Northern Ireland: The Conflict and the Peace
2.12.15

Syllabus, Course Requirements, Texts and Papers

Irish Studies Course (IRST) No. 3368-IREA (Class No. 1022)
MLA Irish Studies (MLIRS) Course No. 5368-IREA (Class No. 1108)
International Studies (INST) No. 4393-IREA (Class No. 1120)
MLA International Studies (MLINS) No. 6393-IREA (Class No. 1106)
History Course (HIST) No. 4393-IREA (Class No. 1498)
MLA History (MLHIS) Course No. 6393-IREA (Class No. 1499)

UST Summer 2015
Ireland and Northern Ireland Study Abroad

Class schedule:
Monday-Thursday, May 18-21
and additional courses throughout the spring

Ireland and Northern Ireland: May 23-June 16

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Office Hours:
By appointment
(Please make an appointment even during office hours)

(This syllabus is subject to change)
Syllabus

Description:

This lecture/seminar course will be divided into three parts: (i) the “Historical Context,” (ii) the “Conflict,” and (iii) the “Peace.”

The Historical Context will explore some of the key events that led to the conflict and the peace process in Northern Ireland. It will look at British colonization and plantation of Ireland and some of the laws imposed upon the country to suppress Irish heritage and culture, such as outlawing the Catholic religion and the Irish language, as well as taking away Irish Catholic civil rights.

The Conflict portion will review the current issues and disputes among the various political parties in Northern Ireland and the groups they represent: Nationalists (who want to reunite Northern Ireland with Ireland) and Unionists (who want to keep Northern Ireland separate from Ireland and united with Britain). The Conflict also will review the use of physical force (violence) to achieve these goals versus constitutional or political means (the ballot box).

The Peace portion will discuss many of steps taken, including negotiations and agreements among Ireland, Northern Ireland and Britain that led to the current peace. The Peace portion also will explore the movements and people from each of these countries and the United States who shaped the ongoing endeavor for peace from 1922 to the present as well as the governmental policies that led to the current peace.

The course also covers current events in Northern Ireland, such as the power-sharing government and other governmental, political, economic, religious, social and cultural issues. Additionally, the course will explore how religious and community leaders have helped broker and maintain the peace. Finally, we will review various elections in Northern Ireland.

Readings include key peace agreement documents, historical and political accounts, political speeches, character studies, legislation, interviews, excerpts from judicial proceedings and other governmental documents, literature, newspaper articles, political party and governmental websites and other works.
Class Structure:

Classes will be comprised of a mixture of lecture and class participation through the use of the Socratic method of question and answer and group discussion. The class will be conducted primarily as a seminar. Class participation is critical to achieve the objectives.

Objectives:

1. To expand the students’ knowledge of the Irish, Northern Irish and English legal and political systems, as compared to those systems in the United States, through legislation, judicial proceedings, political speech, commentary and other readings. Legal topics will include those regularly appearing in Irish and Northern Irish history and culture, such as charges of treason and other alleged rebellious acts, the right to a trial before imprisonment or other punishment (or lack thereof through internment and interrogation tactics), and the roles of judges and juries. Additionally, the course will review the historical use of local police and British army troops to control violence and provide security in Northern Ireland, as well as other security measures employed by the British and Northern Irish governments to maintain order.

2. To explore how law mirrors and fuels change in current and historic events, including how social order among people of different racial, political, cultural and religious backgrounds has affected their treatment under the law in Ireland and Northern Ireland.

3. To critically analyze how historical, political, social and cultural conditions shape the law and vice versa, as well as to examine the interplay among law, politics and culture in the development of Ireland and Northern Ireland.

4. To examine how historical events build upon each other and shape the following generation’s law, politics and culture and how recurring events and conditions shape societies and events.

5. To examine the role of shared and differing cultures in defining the direction and political character of a society.

6. To examine the role of religion in the development of a society and its impact on relations with other societies with different religious beliefs.
7. To examine the role of economics in the relationship between a conquering and conquered country and the impact of colonialism.

8. To bring to life some of the key Irish, Northern Irish, British and American historical, political, legal, cultural and literary figures of the times.

9. To enhance critical and analytical thought and interpretation through self and group study, class participation, oral presentation and writing.

Texts for Course

Prepared Text by Lori Gallagher: All available on Blackboard

1: This Syllabus, Course Requirements, Texts and Papers Document

2: Maps

3: Guidelines for Writing Papers

4: Bibliography: Printed or electronic copy available on request

Reading List:

Primary, Required: (purchase on line)

• Making Sense of the Troubles
  by David McKittrick and David McVea
  2002

Other versions:
2001

Other editions: New Amsterdam Press and Blackstaff Press
**Recommended Secondary Sources:** (not required but extremely helpful)

- *The Course of Irish History*
  by T.W. Moody and F.X. Martin (4th ed.)
  2001
  Doherty Library Call No.: DA 910. C86 1995

**Other Key Books of Interest:**

- *Armed Struggle: The History of the IRA*
  by Dr. Richard English
  2003
  Doherty Library Call No. DA914.E54 2003

- *The Legacy of History*
  by Martin Mansergh
  2003

- *Northern Protestants: An Unsettled People*
  by Susan McKay
  2000, 2002

- *Making Peace*
  by Senator George J. Mitchell
  ISBN 0-520-22523-6, University of California Press
  2000

- Current Newspapers on Northern Ireland current events (circulated by email, found on Blackboard or accessed through Center for Irish Studies Website and other Internet searches)

• **Center for Irish Studies Website:** [www.stthom.edu/irishstudies](http://www.stthom.edu/irishstudies) (over 75 pages of links, including to History, Politics, Religion, Law, Literature and many more; also found under UST Website, Academic Programs, Centers of Excellence)

• **Doherty Library Irish Studies User Guide:** [www.stthom.edu](http://www.stthom.edu)
  Go to Quick Links, Doherty Library and search Irish Studies or Irish Studies User Guide, with many links to Irish resources in the Library. Contact the Doherty Reference Librarians or Dr. Gallagher for assistance.

### Writing Manuals and Guide

*Style Manual for Political Science* (used by International Studies)
Found at International Studies Website: [http://www.stthom.edu/intl_studies/](http://www.stthom.edu/intl_studies/)

*Chicago Style Manual*
[http://library.osu.edu/sites/guides/chicagogd.html](http://library.osu.edu/sites/guides/chicagogd.html)

*MLA Style Manual (and on reserve in Doherty Library)*
[http://www.mla.org/store&hzid=S181](http://www.mla.org/store&hzid=S181)

### On-line Booksellers:

- [www.abebooks.com](http://www.abebooks.com)
- [www.amazonco.uk](http://www.amazonco.uk)
- [www.amazon.com](http://www.amazon.com)
- [www.BarnesandNoble.com](http://www.BarnesandNoble.com)
- [www.bookfinder.com](http://www.bookfinder.com)
- [www.irishbook.com](http://www.irishbook.com) (Irish Books and Media)
- [www.powellbooks.com](http://www.powellbooks.com)
- [www.kennys.ie](http://www.kennys.ie) (Kenny’s On-Line Book Store, Galway, Ireland)
- [www.books.ie](http://www.books.ie) (Website not up yet) (formerly Read Ireland)
General Themes

• Understanding the geography of Ireland and Northern Ireland as a key to historical, political, economic and cultural development
• Importance of land and self-rule to the Irish and Northern Irish
• Celtic and Irish heritage and culture
• Invasions and wars
• Effects of settlements and plantations of English, Scots and others
• Property ownership and control
• Inheritance rights (real and personal property; succession)
• Governance: Executive, Legislative and Judicial
• Laws and the legal system (charges, claims, trials, jurors, judges, punishment, internment, interrogation, security measures)
• Role of religion in political, social and cultural issues
• Penal Laws against Catholics
• Trade laws repressing Irish industry and trade
• Rebellions, uprisings, secret societies
• Nationalism and martyrdom
• Freedom of the press
• Personal rights (freedom of assembly and speech, right to vote)
• Ireland’s struggle for independence
• The 1912 Ulster Covenant
• The 1916 Rising
• The 1920 Government of Ireland Act and Partition of Northern Ireland from Ireland
• The 1921 Anglo-Irish Treaty and Partition of Northern Ireland from Ireland
• The 1922-1923 Irish Civil War
• The Dilemma of Northern Ireland after Irish independence: Neither Irish nor British, but unable to be self-sufficient
• Opposition to British rule by Catholics, Nationalists and Republicans in Northern Ireland vs. desire for British rule by Loyalists and Unionists and non-Catholics in Northern Ireland
• The effect of Irish neutrality and Northern Ireland unity with Britain during World War II
• Cross-border cooperation between Ireland and Northern Ireland
• The development of Northern Ireland
• The Northern Ireland Civil Rights Movement of the 1960s
• Democracy, democratic rights, national rights, civil rights, justice, equality, freedom of assembly, press and speech (or lack thereof)
• Disenfranchisement
• Discrimination (housing, jobs, education, civil rights)
• Sectarian violence and British military occupation
• Internment (imprisonment without trial used in every decade by British toward those in the North since 1921) (IRA and others swept up by British forces and accused of being members of the IRA or other troublemakers considered common criminals as opposed to political prisoners fighting political causes)
• Criminalization and political status (or lack thereof)
• Hunger Strikes
• Belief that Hunger Strikes accelerated political development in 1980s
• Belief in the necessity of armed struggle in the absence of a political solution (original purpose of the IRA to protect the Catholics from the attacks of the British forces and to make them believe the IRA was a force with which to be reckoned—both after the 1916 Easter Rising and in the 1960s-1998)
• Covert military operations by British forces, IRA and other Nationalist or Republican forces and Unionist or Loyalist forces
• British belief that military or “security” was at the core of all British policy in Northern Ireland because Britain viewed Ireland and Northern Ireland as the back door to Britain
• Cycles of violence
• Open police aggression by British forces; SAS; shoot-to-kill
• Coercive “laws”
• Propaganda: Argument that there is a criminal conspiracy in Northern Ireland
• Culture of resistance vs. culture of change
• Belief that a political conflict needed a political solution; belief that the conflict was not a military conflict and the military could not provide the solution
• Difference between Nationalism and Republicanism
• Difference between Unionism and Loyalism
• Belief that Sinn Féin’s power base needed to be an all-Ireland/all island approach, not just focused on Northern Ireland
• Development of 2011 Election of Sinn Féin President and Party Leader Gerry Adams to the Irish Dáil as a TD (Deputy (member of Parliament) in Dublin representing County Louth
•“Parity of esteem”: Equal treatment for Sinn Féin, all Nationalists (including the Social Democratic Labour Party and John Hume), Unionists and Loyalists
•The VISA wars: The inability of Gerry Adams and others to obtain VISAs to enter the US after 1970s until the 1990s
•The “special relationship” between US and Britain since WWI and its impact on US reluctance to intervene in Northern Ireland until Clinton’s administration
•Irish American involvement (Bill Flynn and others)
•Role of Catholic Church in struggle of Catholics for civil rights in Northern Ireland
  (Established church and individual pastors’ or priests’ attitudes toward peaceful civil protest vs. use of violence for civil or other rights)
  (Some Protestant Churches condemned violence by Catholics, Republicans and Nationalists as well as IRA, but not by the British Government or Loyalists/Unionists)
  (Most of the Catholic Churches tended to condemn all forms of violence, regardless of the reason or by whom)
•Role of all churches and their pastoral and moral responsibilities toward human compassion and resolving the conflict
•Belief that the Churches “were part of the problem”
•Role of Ireland and Britain in Northern Ireland’s struggle for peace
•Role of political parties
•Importance of dialogue and all-party talks
•Importance of finding a middle ground or common ground
•Role of education and the need for quality, non-segregated education
•State schools, church schools, integrated schools, all Irish language medium schools
•Local Northern Irish Government Issues
  -Parades Commission, parades and marches
  -Policing and Justice
  -Flags and Emblems
  -Victims’ Commission and Dealing with the Past
•The role of independent observers and reconciliation groups from outside Northern Ireland (US and elsewhere) of parades and marches
•Historic Republic of Ireland media censorship of “Republican voices,” primarily Sinn Féin (Offenses Against the State Act, Section 31)
• Various peace communiqués, initiatives, agreements and other documents among Britain, Northern Ireland, and Ireland

• Northern Ireland today

• The continuing restoration of government in Northern Ireland through decommissioning, acceptance of policing and security measures, all island collaborative measures (transport, fisheries, tourism, energy, etc.) and powersharing among all political parties, not only “mainstream” Nationalist and Unionist parties

• How to influence and challenge politicians to “make it work”

• The failed Scottish referendum on independence

### Grades and Requirements

**Attendance:** Attendance is required both in Houston and every scheduled group activity while in Ireland and Northern Ireland. Please arrive *early for each class*, stay the entire period and be prepared. Given the schedule, there are two *excused* absences (only very good reasons with advance notice to the professor). Grades will be reduced 5 points for each additional absence except for extraordinary reasons.

**Class Participation:** Class participation throughout the course will comprise 25% of the grade for undergraduates and MLA students. Each student will be responsible for being a discussion leader for assigned readings and interviews, with advance notice. The instructor and the student discussion leaders will determine the topics to be covered in that class, identify additional resources available to enhance the primary topics and lead the class discussion. For all classes, students are expected to have read the assigned material and be prepared to discuss it as well as to ask questions and provide insights regarding the readings and themes. If a student is not prepared for his or her presentation or for each class, points will be subtracted from the grade for participation.

**Blackboard:** Use of the UST Blackboard is an integral part of class participation and the class participation grade. Students are expected to check Blackboard frequently each week for announcements as well as additional readings and materials.

This Syllabus and Course Requirements document is posted on Blackboard, as are the Discussion Topics and other Key Documents.
Students are invited and encouraged to post comments on the readings and topics on Blackboard.

Respect for One Another: Each person in class likely will approach the issues from a different perspective. Diverse perspectives and opinions are encouraged. Each student should treat every other student and the instructor with respect, both personally and for the perspective or opinion stated. Each student should feel comfortable participating in class and should be prepared to conduct a dignified discussion.

Grades: Turn in assignments by 5 p.m. on the due date by email to irishstudies@stthom.edu. No late assignments will be accepted. Please contact me if you do not receive a confirmation email for your assignments within 3 days. I will be traveling some this summer after our return from Ireland and Northern Ireland, but plan to check my email and voice mail at least every couple of days.

For Undergraduate Students: Grades will be based upon the following: (i) overall class participation on readings and discussion, performance in leading discussion and question and answer sessions and demonstrated student interest (25%); (ii) typed journals (due by 5 p.m. on Monday, July 6 (on McKittrick Making Sense of the Troubles text)) (25%) and Monday, July 20, 2015 (on Ireland and Northern Ireland experiences) (15%); and (iii) one paper of 8-10 typed pages with bibliography (due by 5 p.m. on Monday, August 10, 2015) (35%).

For Graduate Students: Grades will be based upon the following: (i) overall class participation on readings and discussion, performance in leading discussion and question and answer sessions and demonstrated student interest (25%); (ii) typed journals (due by 5 p.m. on Monday, July 6, 2015 (on McKittrick Making Sense of the Troubles text) (25%); Monday, July 20, 2015) (on Ireland and Northern Ireland experiences) (15%); and (iii) one paper of 12-15 typed pages with bibliography, as applicable (due by 5 p.m. on Monday, August 10, 2015) (35%).

As a prerequisite to receiving a passing grade, all assignments must be timely. If an absolute extreme emergency arises, a late assignment may be accepted at the professor’s discretion, but grades will be reduced by 5 points a day for every day it is late after the due date. If there is an extreme emergency, please advise me as soon as possible.
Computation of Grades:

Grade Scale:

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<th>Score Range</th>
<th>Letter Grade</th>
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I do not curve tests or grades. You can enhance your grade (to no higher than an A) with Extra Credit or Bonus Points.

Bonus Points/Extra Credit: Up to five extra credit or bonus points may be obtained for special projects approved in advance, such as (i) a 2-4 page typed paper on a film, novel or other work (due August 8); or (ii) a book review (due August 8), as outlined below.

Papers: Develop the key themes covered in the class (see pp. 15-16 of this document for themes). Although the paper for this class is intended to be an experience-based paper, a paper that has primary and secondary sources will be better received than one without any sources or references. For each theme, state a succinct thesis that boils down the issue experienced and researched and the results of the experience/research. Follow my Guidelines for Writing Papers. Papers must be documented properly using MLA Style Manual, the Style Manual for Political Science or the Chicago Style Manual. Use endnotes or footnotes, as you prefer, and include a list of works cited at the end. Quality of writing and documentation is paramount. With all papers, take time to research, analyze, outline, write, edit, rest and edit again.

Journals: Journals are required on the primary assigned readings and on the daily course work and cultural experiences in Ireland and Northern Ireland.

Deadlines: The first journal on all of the chapters in the McKittrick text is due by 5 p.m. on Monday, July 6, 2015. The second journal based upon daily classes, interviews and cultural experiences is due on Monday, July 20, 2015. Journals on the text can be turned in earlier by email for feedback on the formatting and substance of the journals. I encourage you to write your journals as you read the text and to read the text before we leave for Ireland.
Expectations: Journals on the text should have an objective section and a subjective section. The objective section should summarize at least two key points from each chapter of *Making Sense of the Troubles*. The subjective section should provide the student’s reaction to the key points discussed in the objective section, applying critical analysis to the objective points discussed in the journals or making connections with points in the other readings, in class discussions or information obtained from the media, other courses or other world contexts. There are 12 chapters, plus a Perspectives section at the end. Journals should be written on all 13 parts of the text.

Format: The first page of the journal should have the student’s name, a heading for what chapter is covered in that section of the journal (chapter number and name) and the date the journal is submitted. All journals should be typed, double spaced, using 12 point Times New Roman font with only one double space between paragraphs. The journals should have page numbers located at the bottom of the page, centered, on pages 2 through the end (please use the insert page number feature instead of the footer feature to create your page numbers). Journals should be submitted in a Word document (.doc or .docx), with one-inch margins all around. Journals should be named as follows: Gallagher, Lori, McKittrick Journal 1, 7.6.15. Name each subsequent journal by the Chapter (Journal 2, 3, etc.). Name the Travel Journal similarly: Gallagher, Lori, Travel Journal, 7.20.15.

Text Journals: These journals should be at least 2 pages for each chapter, exclusive of cover pages (if any), bibliographies (if any) and endnotes (if any). Ideally, there will be at least one full paragraph (5 sentences or more) for each of the 2 objective points and for each of the 2 subjective points.

Journals on Ireland and Northern Ireland Classes and Experiences: These journals must be at least 1 page per day, but can be longer if photographs are included (need at least 1 page of text). These journals should identify the topic, the person(s) presenting or interviewed, the key points made by the presenter(s) or person(s) interviewed and the student’s reactions to the presentations or interviews.

Book Reviews: Extra Credit: Students can write a book review for extra credit, which must be submitted by **August 13, 2015**: (i) Start with a short introductory paragraph on the author and key facts about the author that explain the author’s background and expertise; (ii) state a succinct thesis that boils down the issue researched and the results of the research; (iii) identify the major purpose of the author; (iv) in the next section, discuss the major
ideas that support the thesis; (v) look for important conclusions and not just facts (take notes as you read so you do not forget the important impressions you have as you read); (vi) comment on how the book contributed to your understanding of Irish and/or Northern Irish history, politics, law or culture and how valuable the book was in relation to the course; and (vii) conclude with a final reaction to the book, what you liked or did not like about it, and what else you wanted to know after reading the book. Book reviews must be your original reading and writing; plagiarism of book reviews will be grounds for receiving an F in the course.

Common Courtesy/Security: Please do not use beepers, cell telephones, iPhones, Palm Pilots, Blackberries, or similar devices for telephones, text messages or emails in class and turn them off upon arrival. If an outside emergency arises, please have outside parties contact campus security at (713) 525-3888 and security will contact us in class.

Academic Honesty: The UST Handbook and the Undergraduate Catalog contain sections on academic honesty/dishonesty, including plagiarism. (See Online Catalog, p. 73)

Every offense against academic honesty seriously undermines the teaching-learning process for which the University exists, and such offenses will be dealt with expeditiously according to the following criteria.

Definition: Academic dishonesty includes but is not limited to:

1. Cheating on an examination or test; for example, by copying from another person’s paper or using unauthorized materials before or during the test;

2. Plagiarism, which represents as one’s own the work of another, whether published or not, without acknowledging the precise source;

3. Knowing participation in the academic dishonesty of another student, even though one’s own work is not directly affected; or

4. Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

Extra care must be taken in using the Internet. All work presented for this course must be your own work.
Any paper produced for credit for this course must be submitted only for this course and not have been used for any other course. Submitting the same or nearly the same paper to more than one instructor without prior approval of both course instructors constitutes academic dishonesty.

**Penalty:** The penalty for an incident of academic dishonesty is, at the discretion of the faculty member, either a mark of zero for the work in question or the grade of “F” for the course.

**Papers and Aspects to Include in your Papers: Giving historical, conflict and peace contexts to the paper**

1. Topics/questions from class discussion or texts or the themes on pages 7-9 of this Syllabus.

2. The role of the Northern Irish political parties, including their platforms, policy statements, goals, objectives, characteristics, accomplishments and key figures

3. The role of the British Government and British individuals inside and outside of government

4. The role of the Irish Government and individuals inside and outside of government, including North/South Councils and agencies

5. The role of the United States Government and individuals inside and outside of government, including President Bill Clinton, Senator George Mitchell (appointed as “economic envoy to Northern Ireland” and William J. Flynn (peacemaker)

6. The role of religious leaders from different faiths, including official church positions and behind-the-scenes actions and words of those within the religious communities, including, for example, Rev. Harold Good, Rev. Bill Shaw, Fr. Alec Reid (deceased), Fr. Gerry Reynolds and others

7. The role of community leaders and organizations designed to build peace and deal with reconciliation after conflict resolution (Corrymeela, Healing Through Remembering, 174 Trust, EPIC, WAVE)
8. The role of organizations designed to unite different people to different causes (Apprentice Boys, Orange Order, Northern Ireland Civil Rights Association)

9. The role of dissidents and paramilitaries, both during the conflict and as former prisoners in building and maintaining the peace (Ulster Defense Association (UDA), Red Hand Commando (RHC), Ulster Volunteer Force (UVF), Ulster Public Research Group (UPRG), Loyalist Volunteer Force (LVF), Irish Republican Army (IRA), Official Irish Republican Army, Provisional Irish Republican Army, Continuity IRA (CIRA), Real IRA, Coiste Political Tours, EPIC)

10. Lessons learned: What lessons have you learned about history, conflict and peace that you can use to compare the struggle for civil rights and peace in Northern Ireland with the struggle for civil rights and peace in South Africa, Israel/Palestine, Middle East, Asia or other places around the world?

11. Conduct intensive research into the lives of key figures in Northern Irish history, including their personal backgrounds, what motivated them, external factors and their writings and a theme encapsulating their lives

12. Education: How it has developed and changed in Northern Ireland over time; consider religiously based schools, integrated schools, primary, secondary and third level/university/college schools

13. Compare the roles of government leaders, diplomats and grassroots community, religious and other leaders and their respective effectiveness in resolving conflict in Northern Ireland

14. Discuss the role of commerce, investment, tax rates, marketing and other economic and business considerations involved in the Northern Ireland peace process, including Northern Ireland’s current dependence upon the British Government for funding

15. Compare the change in perspectives of people who formerly advocated or practiced violence as a means to have their voices heard versus those who ultimately pursue a peaceful path through political means to accomplish their goals.

16. A topic of your choice, cleared in advance with the professor