



CONFLICT TRANSFORMATION AND SOCIAL JUSTICE INTERNATIONAL SUMMER SCHOOL

4-22 JULY 2016

Location: Queen's University, Belfast

Overview

This Conflict Transformation and Social Justice Summer School provides students with a broad overview of conflict resolution history, politics and critical awareness of the following themes:

- Conflict Transformation in local and global perspective
- Religion and Peacebuilding
- Intervention and Integration
- Transitional Justice
- Cross-border Co-operation
- Discourses and Dialogue in Conflict Transformation
- Representing and Dealing with the Past
- Research Methods and Ethics in Conflict Transformation
- Policing and Securitization

This summer school offers a comparative international perspective on conflict transformation and social justice, drawing on the experience of conflict in Ireland where the School is delivered. It will consider case studies and examples from around the world, including Europe, the Middle East, Asia and America.

The aims of the summer school are:

- To provide a rich academic experience for visiting students
- To inspire students to develop their research interests in Global Peace, Security and Justice
- To provide students with a module to the level of 3 credits in the US academic system.
- To create an environment of engagement between international students and local NGO's, politicians and others involved in conflict and conflict transformation.

Nature and Variety of Activities

Key to the success of the Summer School is the opportunity for students to combine academic study with engagement with the communities around them. The course entails approximately 80 hours of study, including classroom discussion with academics, activists and practitioners as well as staff-led site visits. There are four day-long field trips:

- The historical city of Derry/Londonderry
- Centre for Migration Studies at the Ulster American Folk Park, Omagh
- Police Service of Northern Ireland (PSNI) Public Order training unit in Antrim
- Northern Ireland's Causeway Coast and the Antrim Glens

Whilst in Derry/Londonderry there are visits to the city Tower Museum and the community organised Free Derry Museum in order to examine different perspectives on the city. In addition to the above activities, there will be half day tours of:

- Belfast's murals and interface
- The Crumlin Road Gaol
- A visit to Stormont where students meet politicians from all major political parties in Northern Ireland.

Over the course of the summer school students will meet at least twenty people from non-academic backgrounds including politicians, police officers, community workers, people involved in conflict resolution including ex-prisoners and leaders of the main churches. All of the field trips have staff present not only for the well-being of the students but also to introduce the places being visited.

The School will host four social events, Irish dancing at a Ceilidh, a night at the movies looking at how film makers have represented the Troubles, a workshop in Irish music and a quiz and live band on the final evening. For the Fulbright Institute students who arrive a week earlier, there will be an additional social event.

LECTURE THEMES

Week 1: Understanding Conflict Transformation and Social Justice

The summer school begins with a collective session outlining the aims and purposes of the programme, followed by the opportunity to meet staff, a tour of Queen's University, a tour of Belfast interfaces and murals followed by an evening reception. The second day offers an overview of critical issues in understanding conflict transformation and social justice, introducing students to the political history of the conflict and the role of religion in processes of peace building. Examining the theoretical dimensions around discourses of conflict resolution and with a focus on border dynamics and mobilities, the third session will consider how the politics of dialogue mediates and can transform cross-border relationships. It considers how strategies dealing with local solutions to border issues compare with those employed in international conflict intervention and integration contexts. These theoretical perspectives on conflict transformation will be consolidated in a field trip to the Centre for Migration Studies at the Ulster American Folk Park. Friday begins with a theoretical overview of how transitional justice offers activists an arena from which to work from the bottom up and these processes are further exemplified through international case studies. The first week concludes with a field trip to the Antrim Coast.

Week 2: Dealing with the Past and Transforming Political Imaginaries

The first session in Week 2 considers the relationship between national identity and the political imaginary in the negotiation and representation of shared space in parading and marching bands. Students will have the opportunity to attend the Parade events on the Twelfth of July with an option to go to the parade field to hear Orange Lodge speeches. Day 3 will examine how the reimagining of the past can produce new forms of political dialogue, at the same time as understanding how different kinds of social media discourses have begun to deal with and commemorate the past in changing socio-political landscapes. An innovative project on prison memory archives will demonstrate how discourses of conflict are represented in media, providing a background to understanding the transformation of key historical events. This session will be accompanied by a visit to the historical Crumlin Road Gaol to show how this transformation has been implemented in a contemporary mediatized context. Day 4 consolidates the historical and theoretical perspectives outlined thus far, by drawing in practitioners from local NGOs around issues dealing with the past to explore questions of remembering, healing and finding paths in moving forward. Friday concludes this week's activities with a field trip to the museums, Guildhall and tour of the City of Derry/Londonderry.

Week 3: International Peace Brokering and Conflict Transformation

Week 3 begins with a set of practice-based reflections by academic practitioners involved in consultancy work on International peace brokering in Africa and the Middle East. Students then reflect upon peace dialogues closer to home with the opportunity to meet representatives of Northern Ireland's political parties followed by a tour of Stormont. Wednesday and Thursday of this week facilitate analyses of many aspects of the conflict, and the current situation in Northern Ireland through dialogue with community group leaders, church leaders, politicians and the Police Service of Northern Ireland.



Conflict Transformation and Social Justice International Summer School Programme

All lectures will be held in Room OG.029, Geography Building, Elmwood Avenue
unless otherwise indicated (Campus Map Area – F)¹

Week 1		
Monday 4 July	9.30am – 10.15am	Registration For The Programme
	10.15am - 12.15pm	Induction: <i>Introduction and background to the Summer School</i> An opportunity to meet core staff of the Senator George J Mitchell Institute for Global Peace, Security and Justice.
	12.15pm - 1.00pm	Walking tour of Queen's University
	2.00pm - 4.00pm	Tour of Belfast: <i>Murals, Interfaces and Economic Development</i> Dr. Dominic Bryan and Dr. Gordon Gillespie <u>Coach departs from outside the Students' Union, University Road at 2.00pm sharp</u>
	6 00pm – 7.00pm	Wine Reception Queen's Naughton Gallery, Lanyon Building (Campus Map – 1) PROVISIONAL
Tuesday 5 July	Understanding Conflict Transformation and Social Justice	
	9.30am – 11.00am	<i>An Introduction to Conflict Transformation and Social Justice</i> Dr Gladys Ganiel
	11.30am - 1.00pm	<i>Understanding the Conflict</i> Dr. Dominic Bryan Seminar Room, The Institute of Irish Studies
2.30pm - 4.00pm	<i>Religion and Peace Building</i> Dr Gladys Ganiel	
Wednesday 6 July	Conflict Resolution Processes in Local and Global Perspective	
	9.30am - 11.00am	<i>Discourses of conflict resolution</i> Dr. Katy Hayward

¹ Please note that some speaker changes may occur.

	11.30am - 1.00pm	<i>Communities and the Policing of Disorder</i> Dr. Neil Jarman
	2.30pm - 4.00pm	<i>Transforming border dynamics</i> Dr. Cathal McCall
	8.00pm – 10.30pm	Ceilidh (Irish Dancing) With Claire Hughes Great Hall, Queen's Lanyon Building (Campus Map – 1)
Thursday 7 July	8.30am – 6.00pm	Field Trip to the Centre for Migration Studies, Ulster American Folk Park to visit the outdoor museum's old and new world exhibits, telling the story of emigrant life on both sides of the Atlantic. Coach departs from Reception at the Queen's Elms Halls of Residence (QEHOR) at 8.30 am sharp arriving Folk Park at 10.30am and departs Folk Park at approx 4.30 pm.
Friday 8 July	International Transitional Justice	
	9.30am – 10.30am	<i>Transitional Justice: an overview</i> Dr. Luke Moffatt
	11.00am - 12.30pm	<i>Dealing with the Past in Northern Ireland</i> Professor Kieran McEvoy
	12.30pm	Collection of Student ID Students should proceed to the Student Guidance Centre
	FREE AFTERNOON	
	FREE EVENING	
Saturday 9 July	8.30am – 6.30 pm	Field Trip to the Antrim Coast, Glens of Antrim and Giant's Causeway The drive north along the River Bann and then east past the Giant's Causeway and down the marine drive follows 60 miles of the most beautiful coast you could imagine. Coach departs from Reception at Queen's Elms Halls of Residence at 8.30 am sharp

Week 2	
Monday 11 July	Ritual, Protest and Parades in Northern Ireland
	9.30 – 11.00am <i>Parading and the 12th July</i> Dr. Neil Jarman
	11.30am - 1.00pm <i>The Sound of the Drum</i> Dr. Ray Casserley
	2.30 - 4.00pm <i>Bonfires and the 11th Night</i> Dr. Dominic Bryan
Tuesday 12 July	Twelfth Parade events
	11.00am Students to meet outside the Students Union to go to watch the parade at Bradbury Place
Wednesday 13 July	Transforming Political Landscapes and Imaginaries
	9.00am – 11.30am <i>Mediating Conflict Transformation</i> Dr. Lorraine Dennis, Project Manager, Prisons Memory Archive
	1.00pm Visit to Crumlin Road Gaol. Students to meet outside the Students Union for 12.45pm All students must be at the tour start point room by 1.25pm at the latest. The first tour will go out at 1.30pm and the second tour will leave at 1.45pm. Tours will end at 2.45pm and 3pm respectively.
Thursday 14 July	Politics in Northern Ireland
	9.30am – 11.00am <i>Republicanism and Nationalism</i> Dr. Peter McLoughlin
	11.30am – 1.00pm <i>Unionism and Loyalism</i> Dr. Gordon Gillespie
	2.00pm - 3.00pm <i>Devolved Government</i> Alan Whysall, Former British Government Official with Experience of NI Peace Process Work
	7.00pm – 8.30pm Maurice Fitzpatrick, Irish Documentary Filmmaker presents “ <i>The Boys of St. Columb’s</i> ”
Friday 15 July	Field Trip to City of Derry / Londonderry This field trip will include visits to local Museums, the Guildhall and a tour of the murals and the city walls. Coach departs from reception a Queen’s Elms Halls of Residence, at 7.15am sharp
	7.15am – 6.30pm The field trip will include a visit to local museums, the Guildhall, a tour of the murals and the City walls. Coach departs from Reception at the Queen’s Elms Halls of Residence (QEHOR), at 7.15 am sharp

Week 3		
Monday 18 July	The Politics of International Peace Brokering	
	9.00am – 10.30am	<i>The Dynamics of the Columbian Peace Process</i> Dr Andrew Thomson
	11.00am – 12.30am	<i>“Peace Dialogue” in the Middle East</i> Mr Michael Semple
	2.00pm - 3.30pm	<i>Creative Activism: Media & Arts in Conflict Communities</i> Dr. Julie Norman
Tuesday 19 July	9.00am – 1.00pm	Visit to Stormont to include a discussion panel with representatives from the political parties in northern Ireland followed by coffee and a tour of Stormont. Coach departs from outside Students Union, at 9.00 am sharp.
	2.00pm – 4.00pm	<i>Conflict Transformation</i> Michael Culbert - Coiste na n-Iarchimi, Colin Halliday, Lee Levis and Will Glendinning
	4.30pm – 5.30pm	Debriefing Session
	7.00pm – 9.00pm	Film: Northern Ireland and Cinema From Ourselves Alone to Game of Thrones Dr. Gordon Gillespie
Wednesday 20 July	Religion in Conflict Transformation in contemporary Northern Ireland	
	9.30am – 10.30am	<i>The role of the churches in responding and contributing to conflict</i> Dr. Gladys Ganiel
	11.00am – 1.00pm	Discussion panel chaired by Noreen Erskine and made up of religious leaders in Northern Ireland: Rev Dr. Norman Hamilton, Rev Harold Good, Sister Geraldine Smyth and Bishop John McDowell
	FREE AFTERNOON	
Thursday 21 July	9am - 3.00pm	Visit to Duncairn Centre for Culture and Art <i>Tour by Rev. Bill Shaw</i> Belfast Mapping Project <i>Bree Hocking</i> Panel discussion: Policing in NI
	7.00pm	Quiz and traditional music (Blackthorn) McHughs Bar Belfast

Friday 22 July	11.00am – 11.30am	<i>Workshop on Essay Writing</i> Dr. Dominic Bryan
	11.30am – 1.00pm	Final Session Informal Discussion and Feedback

QUEEN'S UNIVERSITY STAFF TEACHING ON THE PROGRAMME

	<p>Professor Fiona Magowan</p> <p>Professor of Social Anthropology</p> <p>International Summer School Coordinator</p> <p>School of History & Anthropology</p>		<p>Professor John Brewer</p> <p>Professor of Post Conflict Studies</p> <p>Senior Institute Fellow</p> <p>The Senator George J. Mitchell Institute for Global Peace, Security and Justice</p>
	<p>Professor Kieran McEvoy</p> <p>Professor of Law and Transitional Justice</p> <p>Senior Institute Fellow</p> <p>The Senator George J. Mitchell Institute for Global Peace, Security and Justice</p>		<p>Dr Gladys Ganiel Queen's University Research Fellow</p> <p>The Senator George J. Mitchell Institute for Global Peace, Security and Justice</p>
	<p>Dr Julie Norman Queen's University Research Fellow</p> <p>The Senator George J. Mitchell Institute for Global Peace, Security and Justice</p>		<p>Mr Michael Semple, Visiting Research Professor</p> <p>The Senator George J. Mitchell Institute for Global Peace, Security and Justice</p>
	<p>Dr Dominic Bryan Director of Institute of Irish Studies and Reader in Social Anthropology</p> <p>Irish Studies Summer School Coordinator</p>		<p>Dr Katy Hayward Senior Lecturer</p> <p>School of Sociology, Social Policy and Social Work</p>

	<p>Dr Gordon Gillespie Research Fellow</p>		<p>Dr Cathal McCall Reader</p>
	<p>Dr Peter McLoughlin Lecturer</p>		<p>Dr Eric Morier-Genoud Lecturer in African History</p>
<p>The Institute of Irish Studies</p>	<p>School of Politics, International Studies and Philosophy</p>	<p>School of Politics, International Studies and Philosophy</p>	<p>School of History & Anthropology</p>



Queen's University Belfast

The Senator George J Mitchell
Institute for Global Peace,
Security and Justice

Course Reading List 2016

WEEK 1

Tuesday 5 July, Understanding Conflict Transformation and Social Justice

Religion and Peace Building

- Brewer, J. Higgins, G. and F. Teeney 2013. *Religion, Civil Society and Peace in Northern Ireland*. Oxford University Press, paperback. (Chapter 4).
- Brewer, J. Higgins, G. and F. Teeney 2010. 'Religion and peacemaking: a conceptualization', *Sociology* 44(6), pp. 1019-37.
- Coward H. and G. Smith (eds) 2004. *Religion and Peacebuilding*, New York: State University of New York Press. (Introduction by David Little and Scott Appleby)
- Lederach, J.P. 2003. *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books (available as on kindle/e-book for £2.50 or \$2.99)
- Miall, Hugh, 2004. Conflict Transformation: A Multi-Dimensional Task. Berghof Research Center for Constructive Conflict Management. URL available at <http://www.berghof-handbook.net>

Wednesday 6 July, Conflict Resolution Processes in Local and Global Perspective

Conflict resolution

- Aughey, A. 2002. 'The Art and Effect of Political Lying in Northern Ireland', *Irish Political Studies*, 17 (2): 1–16.
- Chilton, P. and Schaffner, C. 2002. 'Introduction: Themes and principles in the analysis of political discourse', *Politics as Text and Talk*. Philadelphia: John Benjamins Pub. Co., 1-42. <https://books.google.co.uk/books?isbn=9027226946>
- Hayward, K. 2011 'Introduction: Political discourse and conflict resolution', in K. Hayward and C. O'Donnell (eds) *Political Discourse and Conflict Resolution*. London: Routledge, 1-15. Policing of Disorder, Dr. Neil Jarman

Policing Disorder

- Abrahams, R. 1998 *Vigilant Citizens: Vigilantism and the State*. Cambridge, Polity Press.
- Blagg, H. and Valuri, G. 2004. Aboriginal Community Patrols in Australia: Self Policing, Self-determination and Security, *Policing and Society* 14, 4.
- Jarman, N. 2013. Managing Violence and Building Peace from Below. In B. Preiss and C. Brunner, (eds.) *Democracy in Crisis: The Dynamics of Civil Protest and Civil Resistance*, Peace Report 2012. Vienna/Berlin: Lit-Verlag.
- Pratten, D. and Sen, A. (eds) 2007. *Global Vigilantes: Anthropological Perspectives on Justice and Violence*. London, Hurst. Chapters 9 and 13.

Transforming border dynamics

- McCall, C. 2014. *The European Union and Peacebuilding: The Cross-Border Dimension*. Basingstoke: Palgrave Macmillan. Chapter 4.
- O'Dowd, L. 2010. 'From 'Borderless World' to 'World of Borders': Bringing History Back In', pp. 1031-1050 in *Environment and Planning D: Society and Space*, vol. 28.
- Wilson, T. M. and H. Donnan (eds.), 2012. *The Blackwell Companion to Border Studies*. Oxford: Wiley-Blackwell. Chapters 5, 6, 9 and 14.

Friday 8 July, International Transitional Justice

Transitional Justice

- Bell, C. 2009. Transitional Justice, Interdisciplinarity and the State of the 'Field' or 'Non-Field'. *International Journal of Transitional Justice*, 3, 1, 5-27.
- Arthur, P. (2009) How "Transitions" Reshaped Human Rights: A Conceptual History of Transitional Justice. *Human Rights Quarterly*, 31,2, 321-367.
- Teitel, R. (2003). Transitional Justice Genealogy, *Harvard Human Rights Journal* 16 (Spring):

Dealing with the Past

McEvoy, K. and A. Bryson, forthcoming. 'Justice, Truth and Oral History: Legislating the Past 'From Below' in Northern Ireland, *Northern Ireland Legal Quarterly*, Vol. 62, 2. (draft pdf will be available)

Lawther, C. 2012. 'Denial, Silence and the Politics of the past: Unpicking the Opposition to Trust Recovery in Northern Ireland, *The international Journal of Transitional Justice*, 1-21.

Stormont House Agreement. URL accessed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/390672/Stormont_House_Agreement.pdf

WEEK 2**Monday 11 Ritual, Protest and Parades in Northern Ireland****Orange Parades**

Bryan, D. 2000. *Orange Parades: The Politics of Ritual, Tradition and Control*. London: Pluto Press. (Chapter 8).

Bryan, D 2006. Traditional Parades, Conflict and Change: Orange Parades and Other Rituals in Northern Ireland 1960-2000. In Michael Schaich,(ed) *Political Rituals in the United Kingdom, 1700-2000*. London: German Historical Institute for London. (Chapter will be available).

Tuesday 12 July Twelfth Parade events**Wednesday 13 July Transforming Political Landscapes and Imaginaries****Mediating conflict transformation**

McLaughlin, C. 2014. Who Tells What to Whom and How: The Prisons Memory Archive: <http://www.p-e-r-f-o-r-m-a-n-c-e.org/?p=139> (accessed 22/3/16)

Dennis, L. 2015. Visual Voices of the Prisons Memory Archive, *Viewfinder 101*.

The project website: <http://prisonsmemoryarchive.com/> provides useful content on the ethical framework for the recordings. Students are asked to access this website and watch 3 recordings from Maze and Long Kesh Prison and 3 from Armagh Gaol in preparation for this session.

McLaughlin, C. 2007. *Recording Memories from Political Conflict: a Filmmaker's Journey*.

Intellect: Bristol. Chapters 5 Inside Stories and Chapter 6 Prisons Memory Archive.

Dawson, G. 2007. *Making Peace with the Past? Memory, Trauma and the Irish Troubles*.

Manchester: Manchester University Press. Dawson is primarily concerned with how memory of violent events can open possibilities for meaningful reconciliation in the post-Troubles era and sets a useful context for the PMA.

Friday 15 July Field Trip to City of Derry / Londonderry**WEEK 3****Monday 18 July The Politics of International Peace Brokering****Peace Brokering**

Morier-Genoud, E. 2012. Introduction. Thinking about Nationalisms & Nations in Angola, Guinea-Bissau and Mozambique. In Eric Morier-Genoud (ed.), *Sure Road? Nationalisms in Angola, Guinea-Bissau and Mozambique*. Leiden: Brill.

Morier-Genoud, E. 2009. Mozambique since 1989: Shaping democracy after Socialism, in A.R.Mustapha & L.Whitfield (eds), *Turning Points in African Democracy* Oxford: James Currey.

Igreja, V. 2015. Amnesty Law, Political Struggles for Legitimacy and Violence in Mozambique, *International Journal of Transitional Justice*, vol.9, no.1, March.

Peace Dialogue

Semple, M. 2015. Peace dialogue, the Afghan case 2001–2014 In P. Ricker and H. Thune (eds) *Dialogue and Conflict Resolution*. London: Ashgate. Pp.143-66.

Strick van Linschoten, A. and F. Kuehn. 2014. *Rebooting a Political Settlement, Engagement and Mediation after the Afghan Elections*. *Afghanistan: Opportunity in Crisis* Series No. 6.

Grossman, M. 2013. Lessons From Negotiating With the Taliban, *YaleGlobal*, 8 October.

Creative Activism

Sawhney, N., R. Yacoub, and J. M. Norman. 2009. Jerusalem and Belfast: Envisioning Media Arts for Cultural Identity and Urban Renewal in Divided Cities. *Jerusalem Quarterly* (Special issue on Divided Cities) 39.

Norman, Julie M. 2009. Creative Activism: Youth Media in Palestine. *Middle East Journal of Culture and Communication* 2. Pp. 251-274.

Wednesday 20 July Religion in Conflict Transformation in contemporary Northern Ireland

The Role of the Churches

Gladys, G. 2014. Can Churches Contribute to Post-Violence Reconciliation and Reconstruction? Insights and Applications from Northern Ireland. In John Wolffe, ed., *Catholics, Protestants, and Muslims: Irish "Religious" Conflict in Comparative Perspective*, Basingstoke, Palgrave, pp. 59-75.

Brewer, J. D., G. Higgins, and F. Teeney. 2011. Weaknesses in the Churches' Peacemaking. In J.D. Brewer, G. Higgins, and F. Teeney, *Religion, Civil Society and Peace in Northern Ireland*, Oxford: Oxford University Press, pp. 172-203. (Chapter 4).

Liechty, J. and C. Clegg. 2000. Where does Sectarianism come from? Historical Perspectives. In J. Liechty and C. Clegg, *Moving Beyond Sectarianism*. Dublin: Columba Press. pp. 63-101.

Thursday 21 July Police Service of Northern Ireland (PSNI). Visit to Antrim Police Station



ASSESSMENT

4 July – 22 July 2016

Credit and Assessment

For the July 2016 summer school, credits will follow the summer school programme information listed on the website: "The summer school programme comprises at least 80 hours contact (teaching) time."

Three US credits are recommended for this programme. Your home university must decide if it wants to award you this credit - they may contact us for more details of the programme before making a decision. When your work is graded you will be given a percentage mark ([grade conversion from United Kingdom into US letter grade](#)).

On successful completion of the programme, we will provide you with a transcript and a grade for your essay to enable your home university to make a decision about credit.

Course Work for Assessment

Students of the summer school wishing to be considered for credit are required to complete an essay of not more than 3,000 words, including bibliography, on a topic listed below, or on a subject of their own choosing. **If students opt for the latter, a written proposal of 500 words should be e-mailed to the academic director before the end of Week 2 (summerschools@qub.ac.uk).** Students wishing to be considered for credit will normally satisfy the attendance requirement outlined below. The completed essay should be handed in by **12 noon Friday 26 August 2016**.

Attendance

Students who do not opt for assessment will be issued with a certificate of successful participation on completion of the programme. This will be dependent on a satisfactory attendance record for the duration of the summer school. A register will be taken for each class. Students wishing to be issued with a certificate of participation should be absent for no more than two sessions in total.

Please note: Queen's University *recommends* the award of three credits for those who complete requirements. It is, however, up to the university you attend to accept this recommendation.

ESSAY TOPIC

EITHER compare some key concerns and insights in researching conflict transformation in Ireland and overseas **OR** explore the nature of contemporary conflict transformation focusing on **ONE** of the following subject areas:

1. Culture and identity
2. Conflict resolution approaches
3. Justice frameworks and/or politics
4. Religious peacebuilding

In setting this assignment what we are looking for is sound judgement, evidence of interest in and close attention to lectures, readings and field trips. **It is essential to supplement knowledge gained from lectures with extra reading.**

The essay, which should be typed or word-processed, is worth 100% of the final mark (unless alternative arrangements have been made with your college), and should be no longer than 3,000 words. Maps, drawings and photographs are not essential but may be appended if you wish. A list of Works Cited is expected.

The completed essay can be handed in at the evaluation session on Friday 22 July. Participants who wish to do so may complete their essays after returning home, in which case the essay must arrive at the office by e-mail (summerschools@qub.ac.uk) **no later than 12 noon on Friday 26 August** after which date submissions will not be accepted. An e-mail will be sent to you confirming receipt of your essay – please contact the Institute for the Study of Conflict Transformation and Social Justice if you do not receive this confirmation.

See cover sheet at the end of this outline which must accompany your essay.

For enquiries please contact Robbie McGreer by email or telephone:

Email:summerschools@qub.ac.uk

Phone:+44 (0) 28 9097 3609

****AIM Overseas Students ONLY****

Criteria for Credit and Assessment

The assessment for AIM Overseas Students in Australia is made up of the following components:

Essay - see guidelines above 60%

Class attendance 10%

Field journal 30%

Due 22 July 2016

30% of the credit for this course will be given for the completion of a critical analysis of a field journal to be handed in on the final day of the course, 22 July 2016. Students should choose **ONE** field trip to analyse from the following day/half day events:

The historical city of Derry/Londonderry
Tour of Belfast: Murals, Interfaces and Economic Development
Field Trip to the Centre for Migration Studies, Ulster American Folk Park
Trip to Crumlin Road Gaol
Visit to Stormont
Visit to PSNI Antrim Police Station

You will be expected to take notes on the activities of the field trip and critically discuss how they relate to the themes of your class learning. This journal should not simply be a description of the outing; rather it should show how key issues from the literature and class discussions can be applied to the history, content, display and practices of the centre or region you have chosen to study.

The final critical field journal should be no longer than 2000 words.

Learning Aims

In this assignment we are looking for evidence of the following

1. What was the significance of the site visit in your experience of it?
2. How has the site visit expanded your awareness and understanding of conflict transformation and social justice issues in Northern Ireland?
3. What theoretical perspectives have you gained from the literature and how can they be applied to analyse the site visit?
4. Critically reflect upon the issues that you think the site visit raises for the analysis of conflict transformation and social justice.

Learning Outcomes

Students will be expected:

To demonstrate some background knowledge of the issues relating to the chosen field trip
To discuss some key issues that the field trip presented
To be able to apply theoretical insights to practice-based learning
To analyse critically and reflect upon the significance of the issues arising from the field trip for conflict transformation and social justice

Submission

The field journal should be word-processed with correct referencing and citation practices. Maps, drawings and photographs are not essential but may be appended if you wish. The completed field journal can be handed in at the evaluation session on Friday 22 July or emailed no later than **Friday 22 July** to summerschools@qub.ac.uk

See cover sheet at the end of this outline which must accompany your field journal

MARKING CRITERIA FOR WRITTEN WORK

Please note that this is not an exhaustive checklist. The descriptions in each category should be taken as general indicators of the kinds of qualities the examiners are looking for in order to award a particular mark.

First Class work (73-100%)

Exceptional (100%)

- An exemplary answer, exceptional in quality.

High/Excellent I (90%)

- The student shows an excellent grasp of the issues, the material and the theoretical points put forward by the various authors.
- The student demonstrates a high level of originality and critical synthesis.
- The student shows a very high level of insight in the conclusions drawn.
- The student shows an in-depth knowledge and understanding across a wide range of relevant areas, including areas at the forefront of the discipline.
- The student has read very widely and carefully, including material not discussed directly in the course itself.
- The written work offers substantial reflection on the question itself – the interpretations are well supported by the material the student has read.

Definite I (80%)

- The student shows significant independence of thought and critical judgement.
- The student demonstrates a substantial degree of originality.
- The student shows an excellent understanding of the link between theory and evidential material: of how the evidential material has or can be used to prove or disprove particular theoretical points.
- The written work incorporates original thoughts and insights about the material which the student has read.

Low I (73%)

- The student demonstrates a thorough understanding of all the main issues involved and their relevance.
- The student has been able to put this understanding into the service of a balanced and well-structured argument.
- The student realises that different authors are engaged in a debate around a series of issues, and has a very good understanding of their particular contributions to that debate.
- The written work has a very good introduction which sets out how the student understands the issues involved and why they are relevant.
- The written work works its way to a conclusion well-grounded in what has been written.
- The written work demonstrates very good presentation throughout and really pays attention to referencing techniques, spelling, grammar, etc.

2:1 Work (62-68%)

- The student has read the relevant material carefully.
- The student may have used the lecture notes and handouts as a basic guide to the reading, but the written work does not simply replicate arguments put forward in the lectures. The student puts forward their own argument using adequate material.
- The argument is clear and coherent. The written work is well structured.
- The student demonstrates a good understanding of the issues: they have a good grasp of the evidential material and of the theoretical points put forward by the various authors.

- The student realises that different authors are engaged in a debate around a series of issues and understands their particular contribution to that debate.
- The written work has a good introduction which sets out how the student understands the issues involved and why they are relevant.
- The written work works its way to a conclusion well-grounded in what has been written.
- The written work demonstrates good presentation throughout and pays attention to referencing techniques, etc.

2:2 Work (52-58%)

- The student has done some reading.
- The student relies on the lecture notes and handouts to construct an argument, although there may be some original points made on independent interpretations of the material.
- The student's understanding of the material is adequate. There may be some confusion as to how theory and evidential material are linked.
- The student's understanding of the contribution of various authors to a debate may be limited.
- The structure of the written work is adequate.
- The argument may not be completely clear.
- The written work demonstrates adequate presentation but there may be problems with structuring of paragraphs, referencing, spelling and grammar.

Third Class work (42-48%)

- The student demonstrates a limited but 'passable' understanding of the topic(s) examined in the written work.
- There is no evidence of reading and even the knowledge of the material arguments discussed at lectures and workshops is very limited.
- The material may adopt a scattergun approach, little at all is linked to a common thread and musings will wander here and there without any reference to any clear interpretation.
- The written work at least shows that they know *something* about the topics examined.
- The written work's presentation is often very poor, with bad structure and serious problems with referencing, spelling and grammar.

Failed Work (0-35%)

Marginal Fail (35%)

- The student displays a very limited understanding of the topic(s) examined in the written work.
- The written work is sparse in material and lacking in organization.
- The written work contains material that is inappropriately used or of limited relevance.
- The written work proceeds by way of assertions unsupported by appropriate evidence.
- The written work demonstrates extremely poor use of language with significant grammatical and other errors.

Weak Fail (25%)

- The student shows little understanding of the major issues.
- The student shows little familiarity with the main issues discussed in lectures and other teaching sessions.
- The written work contains many major inaccuracies.
- The written work is limited in its coverage and length.
- The written work demonstrates extremely poor use of language.

Poor Fail (15%)

- The student demonstrates major misunderstandings of the material.
- The student has made no real effort to answer the question.
- The written work is extremely limited in its coverage and length.
- The bulk of the answer is irrelevant or inaccurate.

Nothing of Merit (0%)

- The student shows no recognition or understanding of the question.
- The written work contains little or no material of value to the question asked.

CONCEPTUAL EQUIVALENCE

Exceptional first	100
High/excellent first	90
Definite first	80

Low first	73
High/excellent 2.1	68
Definite/solid 2.1	65
Low 2.1	62
High 2.2	58
Definite/solid 2.2	55
Low 2.2	52
High 3 rd	48
Definite 3 rd .	45
Definite pass	42
Marginal fail	35
Poor	25
Weak	15
Nothing of merit	0



Queen's University
Belfast

The Senator George J Mitchell
Institute for Global Peace,
Security and Justice

**CONFLICT TRANSFORMATION AND SOCIAL JUSTICE
INTERNATIONAL SUMMER SCHOOL**

4-22 JULY 2016

ASSESSMENT COVER SHEET

First Name:

Surname Name:

**Student
Number:**

**Group Name
(if applicable):**

Choose an item.

Word Length:

Date of Submission:

Click here to enter a date.

IMPORTANT NOTES:

Presentation please attach this cover sheet to all assessed work

Delete as appropriate: essay/ field journal (Please note different dates for submission)

1. Essays should be typed or word processed in 12pt double-spacing.
2. Please do not submit assessed work **in a folder or binding.**
3. Assessed work should be stapled together at the top left hand corner

Submission Dates

Essays - essays can be handed in at the final evaluation session on **Friday 22 July** or sent by e-mail to summerschools@qub.ac.uk no later than 12 noon on **Friday 26 August 2016**

Field Journal: The field journal can be handed in at the final evaluation session or sent by e-mail to summerschools@qub.ac.uk no later than **the last day of the course, i.e. Friday 22 July.**