



Queen's University
Belfast

THE SENATOR GEORGE
J. MITCHELL INSTITUTE
FOR GLOBAL PEACE,
SECURITY AND JUSTICE

The Mitchell Institute Newsletter

Issue 1 - October 2016



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Belfast

GLOBAL
RESEARCH
INSTITUTES

Director's Foreword



On 24 June 2016, **The Senator George J. Mitchell Institute for Global Peace, Security and Justice** was launched. The Institute links peace-making with social transformation, examining the need for reform of state institutions alongside cultural and social healing. The

GRI has a new name, but also a new organisational structure with four research theme leaders focusing on LEGACY ISSUES (Prof John Brewer), SECURITY (Prof Beverley Milton-Edwards/ Dr Mike Bourne), IDEOLOGY and BELIEFS (Prof Fiona Magowan) and JUSTICE and RIGHTS (Prof Kieran McEvoy). We welcome Professor Richard English as Distinguished Professorial Fellow. We also welcome 47 new Fellows and 22 Associate Fellows based in different disciplines ranging from Anthropology, Sociology, Social Work, Law, Education, Business, Dance, Drama and Politics to Geography, Archaeology, Music, Sociolinguistics, English, History, Philosophy, Public Health and Psychology.

This newsletter will briefly introduce the Fellows and their main areas of research. One of our former MA students, Rachel Green, contributes a review of a book on the potential of interculturalism to bridge communities through creative arts projects.

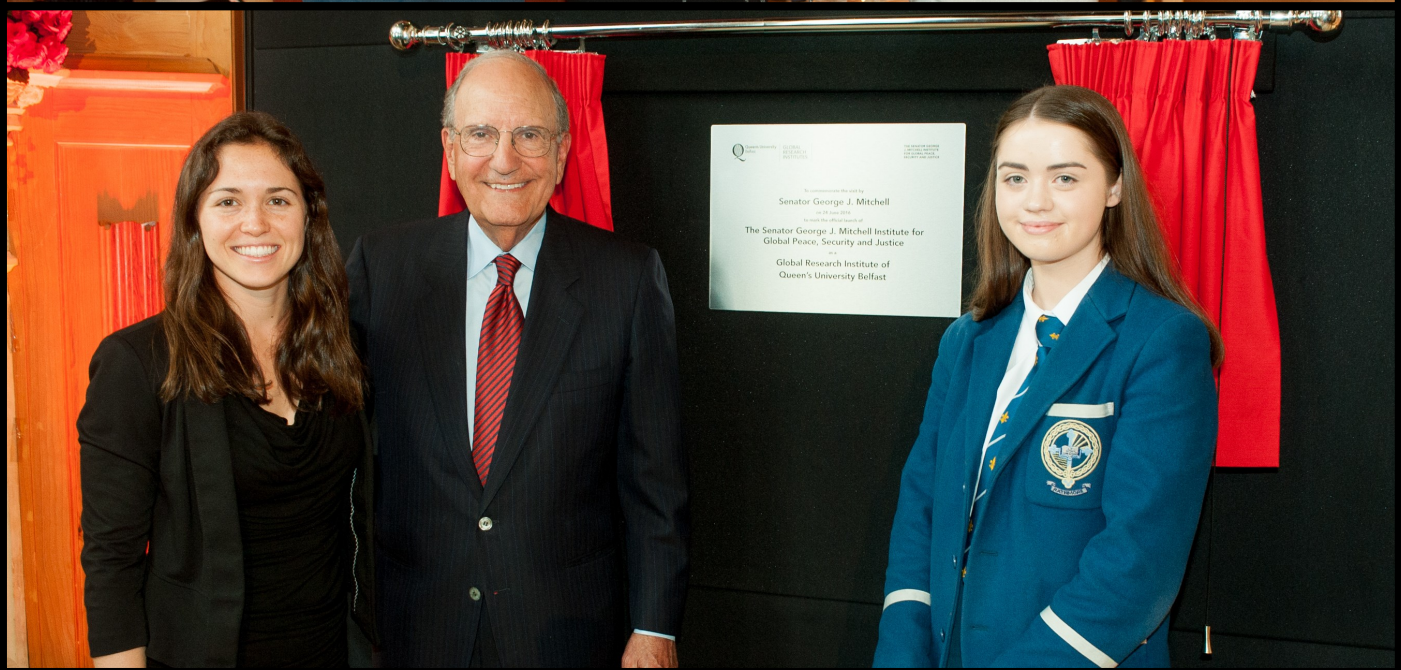
This year we also welcome 31 new MA students, two of whom were awarded competitive scholarships, a Commonwealth Scholarship (Nirmal) and the Ann Browne Scholarship (Aylisha). Both introduce themselves in this newsletter. Dr Ulrike M Vieten provides a short overview of a recent Newton Fund (Researcher Links) workshop on the 'Politics of Loss', which she convened in close cooperation with Dr Fiona Murphy and Dr Evropi Chatzipanagiotidou. Looking ahead, our forthcoming Winter School again offers an attractive programme. Sarah Squires, who participated in the Winter School 2016, shares her experiences and encourages others to enrol for the course.

Hastings Dannan

Below: Dr William Crawley (BBC), Senator George J. Mitchell, and award winning author Mr Colum McCann.

On the Right: Senator George J. Mitchell and the young presenters.





Introducing the new Global Research Institute Fellows and Associate Fellows

Fellows

Dr Veronique Altglas - Religion, anti-Semitism and racism, culture and religion.

Dr Merav Amir - Security, processes of border making, feminist and queer theory.

Prof Jack Anderson - Law and sport (football), corruption, dispute resolution in sport.

Prof Gordon Anthony - Public, values and (global) administrative Law; EU Law.

Dr Laura Basell - Stone Age (Evolution); Rock and mobility art.

Dr Michael Bourne - Security technology and borders; governance of mobility.

Dr Dominic Bryan - Irish nationalism and group identity; public rituals, public policy

Dr Michelle Butler - Imprisonment; masculinity; violence, restorative justice; identity

Prof John Coakley - Nationalism, ethnicity; Northern Ireland; consociation.

Dr Marie Coleman - 20th century Irish history; Irish revolution and memory.

Dr Teresa Degenhardt - Crime; governance, punishment and sociological theory.

Prof Brice Dickson - Human Rights Law; European Convention; N. I. conflict.

Dr Peter Doran - Environmental Law; climate policy; sustainability.

Prof Tony Gallagher - Education in divided societies; equality and inclusion.

Prof Yvonne Galligan - Gender democracy; leadership of women; NI and Europe.

Prof John Garry - Consociation; class politics in N.I.; quantitative methods.

Prof Colin Harvey - Human Rights law; Refugees and Human Rights.

Dr Katy Hayward - Cross-border conflict; EU integration; political sociology.

Prof Audrey Horning - Comparative Colonialism; global historical archeology.

Dr Heather Johnson - Security technologies; ethnographic migration research.

Dr Jonathan Lanman - Anthropology of religion, secularism; rituals.

Dr Cheryl Lawther - Transitional justice; NI conflict and truth commission.

Dr Stefanie Lehner - Post-conflict literature; politics, ethics and aesthetics.

Prof Madeleine Leonard - Intergenerational Justice; childhood and identity

Dr Debbie Lisle - Difference, mobility (tourism); war and representation.

Dr Muiris MacCarthaigh - State retrenchment and administrative reform; Ireland.

Dr Andrea Mayr - Sociolinguistics; language of crime and deviance; Critical Discourse Analysis.

Prof Anne-Marie McAlinden - Desistance; sexual offence; sexual abuse of children.

Prof Cathal McCall - EU and Peacebuilding in NI; Cross-Border issues.

Prof Christopher McCrudden - Human Rights and Equality Law; Comparative methods.

Prof Cahal McLaughlin - Digital/ visual records from prisoners of the Troubles.

Dr Ronagh McQuigg - International Human Rights Law, violence against women.

Dr Luke Moffett - Reparations and past violence; transitional justice.

Fellows continued...

Prof John Morison - NI constitutional law; governance and e-democracy.

Dr Joanne Murphy - Management/ public sector (NI); policing; memory and conflict.

Prof Brendan O'Leary - Courts and consociation; NI institution; power-sharing.

Dr Des O'Rawe - Film Studies; memory; cities; visual arts and post-conflict.

Dr Andrew Pepper - Crime fiction and the state (transnational and transhistorical).

Dr Gehan Selim - Resilient cities; geographies/ conflict; architecture and politics.

Dr Paulo Sousa - Cognition and culture; agency, moral psychology; conflict.

Dr Tristan Sturm - Nationalism/ archeology; Christian Zionists; fundamentalism.

Dr Maruska Svasek - Migration, material culture and emotions; post-socialism.

Dr Laura Taylor - Psychology; Peace Studies; impact of violence (comparative).

Dr Andrew Thomson - State crime; terrorism; peace and conflict studies.

Prof Rhiannon Turner - Psychology of group contacts and prejudices; identity/ NI.

Dr Jeremy Watkins - Ethics; philosophy, forgiveness and reconciliation.

Dr Joseph Webster - Religion (Protestantism); ethno-religious nationalism; Max Weber.

Associate Fellows

Dr Timofey Agarin - Minority rights and protection; ethnicity and nationalism, Baltics.

Dr Graham Brownlow - Economic history and institutions, violence; Irish business

Dr Evropi Chatzipanagiotidou - Cyprus; diaspora; space and culture.

Prof Paul Connolly - Diversity, inclusion and education; quantitative methods.

Dr Mary-Louise Corr - Youth justice, youth homelessness; Criminal justice.

Dr Michael Duffy - Health, trauma and conflict; mental health; grief.

Dr Joe Duffy - Social inclusion, justice, social work and political conflict.

Dr Clare Dwyer - Transitional justice; N. I. prisoners, conflict transformation.

Ms Lesley Emerson - Citizens, Human rights and political education.

Mr David Grant - Image theatre; drama workshops in conflict societies.

Dr Jonathan G. Heaney - Sociology of emotions, narrative methods; philosophy.

Prof Keith Lilley - Historical landscapes; maps and space; cartography.

Dr Lee McGowan - EU politics; NI / EU relationship; Extreme Right in Europe.

Dr Peter McLoughlin - NI peace process; intergovernmentalism; conflict studies.

Dr Ciaran Mulholland - Impact of the Troubles on mental health; Psychiatry.

Introducing the new Global Research Institute Associate Fellow and Distinguished Professorial Fellow

Associate Fellows continued...

Prof Mícheal ó Mainnín - Celtic Studies; place-naming project; Irish and Scottish identity.

Dr Francis O'Neill - Public Health (NI); psychosis and substance misuse.

Prof David Phinnemore - EU politics; EU and the UK; quantitative methods.

Dr Christopher Raymond - Electoral system; religious diversity and parties (NI).

Prof Pedro Rebelo - Sonic arts; composer; contemporary culture.

Prof Dagmar Schiek - EU law, EU and social/ economic integration; intersectionality.

Dr Alex Schwartz - Constitutional law; consociationalism; judicial behaviour.

Distinguished Professorial Fellow

Prof Richard English

Politics and history of nationalism; political violence and terrorism.



The list was compiled by Dr Ulrike M Vieten, GRI Queen's University Fellow, in order to give some idea of the variety, overlap and potential of future co-operation as regards research interests.

It is based on web search and information (PURE) and does not present a complete list of the actual range of individual research interests of the new FELLOWS and ASSOCIATE FELLOWS.

26 September 2016.

LEGACY ISSUES

EMBEDDING
PEACE
PROCESSES IN
DAILY LIFE

JUSTICE AND RIGHTS

ESTABLISHING
INTERNATIONAL
NORMS

SECURITY

ENSURING JUST
AND ETHICAL
RESPONSES

IDEOLOGY AND BELIEFS

SHAPING
APPROACHES
TO PEACE-
BUILDING IN
MANY
CULTURES



Prof John Brewer

Research Theme Leader

'LEGACY ISSUES'

Within the legacy theme sits a number of sub themes and research questions. Legacy issues are much broader than merely 'dealing with the past'. Legacy issues concern specific policy questions like amnesty for former combatants, early release of prisoners, and the range of victim and survivor policies, from medical care, appropriate trauma management, and reparations, to policies that assist with post-traumatic growth and which promote reconciliation.

But legacy issues also relate to more wide-ranging matters like the nature of memory, how troubled memories might be healed, and the role of commemoration in conflict transformation. They are a way to engage with issues like emotion management, such as dealing with 'negative emotions' like anger, hate and revenge, while promoting 'positive emotions' like forgiveness, tolerance, compassion, empathy and mercy. Legacy issues bear on key transitional justice policies, like reparation, truth recovery, and various atonement strategies like apologies, but also major legal and constitutional processes for building a framework of justice and rights in the future.

There are material cultures of legacy, reflected in a tangible and intangible heritage, which is concerned with how the past lives on in the present in forms of material culture, such as architecture and buildings, language, archival film, amongst others, raising interesting legacy issues for museums, heritage organisations, communities and academics.

There is an institutional and organisational dimension to this theme, which explores how the institutional structures within a society, particularly within government and within the public sector, deal with conflict and its transformation. This theme also centrally focuses on civil society. Thus, legacy issues encourage attention on political responses to conflict, with associated focus on government and institutional responsibilities, as well as to the key role of civil society in dealing with the effects of legacy issues on communities, localities, genders, age groups, religions and the like. Therefore legacy issues are outworked in political structures and public bodies and organisations, but also in schools, neighbourhoods, youth groups, churches, women's groups, the voluntary sector, victim and survivor groups and the like.

Legacy issues are therefore a meeting place for many different disciplines, offering unusual opportunities for interdisciplinary collaboration between lawyers, sociologists, moral philosophers, psychologists, transitional justice specialists, educationalists, theologians, criminologists, religious studies experts, trauma and psycho-therapy specialists, and political scientists, amongst many others. The potential for collaboration on this theme extends beyond the synergies within the new multi-disciplinary schools to now stretch across school and faculty boundaries.

Legacy issues are also inherently cross-national and comparative. Societies emerging out of conflict offer learning experiences for each other and are a way of locating Northern Ireland into a comparative framework with societies like Colombia, South Africa, Zimbabwe, Sri Lanka, the Balkan countries, Cyprus, and more.

My initial task as theme leader is to develop an accurate and reliable data base to be shared amongst us. This will record all those who wish to remain linked to this theme, including their contact details and a short biographical statement of their areas of interest and a list of a few relevant publications. Informing each other about who we are and what we do is an important first step to transcend the silos that still persist at Queen's and is an important function of the data base. This data base will be mobilised by the theme leader but it can also be used by Fellows to draw everyone's attention to anything relevant to the legacy theme.

Theme leaders are also eager to hear from Fellows how they believe the data base might be used and research on legacy issues advanced within the University as a whole.

Professor John Brewer, September 2016.



Prof Beverley Milton-Edwards Research Theme Leader 'SECURITY'

For the Fellows and Associate Fellows involved in the Security theme we are content with a broad conception of security and its inter-disciplinary potentialities as this draws together a number of disciplines within the University.

Security issues

Security issues are much broader than state-centric preoccupations with borders, internal and external threats and protection of citizens. For the fellows who are interested in this theme this also includes conceptual as well as specific policy concerns with human security, that relate to issues of inter-group conflict, mechanisms for building security and maintaining it in an uncertain world.

So for the Fellows in this group security is inclusive relating to security and technology, tourism and terrorism, the built environment, security of space in cities, critical security studies, border security, displaced populations, criminology and security, cognitive psychology, perceptions of threat, social identity and security, security discourses, ecology and security, borders, Europe, BREXIT, and cooperation, security through electoral mechanisms, state counter-insurgent practices, conflict analysis geographers, security technology, architects, archaeologists, oral historians, lawyers, sociologists, psychologists, criminologists, and religious studies experts, amongst many others.

Activities

The fellows and associate fellows involved in this theme are already learning and sharing with each other their interests and research ambitions. This is leading to an appetite to review, re-think and re-calibrate approaches to security as envisioned and captured in national and international research and funded research agendas.

A forthcoming sandpit/scholars day is designed to allow deep discussion about current and future research directions. Fellows and Associate Fellows are also collaborating to draw new inter-disciplinary and disciplinary teams together to then work and bid on projects and funding through RCUK as well as other opportunities for consultancy and public facing work across the globe.

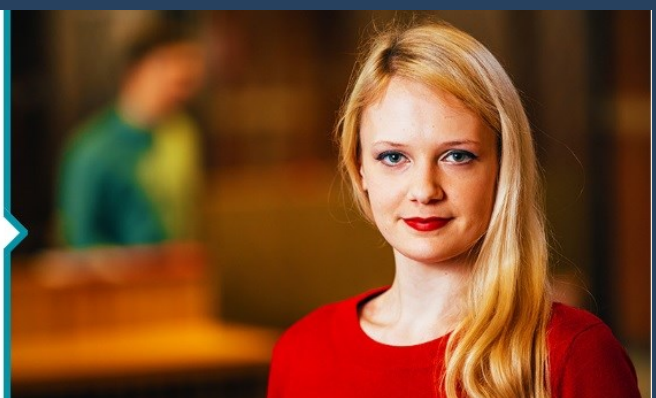
We are keen to involve PGRs and other researchers locally, nationally and globally who want to work with us and open the discussion and debate further about security.

Professor Beverley Milton-Edwards, September 2016.

ADDRESSING GLOBAL CHALLENGES

Striving to create dialogue within which all voices can be heard and to underpin the pursuit of peace through world class research.

The Institute connects the perspectives of all those who seek to contribute to conflict transformation and social justice - from the insights of world leading researchers to the experience of practitioners, policy makers, politicians and activists.



**Book Review by Rachel Green,
MA student and Mitchell scholar (2015-2016).**



The Community Arts Partnership (CAP), a leader in the development and delivery of community arts practice in Northern Ireland and an independent advocate for the use of arts to affect positive change, sponsored the creation of this book.

Individual chapters are authored by the following contributors: the editors Conor Shields (Chief Executive of CAP) and Dr. Shelley Tracey, Charo La-Madden of the Programme for Intercultural Arts Support (PICAS), and Dr. Robbie McVeigh, research director at An Dúchan. The content of the book is consistent with the contributors' clear expertise in community arts support and facilitation. Each contributor has written at least one chapter and most co-wrote others. The authors explain their relevant experience and perspective as they relate to the content of each chapter, making it easier for the reader to understand the similarities and differences between chapters and between perspectives.

The book is comprised of twelve chapters, which are grouped by the editors into five parts. Part 1, Opening Up the Conversation, is comprised of three chapters that provide a theoretical and academic background of interculturalism, the social and political environment in Northern Ireland, community arts, and creative pedagogy.

Part 2, PICAS in Practice, is comprised of three chapters that share the goals and procedures of PICAS, describe Bennett's model of intercultural sensitivity/ethnorelativism and how intercultural theory is put into practice in PICAS programs, and provide definitions of relevant terms such as perceptual acuity and perceptual agility. Part 3, the Art of Intercultural Dialogue: Examples from Practice, is by far the largest part of the book, comprised of two chapters that present the goals and outcomes from the five PICAS intercultural arts projects [ArtsEkta, Beyond Skin, Love Music Hate Racism, Terra Nova Productions, and WheelWorks] and synthesize the findings with a developing model for intercultural dialogue.

Part 4, Training and Networking, is comprised of two chapters that discuss the PICAS training program for arts facilitators working in intercultural dialogue as well as the March 2015 Making It Conference for community arts facilitators and the five programs sponsored by PICAS. Part 5, Bringing the Dialogue to a Close, is comprised of one chapter by Conor Shields that provides an overview of the community reflective arts process and emphasizes that interculturalism is more than tolerating difference; it is engaging it. Throughout the book, all of the contributors emphasize the importance of interculturalism and base their analysis of the practice of community arts in Northern Ireland on Bennett's theory of ethnorelativism. Considering the title of the book, the authors do frequently return to the idea of dialogue between individuals, or 'between ourselves,' repeatedly emphasizing the vital role in community arts practice of the creation of a safe space in which different people can have a dialogue.



At the start of the book, the editors acknowledge the somewhat non-traditional nature of the structure and content of the book, explaining that its multiple authors and the diversity of chapter contents, structures, and writing styles are meant to represent the multiplicity of perspectives that enhance intercultural dialogue. In some ways, this non-traditional content and structure greatly enhances the book, which is, at its core, a book about community arts. The artistic way in which the book was crafted and written helps the reader to better understand the role of arts in community intercultural dialogue. However, some readers may find the non-traditional content and structure to be too complicated; the different author styles to result in a feel of discordant voice; and the range of types of chapters from academic, to applied theory, to analysis of the outcomes of real-life community arts programs to contribute to difficult and sometimes weak transitions between chapters. The purpose of the book was to explore interculturalism and its theoretical background through the lens of its application to community creative arts practice. Some chapters discuss theoretical interculturalism; some discuss the process of applying theory to community practice; and some discuss the PICAS case study programs that applied theories of interculturalism and ethnorelativism in community arts practice. The book was intended to be a practical resource for a wide variety of community members, including artists, educators, policy-makers, community organizations, and groups interested in intercultural arts practice. Each of these groups would find something worthwhile and helpful in this book, but a casual reader might be overwhelmed by the theoretical information presented. Some of the theoretical and academic chapters are very detailed, and the applied chapters, in which the PICAS projects are described and framed as illustrations of Bennett's model of ethnorelativism, provide so many full quotes and long-form descriptions that the reader can feel overwhelmed with irrelevant information.

Community arts that focus on encouraging interculturalism have not been evaluated as commonly, so this book provides a helpful contribution to the field. This book therefore contributes significantly to the wider theoretical understanding of interculturalism and community interventions and as a whole succeeded in crafting a strong argument for the support and development of intercultural dialogue through community arts. Most chapters clearly progressed from explaining the theoretical background to applying theories to practice in real-life community programming. The reflection sticky notes and the continuous emphasis on collaboration, creating something new together, and creating safe spaces for people to share and ask questions of others all contributed to the book's overall strengths. The contributors to the book clearly possess expertise in both the theoretical and practical approaches to intercultural dialogue and community arts programming, and their experience in the field is obvious. The organization of the book, while at times disparate and overwhelming, is also artistically and intentionally complicated to reflect profoundly the complex nature of interculturalism and community arts. Readers will enjoy learning about the five PICAS-funded programs and their goals and outcomes. Some readers, however, may be overwhelmed by the amount of detail included in the book: both theoretical detail and lengthy reflective feedback from artists and community leaders. Parts of the book seem disconnected from others (Part 4, for example), leaving readers uncertain about the purpose of some chapters within the book as a whole. This book is a must-read for community leaders interested in the potential for community arts, those working on encouraging and developing intercultural communities, and those serving communities struggling to cope with difference, racism, and nationalism; for artists hoping to become involved in such organizations, and for funding organizations that support the arts, anti-racism organizations, and interculturalism.

First Ann Browne MA Scholarship 2016 awarded: Aylisha Hogan

My name is Aylisha Hogan. I was born in a town called Wallasey, near Liverpool. I attended Upton Hall FCJ secondary school and completed my GCSEs and A Levels. I am one of four children and from an early age we have all been encouraged to make positive change and challenge ideas in a balanced and constructive way. Meal time debates on current affairs certainly sparked my interest in politics. I made the move to Belfast three years ago and instantly fell in love with the city, its culture and its people.

I studied Philosophy and Politics as my undergraduate degree at Queen's University Belfast and I graduated this summer. I felt that the combination of disciplines suited me perfectly. This is one of the reasons I was so attracted to the interdisciplinary structure of the Conflict Transformation and Social Justice MA. Within the politics course I chose modules associated with understanding the causes and implications of conflict in Northern Ireland, Palestine, the former Yugoslavia and other deeply divided societies. This has fuelled my desire to understand ways in which I can help to end conflict and make a positive impact on restoring peace and justice. Within the philosophy course I studied subjects associated with ethics and rights which have given me the opportunity to pursue my interest in human rights and I wrote a thesis outlining the ethical reasons why prisoners should not be denied the vote.

Outside of my studies I campaign to improve the situation of refugees and asylum seekers in the UK and across the island of Ireland through my committee role for the QUB society Student Action for Refugees (STAR).

I am drawn to the plight of refugees in particular as we are living in one of the most challenging times as the world has not seen so many displaced people since the Second World War. The search for solutions to helping people who often arrive in new host countries with little possessions resources or languages requires humanitarian support and compassion. However, it also creates tensions and new political dynamics within our society.

Last year STAR pursued a campaign to allow asylum seekers equal access to QUB, this was achieved in the form of two scholarships which will be accessible in the academic year 2017/18. Last year STAR also laid the groundwork for campaigning against the destitution of asylum seekers in NI, forming relationships with community organisations based in Belfast, which it will continue. One of these organisations, HomePlus, runs a drop in service for destitute refugees, asylum seekers and migrant workers. They provide essential services to these individuals, including clothing and a hot meal which a group of the service users prepare themselves. As a volunteer at HomePlus I enjoy spending time with the people there, trying to understand their situation and helping them in any way I

can. Sometimes practical i.e. help with individual needs, or maybe just to listen to their story and, in return I get to take advantage of the delicious cooking.

In my free time I follow my beloved home team Liverpool FC and I walk two dogs, Archie and Dougie, they are fantastic company and give me a chance to escape the busy city for a little while. I find walking to be a very relaxing hobby which gives me time for personal reflection.

In the future I hope to work for an organisation which advocates the rights of refugees and asylum seekers as they attempt to make dangerous journeys to the UK and Ireland and ensure that when they arrive they are welcomed fully and openly in the same way I was when I arrived here. I believe the Senator George Mitchell

Institute will help me on this path and I am looking forward to the exciting year ahead with all the exciting opportunities it will bring.

Aylisha Hogan, September 2016



ANN BROWNE, was born October 18, 1949 in Strabane, Northern Ireland, and died of cancer on January 29, 2000.

She read Spanish at Queen's University Belfast and took an MA at London's Institute of Latin American Studies, before visiting

Latin America in the 1970s. She was inspired by Latin American Literature and the Northern Ireland civil rights movements. She fought for the rights of Latin American miners, was a Trade Unionist, and supported Chilean refugees. She moved to Brussels, where she died in 2000.

To honour her memory and spirit the Browne family set up the MA scholarship, granted annually to an outstanding applicant of the GRI Masters Programme.

This year Aylisha Hogan was awarded the Ann Browne Scholarship.

MA Commonwealth Scholarship 2016/2017: Nirmal Munir

My name is Nirmal Munir and I am a *Commonwealth Scholar*. I graduated in Peace and Conflict Studies from *National Defence University Pakistan*. At that time it was a new discipline in Pakistan but now it is gaining importance. After completing my education I remained engaged in conflict transformation processes at community level. I have worked with vulnerable people of society and helped them in achieving their goals. My job further helped me in understanding conflict and the violence embedded within Pakistani society.

As an advocacy officer my responsibilities were to educate people through corner meetings, literature, study circles and media. However the activities were not an individual task in absolute terms rather these are team work processes where every individual had to contribute on the basis of personal knowledge, qualification and the skills we were having. Though the conflicts we use to resolve in our organisation were minor conflicts my aim is to go deep in conflict transformation and peace building process. It is an honour for me to be a part of the prestigious Queen's University Belfast.

The purpose of choosing this subject is to learn more about conflict transformation as Pakistan has sadly become a feeding country for terrorists. Since my childhood I have witnessed both visible and invisible violence against non-Muslims in Pakistan. Woman, children and specific ethnic groups are also the target of terrorist organisations in my country. The

regressive mind set has not only stabbed liberal thinking but also targeted educational institutions, health services, independence of media, women folk and human rights workers. This sickening situation needs serious deliberations and research. I love to write short stories and poetry in my spare time. As a nature lover I love plants and animals and always try my best to be little helpful in saving this planet. I enjoy watering my plants and gardening. I also have a great interest in mysticism and religion because in my view faith can play a very important role in giving hope to people, transforming conflicts and bringing them together. I love to travel and have a great desire to see the world and to meet people from different religions and culture.

On my return, I prefer working with organisations that focus on religious co-existence. Because in my view religion has become a source of deadly conflicts in Pakistan. It is very easy for terrorist organisation to kill non-Muslims and later on justify their violent acts through blasphemy charges. Hence I believe without solving religious conflicts we can never transform the society. There are different religious communities in Pakistan like Christians, Hindus, Kalasha etc. who are vanishing as a result of these deadly conflicts.

Nirmal Munir, September 2016.

The Commonwealth Scholarship Commission in the UK (CSC) awards over 900 scholarships and fellowships for postgraduate study and professional development to Commonwealth citizens each year.

The CSC aims to contribute to the UK's international development

aims and wider overseas interests, support excellence in UK higher education, and sustain the principles of the Commonwealth. Candidates are selected on the basis of merit and their potential to contribute to the needs of their home countries.

Commonwealth Scholarships and

Fellowships in the UK are funded by the [Department for International Development](#) (for developing Commonwealth countries), and the [Department for Business, Energy and Industrial Strategy](#) and the [Scottish Government](#) (for developed Commonwealth countries), in conjunction with UK universities.

'The Politics of Loss' - British Council/Newton Fund Researcher Links Workshop

In September 2015, Dr Ulrike M. Vieten and Dr Fiona Murphy, both Queen's University Research Fellows at the *Senator George J. Mitchell Institute for Global Peace, Security and Justice* (previously 'Institute for the Study of Conflict Transformation and Social Justice'), also in close cooperation with Dr Evropi Chatzipanagiotidou, Lecturer in Social Anthropology, School of History and Anthropology, received a Newton grant to establish closer **Researcher links** with academics in Turkey.

The cooperation with two colleagues at Bilgi University Istanbul, Dr Ilay Ors Roman and Dr Omar Turan, Turkey was directed towards organising a workshop in Istanbul (April 2016). But due to several bomb blasts in Istanbul, and the overall rapid rise of insecurity and destabilisation in Turkey at large, we – the Belfast team – suggested to our colleagues in Turkey (and to the British Council) we move the meeting to the UK. As the BILGI team preferred London, the Researcher Links workshop was relocated there and took place from 7 to 10 September.

With **22** participants from the UK and Turkey as well as the guest speaker Professor Engin Isin (OU) on the third day, and joined by author and political activist, Aydin Mehmet Ali on the first day, we explored conceptual as well as empirical aspects of loss, migration and displacement.

As we had hoped, a shared interest emerged in understanding 'loss' as connected to 'replacement' and 'what remains' in a critical reading. Thus, 'temporality' and the 'space-time nexus' are crucial to think of the concept here. This perspective strives to go beyond a 'psychological reading as a form of mourning, melancholia, nostalgia, sadness, trauma, and depression' and keeping a close eye on the social, economic and political implications of

loss in terms of *Change*. Clearly, minority and majority views within a country, culture and nation state might differ, and impact on specific ways to reconcile or resent 'loss' of status or 'status quo'. Beyond Turkey, we felt the concept of 'loss' speaks to various localities and conflict settings, including Northern Ireland.

As one participant put it, 'forgiving and forgetting' add to a debate on who has the power to forget, and make others forget ('who can afford to forget'). 'Forgiving' is a political decision and does not mean that people 'forget'. It is important to acknowledge, too, in what ways the distinction between an individual and a collective side of 'loss' is necessary for taking a critical understanding of 'loss' further.

After our very successful meeting in London, we set up a FACEBOOK group (*Loss and Displacement*), which has already seen enthusiastic responses and virtual visits; some co-edited publications are also planned. The researchers from both countries – some temporarily residing abroad – Canada, Greece and Germany, GB, for example, – were keen to establish more sustainable international collaboration concerning knowledge exchange and academic transfer. Possibly, individual grants for Visiting Research Fellows from Turkey at the Institute, might also be an option in future.

The Institute's director, Prof Hastings Donnan is one of the UK mentors of this project.

Dr Ulrike M Vieten, September 2016



Sarah Squires; Communications Officer, *Generations for Peace* Experience of the Winter School 2016

I work for Generations For Peace (GFP), a global non-profit peace-building organisation founded in 2007. Dedicated to sustainable conflict transformation at the grassroots, GFP empowers volunteer leaders of youth to promote active tolerance and responsible citizenship in communities experiencing different forms of conflict and violence across Africa, Asia, Europe and the Middle East. Carefully-facilitated sport-based games, arts, advocacy, dialogue and empowerment activities provide an entry point to engage children, youth and adults, and are a vehicle for integrated education and sustained behavioural change.

I currently hold the position of Communications Officer at GFP. My role is to create compelling human stories, both written and visual, to convey programme impact and personal change. The volunteers and programme participants I meet are dedicated to strengthening their local communities' capacity to respond peacefully to episodes of violence, but against divided and sensitive backdrops, their job is far from easy. My particular focus is providing a means through which to amplify their narratives.

So where does Northern Ireland, or more specifically, Queen's University fit in? Well, as a Dublin native I grew up in the knowledge of the conflict in Northern Ireland, but like many from my generation, awareness mostly stemmed from family discussions rather than formal education. Similarly, over the years my studies and work have focused on global development challenges and peace building yet Northern Ireland has never featured heavily, which leads me to today.

I was curious to learn more about a neighbouring country that is now deemed to be in a post-conflict phase. Some of my immediate questions related to the term 'post-conflict' itself and what it really entails. For example, how does it extend beyond the cessation of armed conflict? How do governing bodies support residual hurt and tensions? Who are the grassroots organisations working in catholic and protestant areas? Have levels of intercommunal relationships improved, and if so, how are these quantified? These questions are in fact intrinsic to my line of work; in order to craft informed and impartial stories, I should be aware of the struggles of transitioning from a state of prolonged conflict to that of a peaceful society. To this end, the course provided a renewed appreciation of the day-to-day processes of a functioning and thriving community that we often take for granted.

In addition to answering these questions, the course speakers covered a wide spectrum of topics that are not directly related to my everyday work. With that said, it was the inclusion of these broader elements including police reform, community-based restorative interventions, and transitional justice that really stimulated conversation over the course of the week. The course participants also had the chance to step outside the confines of the classroom to take a tour around Belfast city to view the 'peace wall' dividing the Shankill and Falls Road - a stark reminder of the physical lines of division that still remain. Throughout the city, walls take on many forms - some are tall and ominous, whilst others blend purposely into local residential areas. In total there are approximately 100 divisive structures littered across the city's diverse fabric of communities; more walls (including an array of defensive structures) have been built since the Good Friday Agreement was signed in 1998 than ever before. This reality is indicative of an ingrained pattern of segregation and rife sectarianism that continues to this day.

Of particular interest were the discussions centred on the challenges of transitioning the Ulster Volunteer Force as well as the Republican perspectives on the transition of the IRA. The speakers who addressed the group were released under the Good Friday Agreement and have since been reintegrated into society. I found this to be an incredibly important lesson in terms of how relative the passing of time can be. Furthermore, a personal highlight of the course was the The Maze Long Kesh Documentary Project, a participatory storytelling initiative. This interactive documentary follows various people including former prisoners, relatives, prison guards, and lawyers etc. as they walk through the old prison that once housed many Republican and Loyalist paramilitary offenders. Some approach the prison composed but with considerable trepidation, whilst others break down as harrowing memories come flooding back. This creative yet simple approach manages to effectively capture the legacy of the prison whilst also sharing the various perspectives of Northern Ireland's violent and traumatic conflict.

Overall, I would thoroughly recommend this course to anyone who is seeking an engaging and thought provoking dialogue on the complexities of safety and security after violent conflict.

Sarah Squires, www.gfp.ngo

Communications Officer, Generations For Peace

Global Research Institute Masters Programme celebrated a successful first year in Summer 2016

By Dr Julie Norman, Mitchell Institute Director of Education & Queen's University Research Fellow.

In summer 2016 we completed the first academic year of the Institute's **Masters programme in Conflict Transformation and Social Justice**.

The programme is the only one of its kind that combines the themes and concepts of conflict transformation with those of social justice. With this approach, the course is inherently interdisciplinary, and students design their own programme of study with modules from schools across the Faculty of Arts and Social Sciences. Most students focus their coursework around one of three core thematic streams: Conflict Transformation; Social Justice, Inclusion, and Rights; or Religion, Peace-building and Conflict.



All students take two compulsory modules, delivered by Mitchell Institute research fellows and staff, on the core concepts of conflict transformation and social justice, and on conducting research in conflict zones and divided societies. They also take a compulsory faculty-wide module that explores themes of Interdisciplinarity, methodology, and approaches to knowledge. Students select their other three modules from various electives, drawing from the disciplines of politics, history, anthropology, sociology, psychology, and geography. Students complete the Masters with a triple-weighted dissertation based on their own independent research.

In addition to the academic programme, students benefit from involvement in the many events and seminars offered by the Institute, as well as a series of personal development workshops. Students were also invited to an annual Master Class, featuring a private lecture with a leading scholar in conflict transformation; this year we welcomed Professor Roger MacGinty from the University of Manchester in February.

In the past academic year, 18 students have been enrolled in the course, including two Mitchell Scholars. Our students represent a diverse range of backgrounds, hailing from Northern Ireland, Italy, France, Israel, Nigeria, Japan, and the United States.

Our new 2016-2017 academic year cohort of 31 just started and were welcomed on 22 September.

For more information about the Masters programme or application procedures, contact j.norman@qub.ac.uk, or visit: www.go.qub.ac.uk/MitchellInstituteMA.



Winter School 2017

The Senator George J. Mitchell Institute for Global Peace, Security and Justice will run its third annual Winter School from 23 January to 27 January 2017. The Winter School will explore how some of the main issues that have been identified by the United Nations as being central to the process of peacebuilding and conflict transformation have been addressed over the past twenty years, with special reference to developments in Northern Ireland.

Northern Ireland offers a unique opportunity to learn about process of conflict transformation, to hear from people with personal experience of conflict and with the opportunity to see the longstanding impact it has on the social and physical environment.



The Winter School will outline and analyse a number of key themes that are applicable to societies transitioning from conflict, including:

- The process of reaching a peace agreement and establishing new institutions of governance;
- Creating a broader framework for a peaceful and just society through building a culture of respect for human rights and equality and re-establishing the rule of law through a process of police reform;
- The challenges of addressing the legacy of conflict, including dealing with past violence and supporting the needs of victims and survivors; and
- Exploring the diverse role of civil society organisations in the ongoing process of conflict transformation.

The Winter School will consider some of the successes of the process of transition in Northern Ireland, while also exploring some of the challenges that remain to be addressed.

The school will be taught by a mix of experienced members of staff from the Mitchell Institute and academics from across Queen's University, and will also have a significant input from non-academics and practitioners who have been actively involved with the issues being discussed. Key speakers are *Mairead Maguire* (Nobel Laureate); *Bernadette McAliskey* (Former MP and political activist); *Tommy McKearney* (Former hunger striker and political activist) and *Judith Thompson* (Commissioner for victims and survivors).

The course will be based in Queen's University but will include a number of field trips to key locations in Belfast over the course of the week. All sessions will be interactive and time will be provided for participants to engage in discussions to explore issues of comparative relevance and pertinent to different contexts.

For further information and an application form please visit our website: go.qub.ac.uk/WinterSchool2017.

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