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)

<table>
<thead>
<tr>
<th>Week 1</th>
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<tr>
<td><strong>Monday 4 July</strong></td>
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<tr>
<td>9.30am – 10.15am</td>
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</table>
| 10.15am - 12.15pm | Induction: *Introduction and background to the Summer School*
| | 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: Murals, Interfaces and Economic Development**
| | Dr. Dominic Bryan and Dr. Gordon Gillespie |
| | Coach departs from outside the Students’ Union, University Road at 2.00pm sharp |
| 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 | An Introduction to Conflict Transformation and Social Justice
| Dr Gladys Ganiel |
| 11.30am - 1.00pm | Understanding the Conflict
| Dr. Dominic Bryan |
| Seminar Room, The Institute of Irish Studies |
| 2.30pm - 4.00pm | Religion and Peace Building
| Dr Gladys Ganiel |

**Wednesday 6 July**

**Conflict Resolution Processes in Local and Global Perspective**

| 9.30am - 11.00am | Discourses of conflict resolution
| Dr. Katy Hayward |

1 Please note that some speaker changes may occur.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>11.30am - 1.00pm</td>
<td>Communities and the Policing of Disorder</td>
<td>Dr. Neil Jarman</td>
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<tr>
<td>2.30pm - 4.00pm</td>
<td>Transforming border dynamics</td>
<td>Dr. Cathal McCall</td>
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<tr>
<td>8.00pm – 10.30pm</td>
<td>Cellidh (Irish Dancing)</td>
<td>With Claire Hughes</td>
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<td>Great Hall, Queen’s Lanyon Building (Campus Map – 1)</td>
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<tr>
<td><strong>Thursday 7 July</strong></td>
<td><strong>Field Trip to the Centre for Migration Studies,</strong> <strong>Ulster American Folk Park</strong> to visit the outdoor museum's old and new world exhibits, telling the story of emigrant life on both sides of the Atlantic.</td>
<td><strong>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.</strong></td>
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<tr>
<td>8.30am – 6.00pm</td>
<td>Field Trip to the Centre for Migration Studies, Ulster American Folk Park</td>
<td><strong>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.</strong></td>
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<tr>
<td><strong>Friday 8 July</strong></td>
<td><strong>International Transitional Justice</strong></td>
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<tr>
<td>11.00am – 12.30pm</td>
<td>Dealing with the Past in Northern Ireland</td>
<td>Professor Kieran McEvoy</td>
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<tr>
<td>12.30pm</td>
<td>Collection of Student ID</td>
<td>Students should proceed to the Student Guidance Centre</td>
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<td><strong>FREE AFTERNOON</strong></td>
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<td><strong>FREE EVENING</strong></td>
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<tr>
<td><strong>Saturday 9 July</strong></td>
<td><strong>Field Trip to the Antrim Coast, Glens of Antrim and Giant’s Causeway</strong></td>
<td>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.</td>
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<tr>
<td>Day</td>
<td>Events</td>
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<tr>
<td><strong>Monday 11 July</strong></td>
<td><strong>Ritual, Protest and Parades in Northern Ireland</strong></td>
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<td><strong>Parading and the 12th July</strong></td>
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<tr>
<td>9.30 – 11.00am</td>
<td>Dr. Neil Jarman</td>
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<tr>
<td>11.30am - 1.00pm</td>
<td><strong>The Sound of the Drum</strong></td>
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<td>Dr. Ray Casserly</td>
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<td>2.30 - 4.00pm</td>
<td><strong>Bonfires and the 11th Night</strong></td>
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<td>Dr. Dominic Bryan</td>
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<tr>
<td><strong>Tuesday 12 July</strong></td>
<td><strong>Twelfth Parade events</strong></td>
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<td>11.00am</td>
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<td>Students to meet outside the Students Union to go to watch the parade at Bradbury Place</td>
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<td><strong>Wednesday 13 July</strong></td>
<td><strong>Transforming Political Landscapes and Imaginaries</strong></td>
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<td><strong>Mediating Conflict Transformation</strong></td>
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<td>9.00am – 11.30am</td>
<td>Lorraine Dennis, Project Manager, Prisons Memory Archive</td>
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<td>1.00pm</td>
<td>Visit to Crumlin Road Gaol.</td>
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<td><em>Students to meet outside the Students Union for 12.45pm</em></td>
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<td></td>
<td>All students must be at the tour start point room by 1.25pm at the latest.</td>
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<td>The first tour will go out at 1.30pm and the second tour will leave at 1.45pm.</td>
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<td>Tours will end at 2.45pm and 3pm respectively.</td>
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<td><strong>Thursday 14 July</strong></td>
<td><strong>Politics in Northern Ireland</strong></td>
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<td></td>
<td><strong>Republicanism and Nationalism</strong></td>
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<tr>
<td>9.30am – 11.00am</td>
<td>Dr. Peter McLoughlin</td>
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<tr>
<td>11.30am – 1.00pm</td>
<td><strong>Unionism and Loyalism</strong></td>
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<td>Dr. Gordon Gillespie</td>
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<tr>
<td>2.00pm - 3.00pm</td>
<td><strong>Devolved Government</strong></td>
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<td>Alan Whysall, Former British Government Official with Experience of NI Peace Process Work</td>
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<tr>
<td>7.00pm – 8.30pm</td>
<td>Maurice Fitzpatrick, Irish Documentary Filmmaker presents <em>The Boys of St. Columb’s</em></td>
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<td><strong>Friday 15 July</strong></td>
<td><strong>Field Trip to City of Derry / Londonderry</strong></td>
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<td>This field trip will include visits to local Museums, the Guildhall and a tour of the murals and the city walls.</td>
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<td><em>Coach departs from reception a Queen’s Elms Halls of Residence, at 7.15am sharp</em></td>
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### Week 3

#### Monday 18 July

<table>
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<th>Time</th>
<th>Event</th>
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| 9.00am – 10.30am | To be confirmed  
Dr. Andrew Thomson                                            |
| 11.00am – 12.30am | “Peace Dialogue” *in the Middle East*  
Mr. Michael Semple                                           |
| 2.00pm – 3.30pm | Creative Activism: Media & Arts in Conflict Communities  
Dr. Julie Norman                                             |

#### Tuesday 19 July

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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| 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 | Conflict Transformation  
Michael Culbert - Coiste na n-larchimi, 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

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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| 9.30am – 10.30am | The role of the churches in responding and contributing to conflict  
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 and Bishop John McDowell |

FREE AFTERNOON

#### Thursday 21 July

<table>
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<th>Time</th>
<th>Event</th>
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<tr>
<td>9am – 3.00pm</td>
<td>Day to be confirmed</td>
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| 7.00pm     | Quiz and traditional music (Blackthorn)  
McHughs Bar Belfast                                                                 |


| Friday 22 July | 11.00am – 11.30am | Workshop on Essay Writing  
Dr. Dominic Bryan |
|---------------|-------------------|---------------------------------|
|                | 11.30am – 1.00pm  | Final Session  
Informal Discussion and Feedback |

**QUEEN'S UNIVERSITY STAFF TEACHING ON THE PROGRAMME**

| Professor Fiona Magowan  
Professor of Social Anthropology  
International Summer School Coordinator  
School of History & Anthropology | Professor John Brewer  
Professor of Post Conflict Studies  
Senior Institute Fellow  
The Senator George J. Mitchell Institute for Global Peace, Security and Justice |
|-----------------------------|---------------------------------------------------------------|
| Professor Kieran McEvoy  
Professor of Law and Transitional Justice  
Senior Institute Fellow  
The Senator George J. Mitchell Institute for Global Peace, Security and Justice | Dr Gladys Ganiel  
Queen's University Research Fellow  
The Senator George J. Mitchell Institute for Global Peace, Security and Justice |
|-----------------------------|---------------------------------------------------------------|
| Dr Julie Norman  
Queen's University Research Fellow  
The Senator George J. Mitchell Institute for Global Peace, Security and Justice | Mr Michael Semple, Visiting Research Professor  
The Senator George J. Mitchell Institute for Global Peace, Security and Justice |

Friday 22 July
11.00am – 11.30am
Workshop on Essay Writing
Dr. Dominic Bryan

11.30am – 1.00pm
Final Session
Informal Discussion and Feedback
Dr Dominic Bryan
Director of Institute of Irish Studies and Reader in Social Anthropology
Irish Studies Summer School Coordinator

Dr Katy Hayward
Senior Lecturer
School of Sociology, Social Policy and Social Work

Dr Gordon Gillespie
Research Fellow
The Institute of Irish Studies

Dr Cathal McCall
Reader
School of Politics, International Studies and Philosophy

Dr Peter McLoughlin
Lecturer
School of Politics, International Studies and Philosophy

Dr Eric Morier-Genoud
Lecturer in African History
School of History & Anthropology
WEEK 1

Tuesday 5 July, Understanding Conflict Transformation and Social Justice

Religion and Peace Building

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

Conflict resolution

Policing Disorder

Transforming border dynamics
O’Dowd, L. 2010. ‘From ‘Borderless World’ to ‘World of Borders’: Bringing History Back
Friday 8 July, International Transitional Justice

Transitional Justice


Dealing with the Past


WEEK 2

Monday 11 Ritual, Protest and Parades in Northern Ireland

Orange Parades


Tuesday 12 July Twelfth Parade events

Wednesday 13 July Transforming Political Landscapes and Imaginaries

Mediating conflict transformation


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.


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

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

Creative Activism

Wednesday 20 July Religion in Conflict Transformation in contemporary Northern Ireland

The Role of the Churches

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
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

### Field Journal: Critical Analysis

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.
<table>
<thead>
<tr>
<th>CONCEPTUAL EQUIVALENCE</th>
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<tbody>
<tr>
<td>Exceptional first</td>
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<tr>
<td>High/excellent first</td>
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<td>High 2.2</td>
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<td>High 3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<td>Definite pass</td>
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<td>Marginal fail</td>
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<td>Weak</td>
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<td>Nothing of merit</td>
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</table>
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.