

2. Word Count

Word lengths must be explicitly indicated for each piece of coursework in the module guide. Guidance for word lengths in the School, as they relate to the assessment weighting, can be found in the Assessment Handbook.

In the module guide, please include the following standard language regarding penalties:

Word Count Penalty

Students must ensure that they adhere to the word limit set by the Module Convener for any piece of assessed work and should indicate word length of the title page. The word count in assignments is inclusive of ALL in-text references (meaning any footnote or endnote) but *NOT the bibliography* or any material included in appendix or appendices.

If students breach the upper limit specified, they may gain an unfair advantage and markers are not required to read beyond the stated word limit. Moreover, meeting the stipulated requirements is one of the skills that is being assessed and achieving the stipulated length is directly related to other assessment criteria (such as a concise argument, clear focus, etc). *Work that exceeds the stated maximum, beyond a tolerance of 10%, faces a penalty of 3%.*

3. Extensions Exceptional Circumstances

The extension and exceptional circumstances policy is common across the School, and supported by the admin term in the front office. Full details can be found in the Assessment Handbook.

Extensions and Exceptional Circumstances

As part of the Exceptional Circumstances procedures, students who believe they will miss an assignment deadline because of illness, etc., must request an extension via the **'Request for an Extension to an Assignment Deadline'** form, either electronically to happ@qub.ac.uk or to the Main Office at 25 University Square. The form should be submitted in advance of the deadline or, in exceptional circumstances, within three days following the stated deadline. Students should ALSO email their Module Convener directly to discuss the reasons for the request and agree a new deadline. Extensions will not normally be longer than five working days.

ALL requests MUST be accompanied by supporting evidence (usually medical documentation as detailed in the guidance on the Request form. Requests without supporting evidence will be rejected.

Students are strongly encouraged to speak to their Personal Tutor or Advisor of Study, as well as their Module Convener, for support and guidance should any circumstances arise that affect their attendance or assessment in their modules.

4. Plagiarism

Plagiarism is an important part of the regulatory environment, and so a common statement is important across all School module guides to ensure consistent practice. Please insert:

Plagiarism

The School takes a very severe line on students who plagiarise work. Students who attempt to pass off another's work as their own will receive a mark of ZERO. In some cases, acts of plagiarism can result in the student failing the entire degree. Remember, plagiarism includes information from books, newspapers, journals and the Internet. All suspected cases of plagiarism will be investigated in line with University procedures.

Marks cannot be awarded twice for the same piece of work, which includes exam answers. Any answer reproducing work previously submitted for assessment will be awarded a mark of ZERO, and any assignment repeating work from another module will be awarded a mark of ZERO. The module convener will be happy to clarify what constitutes unacceptable repetition of module material.

For details of University Regulations on Academic Offences, see:

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ExaminationsandAssessment/AcademicOffences/>

The page also provides a link to guidance on how to identify and avoid plagiarism. Please also refer to the School's Student Handbook Guide for more information about referencing and plagiarism, and advice on essay-writing.

For further help with research, essay writing, referencing, avoiding plagiarism and other similar issues with your studies, please see your module convener or personal tutor. The Learning Development Service, which is an excellent resource for your continued learning, academic support, and the enhancement of the university experience:

<http://www.qub.ac.uk/directorates/sgc/learning/>

Assignment Questions

Essay One:

Either: Explain the Unionist Party's political dominance between 1921 and 1972, and assess its response to the challenges of the period 1972-85. **Or:** 'The Good Friday Agreement was a triumph of statecraft but an inadequate answer to the Northern Ireland Problem.' Discuss.

Essay Two: There will be a choice of questions given out by week three of the module.

SCHOOL ASSESSMENT POLICIES

The School of Politics, International Studies and Philosophy uses the University's conceptual equivalent marking scheme for all postgraduate assessment. For further information on the University's conceptual equivalent marking scheme and the marks used, see the School's Postgraduate Student Handbook. This is available from the School Office and will be posted on the resources page on QOL for each module. The University's conceptual equivalent marking scale can also be accessed on line via:

<http://www.qub.ac.uk/directorates/media/Media,464089,en.pdf#search=conceptual%20marking%20scale%20postgraduate%20taught>

Students should note that feedback on their academic progress is available in a variety of forms, not just in terms of written feedback on set assignments:

- Students can approach course convenors and other teaching staff in their set Office Hours (available from the School Office), or otherwise by appointment, to talk about their academic progress, issues relevant to the course, or to discuss in more detail the written feedback that they receive on set assignments.
- Students should meet with their Personal Tutors to discuss their overall academic progress at least once a semester. Bringing assignment mark-sheets to these meetings may help in discussing ways of improving assignment performance and preparing for exams.
- The school is introducing a "feedback week" at the end of January where staff will be available to discuss assignments

The School is committed to return written feedback on set assignments to students within three weeks of the deadline for submission of coursework.

It is important that students who submit their essays by the deadline receive feedback in a timely fashion so that they can properly prepare for their exams or further assignments. Students can therefore expect to receive feedback on their essays within no later than three

weeks of the submission deadline (this policy does not apply to students who submit their coursework after the deadline). Students will be able to access their formative feedback and essay marks online via Grademark/Turnitin. Please make sure you retain your **Grademark/Turnitin password and other information (see above)**. If students have not received feedback within three weeks of the deadline, they should contact their module convenor directly. Students who wish to discuss their grade should do so with the convenor during his or her office hours

Student Handbook

This module guide should be read in conjunction with the Postgraduate Student Handbook which contains important details of School policies. A copy of the Postgraduate Student Handbook can be obtained from the School Office (25 University Square) or downloaded from the resources section of any PAI or PHL module on Queen's Online.

MODULE SCHEDULE AND READINGS

SEMINAR SCHEDULE

[Master's Level: The standard structure is one two-hour seminar per week with a balance of lecture inputs and class discussion.]

Week	Date	Topic
1 (25–29 Sept.)		Introduction and Administration
2 (2-6 Oct.)		The NI Problem: the Historiography
3 (9-13 Oct.)		NI Politics 1921-45
4 (16-20 Oct.)		NI Politics 1945-72
5 (23-27 Oct.)		NI Politics 1972-85
6 (30 Oct–3 Nov.)		Reading Week
7 (6-10 Nov.)		NI Politics 1985-2017
8 (13-17 Nov.)		NI, Europe and Postnationalism
9 (20-24 Nov.)		Parties, Elections, Gender
10 (27 Nov-1 Dec)		Political Violence
11 (4-8 Dec)		Religion and Politics
12 (11-15 Dec)		Summary and Conclusion

TUTORIAL TOPICS and READING LIST

General Reading

There are numerous books which provide a valuable introduction to the politics of Northern Ireland. If students are unfamiliar with the politics of the region, then it would be particularly helpful to read from the following:

- J Tonge *Northern Ireland* (Oxford, 2006)
- J Whyte, *Interpreting Northern Ireland* (Oxford, 1990)
- D. Barritt and C. Carter, *The Northern Ireland Problem* (Oxford, 1962, 2nd ed. 1972)
- P Bew et al, *Northern Ireland 1921-2001* (London, 2002)
- T Hennessey, *A History of Northern Ireland* (Dublin, 1997)
- J. McGarry and B.O'Leary, *Explaining NI* (Oxford, 1995)
- M Cunningham, *British Government Policy in Northern Ireland 1969-2000* (Manchester, 2001)
- J Tonge, *The New Northern Irish Politics* (Basingstoke, 2004)
- P. Bew, *Ireland: The Politics of Enmity 1789-2006* (Oxford, 2007)
- P. Catterall and S. McDougall (eds.), *The Northern Ireland Question in British Politics* (Basingstoke, 1996).
- C. Coulter and M. Murray (eds.), *NI After the Troubles* (Manchester, 2008)
- K. Bloomfield, *A Tragedy of Errors* (Liverpool, 2007)
- F. Millar, *Northern Ireland, a Triumph of Politics* (Dublin, 2009)
- J. McAvoy, *The Politics of Northern Ireland* (Edinburgh, 2008)
- L. Kennedy and P. Olleranshaw (eds.), *Ulster since 1600* (Oxford, 2013)

There are also a number of valuable works of reference, including:

- P Bew / G Gillespie, *Northern Ireland: A Chronology of the Troubles* (Dublin, 1999)
 S Elliott/W D Flackes, *Northern Ireland: A Political Directory* (Belfast, 1999 edn)
 D McKittrick *et al*, *Lost Lives* (Edinburgh, 2001 edn)
 M-T Fay *et al*, *Northern Ireland's Troubles: The Human Costs* (London, 1999)
 M Morrissey and M Smyth, *Northern Ireland After the Good Friday Agreement* (London, 2002)

Topic 1	3 Oct.	The Northern Ireland Problem
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- J Whyte, *Interpreting Northern Ireland* (Oxford, 1990)
 D. Barritt and C. Carter, *The Northern Ireland Problem* (Oxford, 1962, 2nd ed.1972)
 C.C. O'Brien, *States of Ireland* (London, 1972)
 P Arthur, *Special Relationships*, (Belfast, 2000)
 F Wright, *Northern Ireland: a Comparative Analysis* (Dublin, 1987)
 M Elliott (ed), *The Long Road to Peace in Northern Ireland* (Liverpool, 2002)
 J McGarry / B O'Leary, *Explaining Northern Ireland* (Oxford, 1995)
 P Dixon, *Northern Ireland: The Politics of War and Peace* (Basingstoke, 2001)
 D Miller (ed), *Rethinking Northern Ireland* (London, 1998)
 S Howe, *Ireland and Empire* (Oxford, 2000)
 J McGarry, *Northern Ireland and the Divided World*, (Oxford, 2001)
 M Elliott, *The Catholics of Ulster: A History* (Harmondsworth, 2000)
 A T Q Stewart, *The Shape of Irish History* (Belfast, 2001)
 J. Tonge, *Northern Ireland* (Cambridge, 2006)
 C. McGrattan, 'Explaining Northern Ireland? The limitations of the ethnic conflict model', *National Identities* 12: 2, (2010) QOL
 J. Todd, 'Northern Ireland: From Multiphased Conflict to Multilevelled Settlement', *Nationalism and Ethnic Politics* 15 (2009) QOL

Learning Outcomes: at the end of the session students should have a sound grasp of the essential nature of the Northern Ireland problem, and of scholarly approaches to understanding that problem.

Topic 2	10 Oct.	Northern Irish Politics 1921-45
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- G Walker, *A History of the Ulster Unionist Party* (Manchester, 2004)
 D. Fitzpatrick, *The Two Irelands* (Oxford, 1998)
 P Buckland, *James Craig* (Dublin, 1980)
 P Buckland, *The Factory of Grievances* (Dublin, 1979)
 E Phoenix, *Northern Nationalism* (Belfast, 1994)
 B Follis, *A State Under Siege* (Oxford, 1995)
 M Farrell, *Northern Ireland: The Orange State* (London, 1980 edn)
 P Bew *et al* (eds), *Passion and Prejudice* (Belfast, 1993)
 R English / G Walker (eds), *Unionism in Modern Ireland* (Basingstoke, 1996)
 D Kennedy, *The Widening Gulf* (Belfast, 1988)
 B Barton, *Brookeborough* (Belfast, 1988)
 B Barton, *Northern Ireland in the Second World War* (Belfast, 1995)

B O'Leary / J McGarry, *The Politics of Antagonism* (London, 1993)
 H. Patterson, *Ireland Since 1939* (Penguin, 2007)
 A. Jackson, *Home Rule: An Irish History* (London, 2003)
 T. Wilson, *Ulster: Conflict and Consent* (Oxford, 1989)
 K. Bloomfield, *A Tragedy of Errors* (Liverpool, 2007), Ch. 7 QOL

Session Learning Outcomes: at the end of the session students should understand the development of NI politics during the period covered.

Topic 3	17 Oct.	Northern Irish Politics 1945 - 72
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G Walker, *A History of the Ulster Unionist Party* (Manchester, 2004)
 H. Patterson and E.Kaufmann, *Unionism and Orangeism in Northern Ireland since 1945* (Manchester, 2007)
 E. Kaufman, *The Orange Order* (Oxford, 2007)
 M Farrell, *Northern Ireland: The Orange State* (London, 1980 edn)
 R English / G Walker (eds), *Unionism in Modern Ireland* (Basingstoke, 1996)
 B Purdie, *Politics in the Streets* (Belfast, 1990)
 E McCann, *War and an Irish Town* (London, 1993 edn)
 B O'Leary / J McGarry, *The Politics of Antagonism* (London, 1993)
 M Mulholland, *Northern Ireland at the Crossroads* (Basingstoke, 2000)
 M Mulholland, 'Why Did Unionists Discriminate?' in S. Wichert (ed.), *From the United Irishmen to Twentieth Century Unionism* (Dublin, 2004)
 A. Jackson, *Home Rule: An Irish History* (London, 2003)
 T. Wilson, *Ulster: Conflict and Consent* (Oxford, 1989)
 K. Bloomfield, *A Tragedy of Errors* (Liverpool, 2007)
 S. Prince, *Northern Ireland's '68* (Dublin, 2007).
 T Hennessey, *The Origins of the Troubles in Northern Ireland* (Dublin, 2005).
 R. Rees, *Labour and the Northern Ireland Problem* (Dublin, 2009)
 A. Edwards, *A History of the Northern Ireland Labour Party* (Manchester, 2009).

Session Learning Outcomes: at the end of the session students should understand the development of NI politics during the period covered.

Topic 4	24 Oct.	Northern Irish Politics 1972 -85
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P Bew *et al*, *Northern Ireland 1921-2001* (London, 2002)
 H Patterson, *Ireland since 1939* (Oxford, 2002)
 H Patterson and E Kaufmann, *Unionism and Orangeism* (Manchester, 2007)
 P Bew/H Patterson, *The British State and the Ulster Crisis* (London, 1985)
 S Elliott *et al*, *The Northern Ireland Assembly* (London, 1988)
 S Bruce, *God Save Ulster!* (Oxford, 1986)
 S Bruce, *The Red Hand* (Oxford, 1992)
 M L R Smith, *Fighting for Ireland* (London, 1995)
 G Murray, *John Hume and the SDLP* (Dublin, 1998)
 H Patterson, *The Politics of Illusion* (London, 1997 edn)
 R. English, *Armed Struggle* (London, 2003)
 F. Cochrane, *Unionist Politics* (Cork, 1997)
 G. Walker, *A History of the UUP* (Manchester, 2004)

R. English, *Irish Freedom: The History of Nationalism in Ireland* (London, 2006)
P. O'Malley, *The Uncivil Wars* (Belfast, 1983)
P. O'Malley, *Biting at the Grave* (Belfast, 1990).
J. Tonge, 'From Sunningdale to the Good Friday Agreement', *Contemporary British History*, 14, 3 (2000), 39-60 QOL
M.Kerr, *The Destructors* (IAP, 2011)
S. McDaid, *Template for Peace* (Manchester University Press, 2013)

Session Learning Outcomes: at the end of the session students should understand the development of NI politics during the period covered.

Topic 5	7 Nov.	Northern Irish Politics 1985 – 2017
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P Bew *et al*, *Northern Ireland: Between War and Peace* (London, 1997)
P Bew *et al*, *Northern Ireland 1921-2001* (London, 2002)
M Elliott (ed), *The Long Road to Peace in Northern Ireland* (Liverpool, 2002)
H Patterson, *Ireland since 1939* (Oxford, 2002)
T Hadden / K Boyle (eds), *The Anglo-Irish Agreement* (London, 1989)
The Downing Street Declaration (1993)
The Frameworks Documents (1995)
The Belfast Agreement (1998)
B O'Leary, 'The Nature of the Agreement' (1999, offprint)
G Adams, *Before the Dawn* (London, 1996)
C C O'Brien, *Memoir* (Dublin, 1998)
F Cochrane, *Unionist Politics* (Cork, 1997)
H McDonald, *Trimble* (London, 2000)
R English, *Armed Struggle: The History of the IRA* (London, 2003)
E Moloney, *A Secret History of the IRA* (Harmondsworth, 2002)
G Murray, *John Hume and the SDLP* (Dublin, 1998)
D.Godson: *Himself Alone: David Trimble and the Ordeal of Unionism* (London 2004)
R Wilford (ed), *Aspects of the Belfast Agreement* (Oxford, 2001)
M. Cox *et al*, *A Farewell to Arms* (Manchester, 2nd ed. 2007)
C. Farrington, 'Unionism and the Peace Process in Northern Ireland', *British Journal of Politics and International Studies* 8: 2, (May 2006) QOL
J. McAuley and J. Tonge, 'Britishness (and Irishness) in Northern Ireland since the Good Friday Agreement', *Parliamentary Affairs* Vol. 63, 2, 2010.
F. Cochrane, *The Reluctant Peace* (Yale UP, 2013)
Irish Political Studies, Special Issue, Vol. 29, No. 1, February 2014

Session Learning Outcomes: at the end of the session students should understand the development of NI politics during the period covered.

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Topic 6	14 Nov.	Northern Ireland, Europe and 'Post-Nationalism'
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- G. Delanty, 'Northern Ireland in a Europe of the Regions', *Political Quarterly* 67, 2 (1996)
- K. Hayward, *Irish Nationalism and European Integration: the Official Redefinition of the Island of Ireland* (Manchester UP, 2009)
- Irish Political Studies*, Special Issue 24: 4 (December 2009)
- R. Kearney, *Post-Nationalist Ireland* (London, 1997)
- D. Kennedy, 'The European Union and the Northern Ireland Question', in B. Barton and P.J. Roche (eds.), *The Northern Ireland Question: Perspectives and Policies* (Aldershot, 1994)
- B. Laffan, 'The European context: a new political dimension in Ireland, North and South', in J. Coakley et al (eds.), *Renovation or Revolution?* (Dublin, 2005)
- C.McCall, *Identity in Northern Ireland* (Basingstoke, 1999)
- J.McGarry, 'Globalization, European Integration, and the Northern Ireland Conflict', in M.Keating and J.McGarry (eds.), *Minority Nationalism and the Changing International Order* (Oxford, 2001)
- P.J.McLoughlin, *John Hume and the Revision of Irish Nationalism* (Manchester, 2010), ch. 11
- E. Meehan, 'Europe and the Europeanisation of the Irish question', in M.Cox et al (eds.), *A farewell to Arms?* (Manchester, 2nd. edn., 2006)
- J.Mitchell and M.Cavanagh, 'Context and contingency: constitutional nationalists in Europe', in Keating and McGarry (eds.)
- R. Taylor, 'Northern Ireland: consociation or social transformation', in J. McGarry (ed.), *Northern Ireland and the Divided World* (Oxford, 2001).
- R. Taylor, 'The Belfast Agreement and the politics of consociationalism: a critique', *The Political Quarterly*, 77, 2 (2006).
- R. Taylor (ed.), *Consociational Theory* (London, 2009).
- R. Wilson, 'Towards a civic culture: implications for power-sharing policy makers', in I. O'Flynn and D. Russell (eds.), *Power Sharing: New Challenges for Divided Societies* (London, 2005).
- C. Gormley-Heenan and A. Aughey, 'Brexit and Northern Ireland', *British Journal of Politics and International Relations*, Vol. 19, no. 3, 2017.
- Brendan O'Leary, 'The Dalriada Document', *Political Quarterly*, Vol. 87, no. 4, 2016.
- G. McCann and P. Hainsworth, 'Brexit and Northern Ireland', *Irish Political Studies*, Vol. 32, no. 2, 2017.

Learning Outcomes: an understanding of the role which European integration has had on Northern Ireland and the settlement process; an appreciation of the integrationist critique of the Good Friday Agreement.

Topic 7	21 Nov.	Parties, Elections, Gender
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- S Elliott, 'Voting Systems and Political Parties in Northern Ireland', in B Hadfield, *Northern Ireland: Politics and the Constitution* (Buckingham, 1992)
- P Mitchell / G Gillespie, 'The Electoral Systems', in P Mitchell/R Wilford (eds), *Politics in Northern Ireland* (Boulder, 1998)
- J. Coakley, 'The Political Consequences of the Electoral System in Northern Ireland', *Irish Political Studies*, 24: 3 (Sept 2009) **QOL**
- J H Whyte, 'How much Discrimination was there under the Unionist Regime 1921-68', in T Gallagher / J O'Connell, *Contemporary Irish Studies* (Manchester, 1983)
- D G Pringle, 'Electoral Systems and Political Manipulation: A Case Study of Northern Ireland in the 1920s', *The Economic and Social Review*, 11, 3
- C J Hewitt, 'Catholic Grievances, Catholic Nationalism and Violence in Northern Ireland During the Civil Rights Period: A Reconsideration', *British Journal of Sociology* 32, 1981

The Cameron Commission Report on Disturbances in Northern Ireland, CND 532 (1969)
 PJ McLoughlin, 'Horowitz's Theory of Ethnic Party Competition and the Case of the SDLP, 1970-79', *Nationalism and Ethnic Politics*, 14, 4 (2008).
 P. Mitchell et al, 'Extremist Outbidding in Ethnic Party Systems is Not Inevitable', *Political Studies*, 57, 2, (2009).
 See also *Irish Political Studies* for annual data on elections.
 J. Tonge et al, *The Democratic Unionist Party: From Protest to Power* (OUP, 2014)
 D. Mitchell, *Northern Ireland: Politics and Peace* (Manchester UP, 2015)
 K. Bean, *The New Politics of Sinn Fein* (Liverpool UP, 2007)
 Y. Galligan, 'Gender and Politics in Northern Ireland', *Irish Political Studies* 28, 3, 2013 **QOL**
 N. Matthews, 'Gendered Candidate Selection and the Representation of Women in Northern Ireland', *Parliamentary Affairs* 67. 3, 2014 **QOL**

Session Learning Outcomes: at the end of the session students should understand the literature dealing with elections in NI politics.

Topic 8	28 Nov.	Violence and Politics in Northern Ireland
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R English, *Armed Struggle: The History of the IRA* (London, 2003)
 R English, *Irish Freedom* (London, 2006)
 R English, *Terrorism: How to Respond* (Oxford, 2009).
 C Townshend, *Political Violence in Ireland* (Oxford, 1983)
 H Patterson, *The Politics of Illusion* (London, 1997 edn)
 M L R Smith, *Fighting for Ireland?* (London, 1997 edn)
 E Moloney, *A Secret History of the IRA* (Harmondsworth, 2002)
 M O'Doherty, *The Trouble with Guns* (Belfast, 1998)
 C C O'Brien, 'Bobby Sands' in *Passion and Cunning* (New York, 1988)
 S Bruce, *The Red Hand* (Oxford, 1992)
 S Bruce, 'The State and Pro-State Terrorism in Ireland' in English/Townshend, *The State*
 R Garland, *Gusty Spence* (Belfast, 2001)
 B O'Duffy, 'Violence in Northern Ireland', *Ethnic and Racial Studies* 18, 4, 1995 (offprint)
 G Adams, *Free Ireland* (Dingle, 1995)
 L McKeown, *Out of Time* (Belfast, 2001)
 P Magee, *Gangsters or Guerrillas?* (Belfast, 2001)
 I.S.Wood, *Crimes of Loyalty* (Edinburgh, 2006)
 T. Shanahan, *The Provisional IRA and the Morality of Terrorism* (Edinburgh, 2009).
 A. Sanders, *Inside the IRA* (Edinburgh, 2011)
 F.S. Ross, *Smashing H Block* (Liverpool, 2011)
 H. Patterson, *Ireland's Violent Frontier* (Basingstoke, 2013)
 S. Whiting, *Spoiling the Peace?* (Manchester UP, 2014)
 G. Mulvenna, *Tartan Gangs and Paramilitaries* (Liverpool UP, 2016)

Session Learning Outcomes: at the end of the session students should be able to understand the shape of the scholarly debates on the subject of political violence in NI.

Topic 9	5 Dec.	Religion and Politics in Northern Ireland
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- R English, 'Sectarianism and Politics in Modern Ireland' in D Kennedy (ed), *Nothing but Trouble?* (Belfast, 2004)
- M Tanner, *Ireland's Holy Wars* (New Haven, 2001)
- E Gallagher and S Worrall, *Christians in Ulster* (Oxford, 1982)
- R Eames, *Chains to be Broken* (Belfast, 1992)
- C B Daly, *Violence in Ireland and Christian Conscience* (Dublin, 1973)
- G McElroy, *The Catholic Church and the Northern Ireland Crisis* (Dublin, 1991)
- A Megahey, *The Irish Protestant Churches in the C20th* (Basingstoke, 2000)
- A Pollak (ed), *A Citizens' Inquiry* (Dublin, 1993)
- M Elliott, *The Catholics of Ulster* (Harmondsworth, 2000)
- S Bruce, *God Save Ulster!* (Oxford, 1986)
- S Bruce, *Religion in the Modern World* (Oxford, 1996)
- S. Bruce, *Paisley: Religion and Politics* (Oxford, 2007)
- P. Mitchel, *Evangelicalism and National Identity in Ulster, 1921-98* (Oxford, 2003)
- M. Elliott, *When God Took Sides* (Oxford, 2009)
- C. Mitchell, 'Religious Change and Persistence', in C. Coulter (ed.), *NI after the troubles* (Manchester, 2008) QOL
- G. Spencer, *Protestant Identity and Peace in NI* (Basingstoke, 2012)
- J. Wolfe (ed.), *Irish Religious Conflict in Comparative Perspective* (Palgrave, 2014).

Session Learning Outcomes: at the end of the session students should be able to understand the shape of the scholarly debates on the subject of religion and the Northern Ireland Problem.

Summary of Module Review (2016-17)

Over 83% of respondents agreed that the module was 'intellectually stimulating and challenging'; while all respondents either 'strongly agreed' or 'agreed' that the module was well-prepared and well-organised'.

Student Experience Bursary

Students wishing to purchase books using the Student Experience Bursary can do so using their Student Card at the "Pop-Up" Blackwell's bookstore which will be open at the Students' Union during the first 10 weeks of the autumn semester and the first five weeks of the spring semester. Students can also purchase books with the Student Experience Bursary by using their Student Card at Blackwell's online site which may be accessed through the student portal.

