POL 346/INS 316 Building a Sustainable Democracy

Spring 2025

Instructor's Information

Nigel Glenny   n.glenny@ulster.ac.uk

Phone/WhatsApp: + 44 7094305157

Room MD 124, Ulster University, Derry~Londonderry Campus, BT48 7JL, UK

I am the Site Director for the *Conflict, Peace and Transition in Northern Ireland* program (delivered in partnership between Augsburg University CGEE and Ulster University's INCORE). Following a career in the formal and informal education sectors (high school history teacher, Local Government and NGO development officer) I was appointed to Ulster University as Lecturer in International Education and Development and Program Director (based at the UNESCO Centre, School of Education) in 2007. Since then, I have directed the *Conflict, Peace and Transition* program.

What is this course about?

This 4-credit course is a fully integrated component of the *Conflict, Peace and Transition in Northern Ireland* semester program which examines a society's transition from violent conflict to a sustainable democracy, a transition that continues to be a fragile and difficult process.

This course is designed to engage students in a dynamic learning experience that will facilitate a critical understanding of the Northern Ireland 'peace process' and continuing efforts to build an inclusive and sustainable democracy.

The course focuses on three main questions:

1. What led to the 1998 Belfast Agreement/Good Friday Agreement?

2. What are the key features of the political agreements (1998 and subsequent) and how do these impact governance, civil society, and peacebuilding in Northern Ireland?

3. To what extent is progress being made (potential and challenges for sustainable democracy)?

Northern Ireland's political context and resources for building an inclusive and sustainable democracy are examined in depth.

Topics:

- The political peace process:
    - Events leading to the 1998 Belfast Agreement/ Good Friday Agreement (British, Irish and US. Government relations, peace talks, Downing Street Declaration, ceasefires, decommissioning weapons).
    - Key features (strands) of the 1998 Agreement
    - Referendums – reasons given for 'Yes' and 'No'.
    - 'Tensions, interruptions and suspensions' 1998-2024 (St Andrews Agreement 2006, Stormont House Agreement 2014, Fresh Start Agreement 2015, New Decade, New Approach Deal 2020).
    - The impact of 'Brexit' (Northern Ireland Protocol 2021, Windsor Framework 2023, Safeguarding the Union deal 2024)
- 'Normalisation': Police reform, demilitarisation, decommissioning and paramilitaries.
- Educational policy responses to conflict: segregation, integration and sharing.
- 'What do the people think?' Northern Ireland attitudinal survey results.

- Consociationalism (power-sharing) human rights, equality, law and policy (abortion, racism, sectarianism, LGBTQ+ issues).

- 'Dealing with the past' (policy regarding commemoration, truth recovery, reconciliation and 'victims/survivors').

What will I learn in this course / Course Objectives

You will:

- Build an understanding of key events, components, and dynamics associated with the Northern Ireland political peace process (e.g. Belfast Agreement/Good Friday Agreement, consociationalism, role of British, Irish and US governments, normalisation).

- Communicate a critical understanding of 'post-conflict' social change and public policy in Northern Ireland in relation to multiple issues (e.g. children and young people, gender, sexuality, sectarianism, racism, integration, segregation and sharing).

- Identify and evaluate political and policy challenges, and potential opportunities, presented by remembrance and the commemoration of historical events.

- Articulate a critical evaluation of the current political administration (Northern Ireland Assembly and Executive) and / or wider political context (e.g. British – Irish relations) with respect to possibilities for sustainable democracy in Northern Ireland.

- Apply knowledge of political developments to contemporary issues (e.g. 'Brexit', reunification, immigration, public services and government spending.)

- Demonstrate the ability to access, interpret and employ data from a wide range of social attitudinal survey results.

- Examine and communicate a critical understanding of political and policy challenges presented by 'legacy issues' from the conflict (e.g. 'dealing with the past', truth recovery and justice, 'victims/survivors').

What will I do in this course?

You will participate in lectures, seminars, student-led discussions, visits to Parliament Buildings and historic sites, and meetings (on and off campus) with academic experts, community leaders and activists.

Course Requirements/Assignments:

A. Participation (25%)

Active, reflective, and sensitive participation in all group learning experiences is the primary focus of this course. This includes punctual attendance at, and active participation in, lectures, seminars, fieldtrips and meetings.

Evidence of preparation for meetings with guest speakers and fieldtrips is required. You will need to demonstrate engagement with assigned readings and other preparatory resources. Given the potentially sensitive nature of this course (for example, meetings with 'victims' / 'survivors' / people impacted by the conflict) the need to formulate thoughtful and informed questions, and offer appropriate comments, is particularly important. Taking notes during group learning experiences is necessary to contribute effectively to discussions and other coursework.

Individual/group responsibilities (regarding group learning processes and program logistics) will be assigned and evaluated throughout the course.

Students' contribution to constructive and supportive group dynamics will be monitored and evaluated (see 'Inclusive Living and Learning'). Given the nature of this course, the ability to demonstrate listening to others (within and outside the student group) is critically important.

B. Report: Power-sharing and Peacebuilding in Northern Ireland (25%):

Papers must be typewritten, double space, font size 12 in Times New Roman style with 1-inch margins. Detailed assignment instructions and guidance will be given in advance.

You will write a critical analysis (8 pages / 2,000 words approximately) of the political 'peace process' in Northern Ireland connecting experiences and reflections from field trips, community meetings, internship experiences and issues, concepts and theories examined in class. Your report should include the following:

- Significance of the Belfast Agreement / Good Friday Agreement (achievements, lessons to be learned).

- Challenges presented and experienced by power-sharing in relation to governance and building peace.

- Forecast / recommendations for building a sustainable democracy and peace in Northern Ireland / the Island of Ireland.

Deadline: Friday 02 May

C. Group Study Project

Project Proposal (5%) Project Plan (5%) Project Paper (25%) Project Presentation (15%)

As part of a group, you will design, research (engage with a broad range of sources to reflect multiple perspectives), write, and present, a paper on an agreed topic of interest that relates to 'post-conflict' social change and public policy in Northern Ireland.

Topics for consideration include:

- The role of public education in creating a 'Shared Society'.

- Peace, justice and 'dealing with the past'.

- Policing

- Public mental health

The Group Study Project is a semester-long undertaking with specific tasks to monitor its progress along the way.

1. Identify issues of common interest. Present to the Site Director.

    Alongside with other group members, you will consider possibilities for connecting the Group Study Project to your internship placement as this might enhance and facilitate your study and understanding of the topic.

2. **Project proposal** (2-4 Pages / 500-1000 words approximately).

    Your proposal should be formulated under the following headings:

    ● Issue under investigation - describe *what* you want to examine.

    ● Rationale - describe *why* you think this is important and relevant. What is the history and understanding of this issue? What implications might your study have for social change activities, strategies, tactics etc.? What connections might be made with the USA?

    ● Methodology - describe in as much detail as you can *how* you plan to approach the question. Describe proposed methods of investigation and consider all relevant ethical issues. *Because it is essential that your proposal is grounded in existing academic literature, you must clearly identify relevant literature as part of your proposal.*

3. **Project plan** (2-4 Pages / 500-1000 words approximately).

    ● Resources / materials required – challenges and plans to address.

    ● Roles and responsibilities - who is doing what? Include all stages of the project (reading/data collection, analysis, writing of report and presentation of findings).

    ● Timescale - obstacles and plans to overcome.   Details of additional support required.

4. Progress Meetings. Group will meet with Site Director.

5. Submission of **project paper** (12-15 pages / 3,000-4,000 words approximately) and **presentation** of findings (15-30 minutes).

    ● You are encouraged to be creative in presenting your project findings utilizing photography, art etc.

    ● Structure of the Group Study Report: (1) Issue (2) Rationale (3) Methodology (4) Findings (5) Conclusions and Recommendations (5) Bibliography

Deadlines:

● *Identify issues of common interest: Monday 24 February*

● *Project proposal: Wednesday 12 March*

● *Project plan: Wednesday 09 April*

● *Project paper and presentation: Wednesday 07 May*

Required readings

All assigned readings will be given in electronic format.

● Ashe, F. (2018) Deconstructing dominant narratives of peace: LGBTQ perspectives on conflict transformation in Northern Ireland.

● Ashe, F. (2019) Introduction. *In*: Ashe, F. *Gender, nationalism and conflict transformation: new themes and old problems in Northern Ireland politics.* Routledge, 1-17.

● Bigger, N. (2003) Making peace or doing justice: must we choose? *In* Biggar, N., ed. *Burying the past: making peace and doing justice after civil conflict*. Washington D.C: Georgetown University Press, 3-24.

● Coakley, J. (2021) Is a middle force emerging in Northern Ireland? *Irish Political Studies,* 36 (1), 29–51.

● Consultative Group on the Past. (2009) *The report of the Consultative Group on the Past in Northern Ireland: executive summary. Available at:*

https://cain.ulster.ac.uk/victims/docs/consultative_group/cgp_230109_report_sum.pdf

- Coulter, C., Flaherty, E. and Shirlow, P. (2023) 'Seismic' or stalemate? The (bio)politics of the 2021 Northern Ireland Census. *Space & Polity,* 27 (1), 57–77.

- Crangle, J. (2023) Racism, sectarianism and the Troubles: The place of 'others' in a binary society. *In:* Crangle, J. *Migrants, immigration and diversity in twentieth-century Northern Ireland.* Cham: Springer International Publishing, 201–225.

- Dixon, P. (2021) Bringing politics back in: interpretations of the peace process and the security challenge in Northern Ireland. *Small Wars & Insurgencies,* 32 (4-5), 812–836.

- Dolan, T. (2024) John Hume and his ideas. *In:* McAtackney, L. and Ó Catháin, M., eds. *The Routledge handbook of the Northern Ireland conflict and peace.* London: Routledge, 242-254.

- Gallagher, T. (2016) Shared education in Northern Ireland: school collaboration in divided societies. *Oxford Review of Education,* 42 (3), 362–375.

- Gormley-Heenan, C. and Aughey, A. (2017) Northern Ireland and Brexit: three effects on 'the border in the mind'. *The British Journal of Politics and International Relations,* 19 (3), 497–511.

- Hansson, U. and McLaughlin, H. (2018) Protestant migration from the west bank of Derry / Londonderry 1969-1980. Derry Londonderry: Pat Finucane Centre.

- Hayward, K. and McManus, C. (2019) Neither/nor: the rejection of Unionist and Nationalist identities in post-agreement Northern Ireland. *Capital & Class,* 43 (1), 139–155.

- Hayward, K. (2023) 'It's time to fix the Good Friday/Belfast Agreement' *The World Today*. https://www.chathamhouse.org/publications/the-world-today/2023-04/its-time-fix-good-fridaybelfast-agreement

- Horgan, G. and O'Connor, J.A. (2014) Abortion and citizenship rights in a devolved region of the UK. *Social Policy and Society*, 13, 39-49.

- Knox, C. (2016). Northern Ireland: where is the peace dividend? *Policy & Politics*, 44(3), 485–503.

- Lederach, J.P. (2005) On peace accords: image of a line in time. In: Lederach, J.P. *The moral imagination: the art and soul of building peace.* Oxford University Press, 31-40.

- McDermott, P. (2024) Beyond simple binaries? Reflecting on immigrants' experiences in Northern Ireland. *In:* McAtackney, L. and Ó Catháin, M., eds. *The Routledge handbook of the Northern Ireland conflict and peace.* London: Routledge, 385–396.

- Morrow, D. (2023) Transformation or truce? Tracing the decline of "reconciliation" and its consequences for Northern Ireland Since 1998. *Journal of Ethnic Studies* 90 (90), 45–61.

- Murphy, J. (2024) Policing and peace in Northern Ireland. *In:* McAtackney, L. and Ó Catháin, M., eds. *The Routledge handbook of the Northern Ireland conflict and peace.* London: Routledge, 385–396.

- Nagle, J. and Clancy, M.A.C. (2011). Constructing a shared public identity in ethno nationally divided societies: comparing consociational and transformationist perspectives. *Nations and Nationalism*, 18(1), 78–97.

- O'Doherty, M. (2022) Unionists in a united Ireland. In: O'Doherty, M. *Can Ireland be one?* Newbridge: Merrion Press, 175-191.

- Richmond, N. (2023) Towards a New Ireland. *The Political Quarterly,* 94 (1), 115–121.

- Roulston, S. and Hansson, U. (2021) Kicking the can down the road? Educational solutions to the challenges of divided societies: a Northern Ireland case study. *Discourse,* 42 (2), 170–183.

- Shirlow, P., Graham, B., Robinson, G., Southern, N. and McMullan, A. (2005) Population change and social inclusion study Derry/Londonderry. OFMDFM.

- Spencer, G. (2019) Motivation and intervention in the Northern Ireland peace process: an interview with President Bill Clinton. *Negotiation Journal,* 35 (2), 269–295.

- Tonge, J. (2003) Victims of their own success? Post-agreement dilemmas of political

moderates in Northern Ireland. *Global Review of Ethnopolitics,* 3 (1), 39–59.

- Tonge, J. (2020) Beyond Unionism versus Nationalism: the rise of the Alliance Party of Northern Ireland. *Political quarterly,* 91 (2), 461–466.

Recommended readings

- Ashe, F. (2008) Gender and ethno-nationalist politics. *In:* Coulter, C and Murray, M., ed. *Northern Ireland after the troubles a society in transition.* Manchester University Press, 156-174.

- Ashe, F. (2019) Gender, sexuality and conflict transformation. *In*: Ashe, F. *Gender, nationalism and conflict transformation: new themes and old problems in Northern Ireland politics.* Routledge, 18-39.

- Ashe, F. (2019) Conclusions. *In*: Ashe, F. *Gender, nationalism and conflict transformation: new themes and old problems in Northern Ireland politics.* Routledge, 166-170.

- Ashe, F. & Harland, K. (2014) Troubling masculinities: changing patterns of violent masculinities in a society emerging from political conflict. *Studies in Conflict & Terrorism*, 37 (9), 747-762.

- Bamford Centre for Mental Health and the Northern Ireland Centre for Trauma & Transformation and Compass (2012) *Troubled consequences: A report on the mental health impact of the civil conflict in Northern Ireland*. Belfast: Commission for Victims and Survivors.

- Dixon, P. (2018) *Performing the Northern Ireland peace process: In defence of politics.* Cham: Springer International Publishing.

- Doebler, S., McAreavey, R. and Shortall, S. (2018) Is racism the new sectarianism? Negativity towards immigrants and ethnic minorities in Northern Ireland from 2004 to 2015. *Ethnic and Racial Studies,* 41 (14), 2426–2444.

- Doyle, O., McHarg, A. and Murkens, J. (2021). The constitutional tensions of Brexit. *In:* Doyle, O., McHarg, A. and Murkens, J., ed. *The Brexit challenge for Ireland and the United Kingdom: constitutions under pressure*. Cambridge University Press, 1-18.

- Duggan, M. (2024) Politics, homophobia, and the socio-legal evolution of LGBTQ+ communities in Northern Ireland. *In:* McAtackney, L. and Ó Catháin, M., eds. *The Routledge handbook of the Northern Ireland conflict and peace.* London: Routledge, 385–396.

- Gardner, J. (2016) Education in Northern Ireland since the Good Friday Agreement: Kabuki theatre meets danse macabre. *Oxford review of education,* 42 (3), 346–361.

- Goldie, R. (2023) Good Friday, 1998 – the end of peace walls? *In:* Goldie, R. *Under dark shadows.* Oxford: Peter Lang, 31-42.

- Gormley-Heenan, C. and Byrne, J. (2014) Beyond the walls: dismantling Belfast's conflict architecture. *City: Analysis of Urban Trends, Culture, Theory, Policy, Action,* 18 (4-5), 447-454.

- Gormley-Heenan, C., Aughey, A. and Devine, P. (2017) Waking up in a different country: Brexit and Northern Ireland. *ARK Research Update*, 116.

- Guelke, A. (2019) Northern Ireland, Brexit, and the interpretation of self-determination. *Nationalism and Ethnic Politics*, 25 (4), 383-399.

- Halliday, D. and Ferguson, N. (2016) When peace is not enough: the flag protests, the politics of identity & belonging in east Belfast. *Irish political studies,* 31 (4), 525–540.

- Hamber, B. (2016) There is a crack in everything: problematising masculinities, peacebuilding and transitional justice. *Human rights review,* 17 (1), 9–34.

- Hamber, B. (2003) Rights and reasons: challenges for truth recovery in South Africa and Northern Ireland. *Fordham International Law Journal*, 26, 1074-1094.

- Hamber, B., and Murray, C. (2022). Voices from the margins: young men and post-conflict masculinities in Northern Ireland.

- Harland, K. and McCready, S (2014) Rough justice: considerations on the role of violence,

masculinity, and the alienation of young men in communities and peacebuilding processes in Northern Ireland. *Youth Justice,* 14 (3), 269-283.

- Hayes, B.C. and Nagle, J. (2016) Ethnonationalism and attitudes towards gay and lesbian rights in Northern Ireland. *Nations and Nationalism,* 22 (1), 20–41.

- Hayward, K. (2020) The 2019 general election in Northern Ireland: the rise of the centre ground? *Political Quarterly,* 91 (1), 49–55.

- Hayward, K. & Komarova, M. (2024) Has Brexit changed the Irish border question? *In:* Bell, D. & O'Dowd, L., eds. *Northern Ireland beyond 100: the end of the beginning or the beginning of the end?* Cork University Press.

- Horgan, G. and Gray, A.M. (2012) Devolution in Northern Ireland: a lost opportunity? *Critical Social Policy,* 32 (3), 467-478.

- Long, M. (2021) Derry Girls and containment: conflict-related and transgenerational trauma in Northern Ireland. *Journal of Psychosocial Studies,* 14 (1), 3–17.

- McAlister, S., Corr, M-L., Dwyer, C., Drummond, O. and Fargas-Malet, M. (2021) 'It didn't end in 1998': examining the impacts of conflict legacy across generations. Queen's University Belfast.

- McCaughey, T. (2003) Northern Ireland: Burying the hatchet, not the past. *In* Biggar, N., ed. *Burying the past: making peace and doing justice after civil conflict.* Washington D.C: Georgetown University Press, 287-303

- McEvoy, K., Shirlow, P. and McElrath, K. (2004) Resistance, transition and exclusion: politically motivated ex-prisoners and conflict transformation in Northern Ireland. *Terrorism and political violence,* 16 (3), 646–670.

- McGarry, J. and O'Leary, B. (2006) Consociational theory, Northern Ireland's conflict, and its agreement. Part 1: what consociationalists can learn from Northern Ireland. *Government and Opposition (London),* 41 (1), 43–63.

- McGarry, J. and O'Leary, B. (2006) Consociational theory, Northern Ireland's conflict, and its agreement 2: what critics of consociation can learn from Northern Ireland. *Government and Opposition (London),* 41 (2), 249–277.

- McGlinchey, M. (2019) Does moderation pay in a consociational democracy? The marginalisation of the SDLP in the North of Ireland. *Swiss Political Science Association,* 25 (4), 426–449.

- McLafferty, M., O'Neill, S., Armour, C., Murphy, S., Ferry, F. and Bunting, B. (2019) The impact of childhood adversities on the development of posttraumatic stress disorder (PTSD) in the Northern Ireland population. *European journal of trauma & dissociation,* 3 (2), 135–141.

- McVeigh, R. and Rolston, B. (2007) From Good Friday to Good Relations: sectarianism, racism and the Northern Ireland state. *Race & Class,* 48 (4), 1–23.

- Milliken, M., & Smith, A. (2022). The post conflict generation in Northern Ireland: Citizenship education, political literacy and the question of sovereignty. *Education, Citizenship and Social Justice*, *17*(3), 235-254.

- Morrow, D. (2012) The rise (and fall?) of reconciliation in Northern Ireland. *Peace research,* 44 (1), 5–35.

- Morrow, D. (2017) Reconciliation and after in Northern Ireland: The search for a political order in an ethnically divided society. *Nationalism & Ethnic Politics,* 23 (1), 98–117.

- Morrow, D. (2019) *Sectarianism in Northern Ireland: A Review*. Ulster University. Available at:
  https://www.ulster.ac.uk/__data/assets/pdf_file/0016/410227/A-Review-Addressing-Sectarianism-in-Northern-Ireland_FINAL.pdf

- Nagle, J. (2016) What are the consequences of consociationalism for sexual minorities? An analysis of liberal and corporate consociationalism and sexual minorities in Northern Ireland and Lebanon. *Political studies,* 64 (4), 854–871.

- O'Dowd, N. (2007) The awakening: Irish-America's key role in the Irish Peace Process. *In:* Elliot, M., ed. *The long road to peace in Northern Ireland*. Liverpool University Press, 67-95.

- O'Keefe, T. (2021) Bridge-builder feminism: the feminist movement and conflict in Northern Ireland. *Irish political studies,* 36 (1), 52–71.

- O'Leary (2021) Getting Ready: The Need to Prepare for a Referendum on Reunification. *Irish studies in international affairs,* 32 (2), 1-38.

- Rowan, B. (2015) *Unfinished peace: thoughts on Northern Ireland's unanswered past.* Newtownards: Colourpoint Books, 115-125.

- Smith, A. (2003) Citizenship education in Northern Ireland: beyond national identity? *Cambridge journal of education,* 33 (1), 15–32.

- Swaine, A. (2024) When you know what they are capable of: paramilitary-related gendered coercive control. Foyle Family Justice Centre, University College Dublin.

- Teague, P. (2019). Brexit, the Belfast Agreement and Northern Ireland: imperiling a fragile political bargain. *The Political Quarterly*, 90(4), 690–704.

- Todd, J., O'keefe, T., Rougier, N. and Bottos, L.C. (2006) Fluid or frozen? Choice and change in ethno-national identification in contemporary Northern Ireland. *Nationalism & ethnic politics,* 12 (3-4), 323–346.

- Tomlinson, M.W. (2012) War, peace and suicide: The case of Northern Ireland. *International sociology,* 27 (4), 464–482.

- Tonge, J. (2016) The impact of withdrawal from the European Union upon Northern Ireland. *The Political Quarterly*. 87 (3), 338-342.

- Walsh, C. and Harland, K. (2021) Research informed youth work practice in Northern Ireland: recommendations for engaging adolescent boys and young men. *Child Care in Practice,* 27 (2), 107–119.

- Wilson, D. (2011) Unveiling the past—preparing the conditions for human beings to live in the midst of one another again? A response from living in Northern Ireland. *Journal of*

Explanation of Grades

Augsburg University uses a letter grading system using the following definitions:

Grade	G.P.	Percentage	Description
A	4.00	93-100%	Excellent. Highest standard of excellence; goes above and beyond stated course requirements. Deep integration of discussions, lectures, readings and/or service learning in assignments.
A-	3.67	90-92%	
B+	3.33	88-89%	
B	3.00	83-87%	Good. Above basic course requirements. Some integration of class discussion, lecture, theory and/or service learning in assignments.
B-	2.67	80-82%	
C+	2.33	78-79%	
C	2.00	73-77%	Satisfactory. Basic standards and expectations for the course met; minimum integration of class discussion, lecture, theory and/or service learning in assignments. Course grades falling below 2.0 will not be accepted toward licensure into Augsburg licensure programs.
C-	1.67	70-72%	
D+	1.33	68-69%	
D	1.00	63-67%	Poor. Below basic standards and expectations.

D-	0.67	60-62%	
F	0.00	<60%	Failure
P	0.00		Pass*
LP	0.00		Low Pass*
N	0.00		No Pass

*The letter grade equivalent of a P grade is a C- or higher.

**The letter grade equivalent of an LP grade is a D-, D, or D+.

CGEE Grading Policy and Late Assignments

You must submit assignments on time. If you need an extension, you must talk to us in advance to negotiate a new deadline. If you have not been given an extension in advance and you turn in a late assignment, you will be docked half a grade. If you are more than one week late, you will be docked a full grade. No assignments will be accepted more than two weeks after the original deadline except for under exceptional circumstances; a "0" will be given after that. Assignments due near the end of the semester will not be accepted after the last day of the semester.

Assignments	Due Date	Percentage Points
Participation		25%
Group Study Project Proposal	12 March	5%
Group Study Project Plan	09 April	5%
Power-sharing and Peacebuilding Report	02 May	25%
Group Study Project Paper	07 May	25%

Group Study Project Presentation	07 May	15%

Inclusivity Statement

Augsburg University values the diversity of persons, perspectives, and convictions. Critical thinking, rigorous analysis, and open discussion across a full range of ideas lie at the heart of the University's mission as an institution of higher learning. Essential to the University in living out its mission of educating students to be "informed citizens, thoughtful stewards, critical thinkers, and responsible leaders" is that the foundation be one of diversity, inclusion, equity, and intercultural competency.

Agreements for Inclusive Living and Learning

Learning is a social process. Discussions are an important aspect of this course. In good discussions, differences in beliefs, opinions, and approaches are to be expected. Learning to disagree respectfully is a key academic, workplace, and life skill. During the orientation residential we will spend time exploring what building a learning community means to us. Below are examples of community agreement statements that we may find helpful:

- This environment is a space where we are willing to be uncomfortable to learn.
- We will criticize ideas, not people.
- We will back our opinions and arguments with facts and reasoning.
- We will practice active and deep listening.
- We will speak with fairness and sensitivity.
- We will encourage others to join conversations.
- We will give undivided attention to the person who has the floor.
- We can disagree with another person's point of view without putting that person down.

- We will speak our opinions using the first person and avoid using "you."
- We will remember that we differ in cultural background, sexual orientation, and/or gender identity or gender expression and will be careful about making insensitive or careless remarks.

Attendance

As in any in-person course, attendance and participation are necessary for mastery of the course material. In Northern Ireland, there are additional UK visa compliance requirements for attendance at class, field visits, etc. These requirements will be explained fully when you are in Northern Ireland.

Please let me know at the start of the semester about expected absences due to religious holidays.

Academic Honesty

Good academic work must be based on honesty. All work submitted in this course should be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) should be properly acknowledged and documented. We will talk more about what this looks like specifically as we begin our first writing and inquiry assignments. Academic dishonesty can have serious consequences. You can review the full academic honesty standards and consequences at Augsburg Academic Honesty Policy[1] and talk to me if you have any questions.

Academic Support and Accommodations

Your success in this class is important to me. We all need accommodations at times because we all learn differently. If there are aspects of this course that prevent you from learning or exclude

---

[1] https://docs.google.com/document/d/1558SfkINlh8nOvrgqvnWNk3pXi-g19o_KCucEP4HLwY

you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

Academic Tutoring: Your tuition provides you free access to academic support resources. You can find a list of tutoring resources at Academic Advising[2].   Most relevant for this course, Augsburg's Writing Center provides online opportunities to get support and feedback on your written assignments. https://sites.augsburg.edu/writingcenter/.

Disability Accommodations and Accessibility: If you need disability-related accommodations to have equal access in this course, please contact the CLASS Office (Disability Resources) at class@augsburg.edu or schedule a meeting with CLASS at www.augsburg.edu/class. Phone: + 1 612330-1053.   If accommodations are required, the CLASS Office will notify me privately about your needs. Please note that you will not be required to disclose your disability, only your accommodations.

Health and Wellness

As part of the University's support systems, you also have access to campus resources to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning. These stressful moments can impact academic performance or reduce your ability to engage. If you or someone you know are suffering from any challenges, you should reach out for support. You have access to free counseling services through the TELUS app. We can also refer you to local in-person counseling services. Please review the online program manual for more information about Health and Wellness while in Northern Ireland.

During your time in Northern Ireland, you can access a range of resources through Ulster University's Student Wellbeing services.

---

[2] https://www.augsburg.edu/advising/currentstudents/skills/

Title IX and Sexual Misconduct

Augsburg University is committed to creating a safe learning environment for all students, including one that is free of sexual misconduct. If you or someone you know has experienced sexual misconduct, including sexual assault, dating violence, domestic violence, and stalking, you may contact Michael Grewe, Ph.D., LISW, Assistant Provost, Dean of Students & Title IX Coordinator, at titleix@augsburg.edu or 612-330-1499 to report an incident, seek support, and/or take action.

Please be aware that faculty members are required to disclose information about suspected or alleged sexual misconduct or other potential violations of the Augsburg University Sexual Misconduct Policy to the Title IX Coordinator. If the Title IX Coordinator receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. If you or another student you know wishes to speak to a confidential resource who does not have this reporting responsibility, you may contact the Center for Wellness and Counseling at cwc@augsburg.edu or 612-330-1707; Campus Ministry at 612-330-1732; or the Aurora Center at aurora@umn.edu or 612-626-9111 (24/7).

Supporting Pregnant and Parenting Students

Augsburg students who are pregnant or are experiencing related conditions (including childbirth, termination of pregnancy, or lactation; related medical conditions; or recovery therefrom) may request reasonable modifications. Students may contact the Title IX Coordinator at titleix@augsburg.edu or 612-330-1034 to learn about specific actions the University can take to prevent discrimination and ensure access to Augsburg's educational programs and activities.

Augsburg University also has a designated student parent navigator to serve as the first point of contact for parenting students needing assistance in meeting their family's basic needs. To learn more information, contact Noah Greenfield, Program Coordinator in the Dean of Students Office, at deanofstudents@augsburg.edu or 612-330-1160.