Democracy and Social Change in Northern Ireland

“The ways we were and the ways we may yet choose to be.”

Incore, Ulster University

Higher Education Consortium for Urban Affairs

Programme Director: Nigel Glenny
Social Media-ing with HECUA
Access, accounts, and a few requests.

Notes and request from HECUA’s Marketing and Communications Manager

If you plan on mentioning HECUA in your social media posts over the course of the program, we’d love it if you’d do so in a way that will allow us to see your pictures and stories. If you’d like to share a post, please use HECUA’s user names/handles in the message so that we can like, share, retweet, repost and reblog.

We are also collecting blog posts for our website. If you have a personal blog you can easily turn this into a way of generating clips for your professional writing portfolio. If you’d like to share a blog post from your time in Northern Ireland, please contact me - Laney Ohmans at lohmans@hecua.org! I am happy to help you figure out a schedule for your posts and to help share them with our network.

Handles and Usernames:

Facebook:
HECUA (Higher Education Consortium for Urban Affairs)

Twitter:
@HECUA_offcampus

Instagram:
@HECUA_offcampus

Vine:
@HECUA

Hashtags:

#offcampus
#neverbethesame
#studentslash activist
OR teacher
OR organizer

And of course, any that you’d care to create, program-specific or otherwise.

Thank you! Please always feel free to share any photos, quotes, songs, videos, art, etc. with me at: lohmans@hecua.org.
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INTRODUCTION

The Democracy and Social Change in Northern Ireland Programme is an investigation of a society’s transition from violent conflict to a sustainable democracy, a transition that continues to be a fragile and difficult process. The programme:

1. Examines the conflict in Northern Ireland from multiple perspectives.
2. Analyses Northern Ireland’s resources for building an inclusive and sustainable democracy.

Students participate in lectures, discussions, field experiences, and an integrating weekly seminar. A deeper understanding and application of theory is achieved through engagement in a seven-week internship placement in a setting that focuses on one or more of the key themes: Diversity and Inclusion; Equality and Social Justice; Democracy and Active Participation; Human Rights and Social Responsibility.

Incore, School of Applied Social and Policy Studies, Faculty of Arts, Humanities and Social Sciences, Ulster University

Incore is responsible for the coordination, teaching and administration of the programme.

Celebrating its 20th anniversary in 2013, Incore is a joint project of the United Nations University and Ulster University. Incore’s associate status with the United Nations University provides for cooperation between the two in the promotion of research, postgraduate education and training, advisory services and dissemination of knowledge throughout the worldwide community of learning and research.

Combining research, education and comparative analysis, Incore addresses the causes and consequences of conflict in Northern Ireland and internationally and promotes conflict resolution management strategies. It aims to influence policymakers and practitioners involved in peace, conflict and reconciliation issues while enhancing the nature of international conflict research.

Incore co-ordinates the varied peace and conflict-related activity across the University – encompassing work in disciplines such as politics, policy studies, history, international affairs, sociology, geography, architecture, communications and social work, as well as in peace and conflict studies. Incore works in partnership with a variety of institutions and organizations – locally and internationally. Partner organizations include community groups and civil society organizations in Northern Ireland, peace and conflict-oriented NGOs and think tanks in Northern Ireland and internationally, and academic institutions around the world.

Programme Coordination

Nigel Glenny is the Programme Director for the Democracy and Social Change in Northern Ireland programme. He is a graduate of Queen’s University Belfast with a First Class Honours Degree in Education (Religious Studies and History). He began his career as a history teacher then moved into Local Government as an Education Officer, where he designed and taught a wide range of experiential learning programmes for schools, colleges, youth and community groups. Much of this work utilized elements of Irish cultural traditions to foster cross-community contact between Protestant and Catholic groups from divided communities within Northern Ireland. Nigel then worked several years at a leading non-governmental organization (NGO) engaged in peace and capacity-building initiatives throughout the island of Ireland. At that organization, he developed an International Citizenship Action Project that reached across communities in Northern Ireland,
across the border between Northern Ireland and the Republic of Ireland, and across the Atlantic to the United States. He created materials for learning about peace and reconciliation, led programmes in how to facilitate student engagement, and trained teachers and youth workers throughout Ireland and the United States. Prior to taking up post with Incore, Nigel was Lecturer in International Education and Development based at Ulster University’s UNESCO Centre, School of Education where is also directed the HECUA programme.

CURRICULUM

Aim:

This programme is designed to engage students in a dynamic learning experience that will facilitate a critical understanding of conflict and its impact on society and a rigorous evaluation of the role of citizens as agents of social change.

Objectives:

- Develop an understanding of the Northern Ireland conflict, its causes and effects.
- Critically examine various approaches to social change in Northern Ireland
- Generate critical thinking on social, civic and political issues
- Develop an understanding of global concerns and parallels

These objectives are addressed through an examination of three baseline questions:

1. **What are the roots of the Northern Ireland conflict?**
   Northern Ireland’s unique social, civic and political situation is investigated and the major components that led to conflict examined in depth. An historical overview of the situation is examined tracing it to the modern day and the current social, civic and political landscape.

2. **Who are the agents of change and how have they contributed toward the peace process in Northern Ireland?**
   Key social agents who have contributed to the peace process are investigated. The tools and processes used by these individuals and organizations to achieve change are assessed.

3. **What are the prospects for lasting peace and how is progress being made?**
   Issues examined:
   - The Belfast Agreement (Good Friday Agreement), 1998
   - The political accommodations and agreements of May 2007 to present
   - Challenges faced by the political administration and civil society in relation to:
     - Moving from a divided to a ‘shared society’
     - ‘Dealing’ with the past

The Pedagogy

There are four components to the HECUA pedagogy:

1. **Interdisciplinary:** Various specialist areas are utilized to demonstrate the complexities underlying conflict and its transformation.
2. **Integrated:** Theory is directly linked and related to practice and vice versa.
3. **Experiential:** Students explore conflict and social change from a personal, professional and academic lens. A ‘learning community’ is created in which students (and teachers) actively engage with, and critically reflect on, programme themes.
4. **Holistic:** Students are encouraged not to view societal issues from the neck up but to view themselves as participants with values, decisions and choices which impact people and communities.

**MODULES**

**Module 1: Understanding the Politics of the Northern Ireland Conflict**

This module has a particular focus on promoting awareness and understanding of the local and global implications of the conflict in Northern Ireland. Students deepen their understanding of the characteristics and constituent parts of the conflict.

**Aim:**
- To develop an understanding of the Northern Ireland conflict: Social, cultural and political dynamics, key events and impact upon society.

**Content:**
- The historical roots of the Northern Ireland conflict
- The role of religion in the Northern Ireland conflict
- Ethnic frontier/contested society: An introduction to conflict theory
- Cultural and political identities: Perspectives on the conflict
- Key events: Bloody Sunday, Enniskillen etc.
- Young people and the Northern Ireland conflict
- The role of women in the Northern Ireland conflict
- The role of Prisoners/ex-combatants in the Northern Ireland conflict
- Sectarianism, division, victims/survivors

**Assessment:**

1. **Group Study Project** 60%
   Each student, as part of a team, develops a Group Study Project, which begins to develop in weeks 2-5. It will be a semester-long undertaking with specific tasks to monitor its progress along the way. A presentation of the findings will be facilitated at the end of the semester (Wednesday 6 December).

2. **Participation** 20%
   - Punctual attendance at lectures, seminars and field experiences is a requirement. Unless a student has a valid reason and has notified the Programme Director in advance, marks will be deducted for missing a session/arriving late.
   - Active group participation is critical. Students’ careful and critical reading for teaching and learning sessions will be evaluated.
   - Talking with others in the learning group, listening to them and offering constructive feedback is expected. Students’ contribution to positive, supportive and non-judgemental group dynamics will be evaluated.

3. **Field Experiences** 20%
   As part of the field experience curriculum, students produce a reflection paper (due Friday 29 September). This will be graded according to the knowledge acquired and the ability to reflect on observations. Attendance is essential.
M**ODULE 2:  Building a Sustainable Democracy**

This module has a particular focus on promoting awareness and understanding of the actions that can be taken by people in the pursuit of peace and an inclusive, sustainable and effective democracy.

**Aims:**
- Develop an understanding of the dynamics of conflict transformation.
- Develop a critical understanding of the effectiveness of social, civic and political initiatives working for peace and the development of sustainable and effective democratic processes.
- Develop an informed view on the potential for, and the challenges of, securing lasting peace.

**Content:**
- The political peace process: The Belfast Agreement, the Human Rights and Equality agendas, critical evaluation of the current political administration.
- Civil Society and the peace process: Good Relations and Community Development.
- Educational responses to conflict: Segregation and integration.
- Young people and Civic Engagement: Opportunities and challenges.
- Moving from a divided to a ‘Shared Society’: Legal, policy and value levers for social change.
- ‘Dealing’ with the past.

**Assessment:**

1. **Independent Study Essay – Mid-term Proposal and Final Paper** 60%
   The mid-term proposal due Monday 16 October is an outline of what is intended to be studied, proposed methodology, time management and the structure of the final paper. The final paper is due Friday 1 December.

2. **Participation** 20%
   - Punctual attendance at lectures, seminars and field experiences is a requirement. Unless a student has a valid reason and has notified the Programme Director in advance, marks will be deducted for missing a session/arriving late.
   - Active group participation is critical. Students’ careful and critical reading for teaching and learning sessions will be evaluated.
   - Talking with others in the learning group, listening to them and offering constructive feedback is expected. Students’ contribution to positive, supportive and non-judgemental group dynamics will be evaluated.

3. **Field Experiences** 20%
   As part of the field experience curriculum students produce a reflection paper due Wednesday 29 November. This will be graded according to the knowledge acquired and the ability to reflect on observations. Attendance is essential.


**MODULE 3: Internship Placement and Seminar**

*The Northern Ireland: Democracy and Social Change Internship* is a means by which students develop skills and acquire new insights into how different facets of society in Northern Ireland are working towards the development of a sustainable and effective democracy.

Students are required to work *200 hours* during the internship.

Student experiences are reflected upon in *weekly seminar sessions*, which are designed to facilitate deepened self-awareness and a critical understanding of the internship site. Reflection journals aid discussions at seminars.

Seminars are held on **Mondays – 9.00 am to 5.00 pm** (unless indicated otherwise):

<table>
<thead>
<tr>
<th>Week</th>
<th>Seminar Location</th>
<th>Date</th>
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<tbody>
<tr>
<td>Week 5</td>
<td>Belfast</td>
<td>2 October (Longer session)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Magee Room MD111</td>
<td>9 October</td>
</tr>
<tr>
<td>Week 7</td>
<td>Magee Room M1022</td>
<td>16 October</td>
</tr>
<tr>
<td>Week 8</td>
<td>The Fountain Estate</td>
<td>23 October</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>Midterm break</strong></td>
<td><strong>30 Oct – 3 November</strong></td>
</tr>
<tr>
<td>Week 10</td>
<td>Magee Room MD021</td>
<td>6 November</td>
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<tr>
<td>Week 11</td>
<td>Magee Room MD111</td>
<td>13 November</td>
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</tbody>
</table>

**Assessment:**

1. **Supervisor’s Evaluation Report**  
   20%
   Evaluation is based on the progress towards attainment of the learning goals and duties outlined in the Learning Agreement. The internship site supervisor will account for the overall performance of the student while at work.

2. **Weekly Internship Logs and Mid-term Evaluation**  
   20%
   Performance of 200 hours as required. Timely submission of a quality completed weekly Internship Log is required. Late Internship Logs will not be counted towards your final grade. **Due by 9am each Friday,** Weeks 4 to 11.
   
   All logs = A  
   6 = B  
   5 = C  
   4 = D  
   3 = F

3. **Participation**  
   20%
   Students are required to attend all seminars and demonstrate active participation with an ability to raise critical questions. Being on time is required. Discussion of what is being learned from the internship and demonstrated attempts to integrate other components of the programme will be assessed. Listening to and asking questions of fellow students and guest speakers is expected and will be evaluated.

4. **Assignments and Presentations**  
   40%

   ‘My Internship Organisation and its Role in Promoting Social Change.’
   There is one paper (20%) and one presentation (20%). These require reflection on and analysis of the internship placements.

   **Late assignments drop one full grade per day late.**

   Paper: **Due Monday 13 November**
Lectures, Seminars and Field Experiences

Students spend 6 weeks based at the Magee campus of Ulster University and 1 week on an extended field experience in the Republic of Ireland and South Armagh border. During this period there will be a concentrated focus on two of the modules:

- Understanding the Politics of the Northern Ireland Conflict
- Building a Sustainable Democracy

**Weekly Outline**

<table>
<thead>
<tr>
<th>Week 1a</th>
<th>31 August – 1 September</th>
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<tbody>
<tr>
<td></td>
<td>Arrival, orientation activities at university</td>
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<table>
<thead>
<tr>
<th>Week 1</th>
<th>4-8 September</th>
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<tbody>
<tr>
<td></td>
<td>Orientation activities at University</td>
</tr>
<tr>
<td></td>
<td>Residential Programme based at Corrymeela</td>
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<tr>
<td></td>
<td>North Antrim Coast field trip</td>
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<tr>
<td></td>
<td>Understanding the Northern Ireland Conflict</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>11-15 September</th>
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<tbody>
<tr>
<td></td>
<td>Understanding the Northern Ireland Conflict</td>
</tr>
<tr>
<td></td>
<td>Londonderry/Derry field experiences</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>18-22 September</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Building a Sustainable Democracy</td>
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<tr>
<td></td>
<td>Belfast field trip</td>
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<table>
<thead>
<tr>
<th>Week 4-8</th>
<th>25 September – 27 October</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Internship Placement</td>
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<tr>
<td></td>
<td>Weekly Seminars</td>
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<table>
<thead>
<tr>
<th>Week 9</th>
<th>30 October – 3 November</th>
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<tbody>
<tr>
<td></td>
<td>Midterm Break</td>
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<thead>
<tr>
<th>Week 10 &amp; 11</th>
<th>6-17 November</th>
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<tbody>
<tr>
<td></td>
<td>Internship Placement</td>
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<tr>
<td></td>
<td>Weekly Seminar</td>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>20-24 November</th>
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<tbody>
<tr>
<td></td>
<td>Republic of Ireland and South Armagh border extended fieldtrip</td>
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<table>
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<tr>
<th>Week 13</th>
<th>27 November-1 December</th>
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<tbody>
<tr>
<td></td>
<td>Integrating Experiences with Theory</td>
</tr>
<tr>
<td></td>
<td>Study</td>
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<table>
<thead>
<tr>
<th>Week 14</th>
<th>4-8 December</th>
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<tbody>
<tr>
<td></td>
<td>Final Preparation</td>
</tr>
<tr>
<td></td>
<td>GSP Conference (Wednesday 6 December)</td>
</tr>
<tr>
<td></td>
<td>Reflection retreat (7-8 December)</td>
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</tbody>
</table>
**WEEKLY OUTLINE**

The following is an outline of programme activities. Because of the need to remain flexible, in order to respond to changing events, some activities venues and times may change. Selected readings will be distributed throughout the programme.

### WEEK 1a  Orientation and Introduction to Northern Ireland

<table>
<thead>
<tr>
<th>DATE / TIME / VENUE</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 31 August</td>
<td>• Collection at Airports</td>
</tr>
<tr>
<td></td>
<td>• Transport to Duncreggan student housing</td>
</tr>
<tr>
<td>Friday 1 September MD013</td>
<td>• Meeting re: Visa Monitoring Files</td>
</tr>
</tbody>
</table>

### WEEK 1  Orientation (Campus) and Residential (Corrymeela)
Field Trip to North Antrim Coast
Understanding the Northern Ireland Conflict

<table>
<thead>
<tr>
<th>DATE / TIME / VENUE</th>
<th>DETAILS</th>
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</thead>
<tbody>
<tr>
<td>Monday 4 September</td>
<td><strong>University Registration</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Topic:</strong> Introduction to University IT and Library services</td>
</tr>
<tr>
<td></td>
<td><strong>Aim:</strong> Familiarisation of Ulster learning environment.</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> Understand how to access learning material from library services.</td>
</tr>
<tr>
<td></td>
<td><strong>Briefing:</strong> Ulster University International Department, Student Support Services, Students Union and Accommodation Services</td>
</tr>
<tr>
<td>Tuesday 5 September</td>
<td>Orientation Residential: Corrymeela Centre</td>
</tr>
<tr>
<td>8.30</td>
<td>Meeting Point: Duncreggan</td>
</tr>
<tr>
<td>11.00</td>
<td>Arrival Corrymeela <a href="http://www.corrymeela.org/">http://www.corrymeela.org/</a></td>
</tr>
<tr>
<td></td>
<td>• Acquaintance exercises</td>
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<tr>
<td></td>
<td>• Hopes, fears, expectations</td>
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<tr>
<td></td>
<td>• Northern Ireland Orientation briefing</td>
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<tr>
<td></td>
<td>• Introduction to the programme – ‘Creating a learning community’</td>
</tr>
</tbody>
</table>
### Orientation Residential: Corrymeela Centre

- ‘Clash of Cultures?’
- Unpacking the Course: Syllabus, Readings, Assignments

### Orientation Residential: Corrymeela Centre

- Internship Selection process
- Introduction to the Programme: Key Themes

**Friday 8 September**

**Topic:** Field Experience on North Antrim Coast

- Depart Corrymeela Centre
- Dunluce Castle [http://www.doeni.gov.uk/niea/places_to_visit_home/historic-monuments/dunluce.htm](http://www.doeni.gov.uk/niea/places_to_visit_home/historic-monuments/dunluce.htm)

### WEEK 2

**Understanding the Northern Ireland Conflict**

**Field Visits Derry-Londonderry**

<table>
<thead>
<tr>
<th>DATE /TIME / ROOM</th>
<th>DETAILS</th>
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</table>
| **Monday** 11 September | **Topic:** What is this Conflict, and Peace, all about?  
**Aim:** Stimulate discussion with regard to what we know and what we need to know in relation to the Northern Ireland conflict and peace process.  
**Outcomes:** Develop an understanding of some theoretical and practical models and resources.  
**Topic:** Perspectives on Irish History (Part One)  
**Aim:** Provide an overview of relevant historical events.  
**Outcomes:** Develop an understanding of the significance of key historical events in relation to the Northern Ireland Conflict and the process of building peace. |
| **Tuesday** 12 September | **Topic:** Finding History in the Streets: Using Photography to Observe, Explore and Evaluate  
**Aim:** Examine how history is ‘seen’ and understood with reference to visual literacy and intercultural competence.  
**Outcomes:** Observe, State, Explore and Evaluate visual elements of the history of Derry/Londonderry. |
<table>
<thead>
<tr>
<th>Visit Apprentice Boys of Derry Museum</th>
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</thead>
<tbody>
<tr>
<td>Topic: Perspectives on Irish History (Part Two)</td>
</tr>
<tr>
<td><strong>Aim:</strong> Provide an overview of relevant historical events.</td>
</tr>
<tr>
<td><strong>Outcomes:</strong> Develop an understanding of the significance of key historical events in relation to the Northern Ireland Conflict and the process of building peace.</td>
</tr>
</tbody>
</table>

**Wednesday 13 September**

<table>
<thead>
<tr>
<th>Topic: Was the Northern Ireland Conflict Religious?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim:</strong> Examine the role of religion in the Northern Ireland conflict.</td>
</tr>
<tr>
<td><strong>Outcome:</strong> Develop an understanding of the relationship between religion and politics, culture and identity in Northern Ireland.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Interpretations and Perspectives regarding the Conflict in Northern Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim:</strong> Examine a variety of perspectives and interpretations of the conflict.</td>
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<tr>
<td><strong>Outcomes:</strong> Map different perspectives on Northern Ireland and understand how they contribute to the continued divisions in society.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Topic: 'Battle of the Bogside'</th>
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</thead>
<tbody>
<tr>
<td><strong>Aim:</strong> Introduce issues relating to the outbreak of the ‘Troubles’ in Northern Ireland. Prepare for field visit to Derry/Londonderry.</td>
</tr>
<tr>
<td><strong>Outcome:</strong> Appreciate the political significance of key events that occurred in Derry/Londonderry in the late 1960s and early 1970s.</td>
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<table>
<thead>
<tr>
<th>Topic: 'Bloody Sunday'</th>
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</thead>
<tbody>
<tr>
<td><strong>Aim:</strong> Introduce issues relating to the outbreak of the ‘Troubles’ in Northern Ireland. Prepare for field visit to Derry/Londonderry.</td>
</tr>
<tr>
<td><strong>Outcome:</strong> Appreciate the political significance of key events that occurred in Derry/Londonderry in the late 1960s and early 1970s.</td>
</tr>
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</table>

**Thursday 14 September**

<table>
<thead>
<tr>
<th>Field visit: Derry/ Londonderry</th>
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<tbody>
<tr>
<td>Meet with internship supervisors</td>
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<tr>
<td>Meet guide on city walls</td>
</tr>
<tr>
<td>Lunch (in bogside)</td>
</tr>
<tr>
<td>Follow with meeting and Q&amp;A with ‘victims/survivors’</td>
</tr>
</tbody>
</table>
### Friday 15 September

**Topic:** Field visit reflection

**Topic:** Shared and Ethical Remembering

**Aim:** Examine the ‘The Decade of Commemoration’ in relation to the development of constructive community relations.

**Outcomes:** Appreciate some of the challenges presented by the commemoration of historical events and become aware of some work being done to develop more inclusive and shared processes for remembering the past.

**Topic:** Identity Perspectives

**Aim:** Clarify Unionist and Nationalist perspectives.

**Outcomes:** Share understandings of traditional identity perspectives and identify relevant issues with regard to violent conflict and peacebuilding.

**Topic:** Debrief

**Aim:** Critically reflect on experiences to date.

**Outcomes:** Identify knowledge gained, challenges etc.

### WEEK 3 Building a Sustainable Democracy

**Field visit to Belfast**

<table>
<thead>
<tr>
<th>DATE / TIME / ROOM</th>
<th>DETAILS</th>
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<tbody>
<tr>
<td><strong>Monday 18 September</strong></td>
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</table>

**Topic:** The Role and Use of Violence and Security in the Escalation and Resolution of the Northern Ireland Conflict

**Aim:** Explore the Role of Political Violence in the Escalation and Maintenance of Conflict.

**Outcomes:** Develop an understanding of the Nature of Violence in the Northern Ireland Conflict and its Impact with regard to the Conflict and Peace Process.

**Topic:** Political Agreements of the Peace Process

**Aim:** Explore a number of significant issues relating to political agreements from 1998 to present

**Outcomes:** Develop an understanding of key political agreements, their significance, and a number of implications with regard to the peace process

**Topic:** Northern Ireland: A Contested Society

**Aim:** Examine the notion of Northern Ireland as a contested society and how this relates to conflict theory.

**Outcomes:** Develop an understanding of the dynamics of a contested society.
<table>
<thead>
<tr>
<th>Topic: Preparation for Field Visit</th>
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<tbody>
<tr>
<td><strong>Aim:</strong></td>
<td>Introduce some issues that will be experienced during the fieldtrip to Belfast.</td>
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<tr>
<td><strong>Outcomes:</strong></td>
<td>Develop an understanding of issues relating to community segregation and sectarianism.</td>
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**Tuesday 19 September**

**Field Visit to Belfast**

- **Meeting Point:** Duncreggan
- **Tour of Falls - Facilitated by Cóiste**
- **Lunch with guide and Loyalist Community Worker Shankill Road**
- **Tour of Shankill – Facilitated by Loyalist Community Worker**
- **Break for something to eat if desired**
- **Arrival Student housing**

**Wednesday 20 September**

**Topic:** Reflections on Development and Social Justice

- **Aim:** Examine experiences of development and social justice in Africa.
- **Outcomes:** Develop an awareness and understanding of global parallels in relation to social justice.

**Topic:** Education and Peacebuilding: Segregation, Integration and Sharing

- **Aim:** Examine a number of key issues relating to education and peacebuilding in Northern Ireland including segregation, integration and sharing.
- **Outcomes:** Identify challenges, opportunities and implications with regard to schools in Northern Ireland promoting mutual understanding and social cohesion.

**Topic:** Field visit reflection and debrief
| Thursday  
| 21 September |
| Topic: | **Social Work in Northern Ireland – Personal, Professional, Political** |
| Aim: | Explore the impact of the conflict and peace process on social work practice in Northern Ireland. |
| Outcomes: | Develop an awareness of ‘lessons learned’ from the provision of social services in a divided society and the relevance of these with regard to the internship experiences. |

| Topic: | **Community Relations in Northern Ireland: Policy and Practice** |
| Aim: | Outline and critique the evolution of policy and practice of community relations since its inception in the 1970’s to the present day. |
| Outcomes: | Develop an awareness of key issues relating to the implementation of community relations policy and understand more fully the practice of addressing damaged relationships within a deeply divided society. |

| Topic: | **‘What do the People Say?’ Northern Ireland Attitudinal Surveys** |
| Aim: | Explore a number of social attitudes surveys and examine some key findings relevant to the investigations of this programme. |
| Outcomes: | Become aware of relevant social attitudes surveys and begin to appreciate their value in terms of understanding Northern Ireland. |

| Friday  
| 22 September |
| Topic: | **Dealing with the Past** |
| Aim: | Explore issues relating to victims/survivors, truth recovery, remembrance, forgiveness and reconciliation. |
| Outcomes: | Develop a critical understanding of the legacy of the conflict and an awareness of key proposals in relation to ‘dealing’ with this. |

| Topic: | **‘Becoming a Critical Friend’** (Internship preparation workshop) |
| Aim: | Critically examine the role of the intern in relation to internship organisations and their operations. |
| Outcomes: | Begin to develop a critically reflective approach towards the internship experience in Northern Ireland. |
**Internship Placement Seminars**

Further details about guest speakers at seminar sessions will be distributed as the semester unfolds.

<table>
<thead>
<tr>
<th>WEEK / DATE</th>
<th>DETAILS</th>
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</table>
| **WEEK 5**  | Healing Through Remembering – presentation and discussion  
Belfast  
Monday 2 October  

• Northern Ireland Assembly – Observation of debate from public gallery, presentation by education office, meeting and Q&A with MLA’s. |
| **WEEK 6**  | Discussion Theme: *How my Organisation Presents Itself*  
MD111  
Monday 9 October  |
| **WEEK 7**  | Discussion Theme: *My Experience(s) of the Organisation*  
MI022  
Monday 16 October  

• Pm: Meeting with Richard Moore, Children in Crossfire  
http://www.childrenincrossfire.org/home |
| **WEEK 8**  | Am: Fountain Estate  
Monday 23 October  
Discussion Theme: *My Organisation’s Role in Promoting Social Change* |
| **WEEK 9**  | Midterm Break  
27 - 31 March |
| **WEEK 10** | Discussion Theme: *Personal Learning*  
MD021  
Monday 6 November |
| **WEEK 11** | Internship Papers and Presentations: ‘My internship organisation and its role promoting social change.’  
MD111  
Monday 13 November |
### WEEK 12

**Extended Field Visit to Republic of Ireland and South Armagh Border**

<table>
<thead>
<tr>
<th>DATE</th>
<th>DETAILS</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>20 November</strong></td>
</tr>
<tr>
<td></td>
<td>Travel Day to Dublin</td>
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<tr>
<td><strong>Tuesday</strong></td>
<td><strong>21 November</strong></td>
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<tr>
<td></td>
<td>Remembering, Commemorating and Celebrating</td>
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<tr>
<td></td>
<td>• National Museum of Ireland (Collins Barracks)</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td><strong>22 November</strong></td>
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<tr>
<td></td>
<td>Remembering, Commemorating and Celebrating</td>
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<tr>
<td></td>
<td>• Glasnevin Cemetery <a href="http://www.glasnevintrust.ie">http://www.glasnevintrust.ie</a></td>
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<tr>
<td><strong>Thursday</strong></td>
<td><strong>23 November</strong></td>
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<td></td>
<td>Return travel to Northern Ireland</td>
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<tr>
<td></td>
<td>Meeting at Newry train station</td>
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<td></td>
<td><strong>Topic:</strong> 'Borderlands': Building Relationships - Life and Work</td>
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<tr>
<td></td>
<td><strong>Aims:</strong> To examine the work of a faith-based organisation engaged in cross-community and cross-border work</td>
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<td><strong>Outcomes:</strong> Develop an understanding of issues relating to faith-based interventions, reconciliation and legacy issues as experienced in border communities.</td>
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<tr>
<td><strong>Friday</strong></td>
<td><strong>24 November</strong></td>
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<td></td>
<td><strong>Topic:</strong> 'Borderlands': Impact and Legacy of Violence</td>
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<td></td>
<td><strong>Aims:</strong> To examine the impact of violent conflict on a rural community.</td>
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<td><strong>Outcomes:</strong> Develop an understanding of issues relating to the impact of violence in border communities.</td>
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<td>DATE / TIME / ROOM</td>
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| **Monday** 27 November | **Topic:** Discussion seminar and planning meeting for the last two weeks of the programme.  
**Topic:** Reflection on Experiences  
**Facilitator:** Nigel Glenny, Incore, Ulster University  
**Aim:** Reflect upon experiences and how they illuminate theories studied during the course.  
**Outcomes:** Deepen an understanding of the relevance of personal experiences in relation to the Northern Ireland context.  
Meetings re: group study projects |
| **Tuesday** 28 November | Tutorials with Nigel re: assignments  
Study time for coursework completion |
| **Wednesday** 29 November | Tutorials with Nigel re: assignments  
Study time for coursework completion  
*Fieldtrip Reflection Paper 2 due 4.00pm* |
| **Thursday** 30 November | Tutorials with Nigel re: assignments  
Study time for coursework completion |
| **Friday** 1 December | Study time for coursework completion  
*Independent Study Essay due 4.00pm* |
## WEEK 14  Preparation for Group Study Conference

<table>
<thead>
<tr>
<th>DATE / TIME / ROOM</th>
<th>DETAILS</th>
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<tbody>
<tr>
<td><strong>Mon 4 and Tues 5 December</strong></td>
<td>Study and preparation for GSP Conference. Meetings to discuss:</td>
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<tr>
<td></td>
<td>• Group study project</td>
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<td></td>
<td>• Final summary presentation</td>
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<tr>
<td><strong>Wednesday 6 December</strong></td>
<td>Group Study Presentations</td>
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<td></td>
<td>Dinner</td>
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<tr>
<td><strong>Thursday 7 December</strong></td>
<td>Final Reflection Residential, Corrymeela, Ballycastle Centre</td>
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<td>Meet at Duncreggan</td>
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<td></td>
<td>Arrive at Corrymeela</td>
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<td>Reflection and evaluation exercises</td>
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<td><strong>Friday 8 December</strong></td>
<td>Reflection day</td>
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<td>Final reflections</td>
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<td>Visit along north coast on return to Duncreggan</td>
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<td><strong>Saturday 9 December</strong></td>
<td>Departure. Transit to Airport etc.</td>
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<td>Collection at accommodation</td>
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<td>Airport drop-offs</td>
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<td>Week</td>
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<tr>
<td>1</td>
<td>Curriculum Vitae/Resume and Letter of Introductory</td>
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<tr>
<td>2</td>
<td>Group Study Project Meetings</td>
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<tr>
<td>3</td>
<td>Internship Logs</td>
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<tr>
<td>4</td>
<td>Fieldtrip Reflection Paper 1 (1,500 to 2,000 words)</td>
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<tr>
<td>5</td>
<td>Group Study Project Proposal (500 to 1,000 words)</td>
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<tr>
<td>6</td>
<td>Mid-term Independent Study essay proposal (500 to 1,000 words)</td>
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<tr>
<td>7</td>
<td>Group Study Project: Project Plan</td>
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<tr>
<td>8</td>
<td>Internship Presentations: (Duration 15 minutes)</td>
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<tr>
<td>9</td>
<td>Internship Reflection Paper 1 (1,500 to 2,000 words)</td>
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<tr>
<td>10</td>
<td>Fieldtrip Reflection Paper 2 (1,500 to 2,000 words)</td>
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<tr>
<td>11</td>
<td>Independent Study Essay (3,000 to 5,000 words)</td>
</tr>
<tr>
<td>12</td>
<td>Group Study Project and Presentation (3,000 to 5,000 words)</td>
</tr>
</tbody>
</table>
Fieldtrip Reflection Papers

Reflection Paper 1: Due Friday 29 September
Reflection paper 2: Due Wednesday 29 November
Word Count: 1,500 to 2,000 words (5 -7 pages approx.)
Line Spacing: Double

Objectives

• Utilize a visit to a place as a stimulus for critically reflective learning.
• Develop and enhance observation and critical thinking skills.
• Develop an awareness of personal interpretive process.

During the field trip:
• Observe (look and listen): What are people doing? How is public space used? What are the businesses and organizations? What art do you see and what does it say? What kind of language is being used? Who is affirmed in their identity? Who could be undermined and threatened? Why?
• Question: Ask questions and analyse answers given:
  o Who is offering answers?
  o Where is this occurring?
  o Why are these answers being given?
  o What is not being said?
• Take notes and photographs to aid you.

Following the fieldtrip:
Use the books and articles you have read to develop a thorough analysis of your experiences. This reflection paper will draw on course readings, notes taken during the trip, and your subsequent reflections.

Reflection paper Guidelines:

The focus of the paper is to document what you have learned from the fieldtrip. Include the following in your paper:

1. Personal experience:
   • What were the most memorable events or observations that occurred during the trip? What did you find to be most striking / surprising and why? Be specific
   • How did the experiences make you feel? For example: what was familiar, strange, depressing, encouraging?
   • What if anything did you find to be challenging?
   • What do you want/need to learn more about?

2. Connection to the course readings:
   • Apply some of the concepts and/or terms from the course readings to your personal experience.
   • Discuss the broader contexts (including social, economic, cultural, and political dimensions)

3. Analysis / conclusions:
   • What ‘lessons’ are you taking from the experience in relation to:
     a. Northern Ireland
     b. Your ‘self’ (cultural, ethnic, class, gender, sexual, religious/spiritual etc. identity)

Checklist:
• This paper should include at least five references to relevant readings.
• Ensure that the paper has a coherent theme, is well organized and written.
• Pay attention to spelling and grammar.
• Photographs are welcome. They are not counted as part of the paper length requirement.
Grading Criteria:

Quality of Information:
• Information clearly relates to the main topic.
• Description of personal experience is so vivid that the reader can almost “see” what happened.
• Concepts, theories, or terms from the course readings are clearly connected to personal experience.
• The author demonstrates both the depth of the experience and a thorough understanding of the course material.

Organization:
• Information is well organized and constructed.
• Grammar, spelling, and punctuation are all accurate

Sources:
• All sources are appropriately referenced using the Harvard citation standard. See guide: http://library.ulster.ac.uk/soc/harvard.pdf

First Reflection paper: Should relate to either Londonderry/Derry or Belfast or combine experiences of both places.

Second Reflection Paper: Should relate to Republic of Ireland/Border
Group Study Project

Paper and Presentation: Due Wednesday 6 December
Word Count: 3,000 – 5,000 words (10-16 pages approx.)
Line spacing: Double

Objectives:
• Apply experiences and theories to a relevant area of interest.
• Develop social and communication skills.

Directions:
1. **Monday 18 September**: Form groups around issues of common interest. Present to the Programme Director the proposed issue you want to investigate.
2. Consider how to connect the GSP to your internship placement as this will enhance and facilitate your study and understanding of the topic.
3. **Monday 9 October**: Written proposal
   The proposal should be formulated under the following headings:
   • **Issue under investigation** - describe what it is you wish to explore.
   • **Rationale** - describe why you think this is an important and relevant question. Why would anyone want to know about the information and knowledge you will assemble and create? What is the history of this issue? What implications might your study have for social change activities, strategies, tactics etc.?
   • **Methodology** - describe in as much detail as you can how you will approach the question. Describe proposed methods of investigation and consider all relevant ethical issues.
   Review existing literature related to your topic by using the web, libraries, literature suggested by people engaged within the field, in lectures and as recommended by the Programme Director.
4. **Monday 6 November**: Produce and agree a group study plan with details of roles and timescales:
   • Resources or materials are required? How can you find and get access to these?
   • Roles and responsibilities: Who is doing what? This should include all stages of the project - data collection, analysis, writing of report and presentation of findings.
   • Timescale: what is a realistic time frame for carrying out the steps involved in your study? Are there any obstacles that you are likely to encounter? What could you do to overcome those obstacles? What kind of support will you need?
5. **Progress Meetings**: Your group will meet Nigel in a progress meeting to make sure you are on track.
6. **Wednesday 6 December**: GSP Completion. Submission of report and presentation of findings.
   • Be creative in supporting and presenting your report utilizing photography, art etc.
   • Present report findings as a PowerPoint presentation.
   • The Group Study Report should include the following components.
     I. Issue
     II. Rationale
     III. Methodology
     IV. Findings
     V. Conclusion and Recommendations
     VI. Bibliography

The following topics are suggested for consideration as possible topics for a Group Study Project:
• The Role of (Education, Young People, Religion, Women, Ex-prisoners, Civil Society) in creating a ‘Shared Society’
• ‘Dealing’ with the past
• Racism, the new sectarianism?
• Defining Loyalists / Republicans
• Young men in Northern Ireland
Independent Study Essay

Midterm Essay Proposal: Monday 16 October
Final Essay: Friday 1 December
Word Count: 3,000 – 5,000 words (10-16 pages approx.)
Line spacing: Double

An example of essays completed by students in the past:

• How Best to Promote Integrated Education? Comparisons between the USA and NI
• The Contribution of Citizenship Education to the Building of a Sustainable Democracy
• Can wall murals play a role in creating a ‘Shared Society’?
• Healing for Victims? An Examination of Options for Truth Recovery
• A Critical Examination of Cross-community Contact Programmes for Young People
• A Critical Examination of the Role of Former Republican Prisoners in Community Development
• A Critical Examination of the Role played by the Arts in Building Peace
• A Critical examination of the role played by the Irish and British Governments in the Peace Process
• Addressing Antisocial Behaviour
• American Actors on an International Stage: The United States and the Northern Ireland Peace Process
• Community Healing: Why it is needed? How it can be achieved?
• Derry/Londonderry: A Divided City to a Shared Space
• Remembering 1916: The legacy of the Easter Rising and the Battle of the Somme in Northern Ireland
• Racism in Northern Ireland: Cases, Causes and the Question of a ‘new’ Sectarianism
• The Siege of Derry: An Examination of its Significance over Time
• A Lesson in Mediation: The Role of Restorative Justice in the Formal Justice System
• A Shared Society in Schools: Exploring cross-community contact among young people in formal education in Northern Ireland
• Memory and Museums in Northern Ireland
• Resistance to the Police Service of Northern Ireland
• Integrated Education: The Way to a Shared Future in Northern Ireland
• Sectarianism and Working-Class Unity in Northern Ireland
• Implications on the evolution of interface barriers in Northern Ireland
• Creating a Shared Future in Northern Ireland
Internship Reflection Paper and Presentation

Presentations: Monday 13 November (15 minutes max)
Paper: Monday 13 November
Word Count: 1,500 to 2,000 words (5 - 7 pages approx.)
Line Spacing: Double

As you settle into your internship you will want to learn as much as you can about your organisation and its work. If possible, set up brief meetings with people at your organisation either informally over coffee/lunch or a formal meeting with your supervisor. Try to talk to a variety of staff, contacts in the community, clients or constituents, board members, etc. Asking questions is important, but it is vital that you listen and observe. Remember that the people in your organisation often have invested a great deal in their work (emotionally, financially, and professionally). Critical questions could be construed as threatening so be sensitive to people’s concerns and insecurities.

Title: ‘My Internship Organisation and its Role in Promoting Social Change.’

Your reflective response should include the following:

(1) **How does the organisation present itself?**
   a. What is the Mission of the organisation? - Does the organisation have a mission statement?
   b. What is the history of the organisation? How has the organisation changed over time? How is its history reflected the work?
   c. What is the social issue or cluster of issues that the organisation is trying to address through its work?
   d. What will be different in NI / the world if the organisation succeeds?

(2) **How do I experience the organisation?**
   a. Is the mission statement consistent with the issue(s) the organisation is trying to address?
   b. Is the mission statement clearly communicated and understood by staff and ‘clients’?
   c. What is the working culture of the organisation? Is it consistent with the mission of the organisation?
   d. What is the relationship between ‘reality’ and ‘vision’ within the organisation?
   e. How do my internship / project fit into the organisation’s mission and history?

(3) **How does the organisation promote positive social change?**
   a. What are some examples of positive practice?
   b. What is the potential and what are the challenges for these approaches? (Consider public policy, public opinion, organisational culture etc.)

(4) **What have I learned about myself?**
   a. Challenges faced (and overcome)??
   b. Growth and development?
   c. Relevance of experiences to future plans?

The written reflection should contain a detailed examination and analysis of the above issues. The paper should include at least five references to relevant readings.

The presentation should convey this information in a way that is appropriate to your audience of peers. You need to actively consider presentation style, format and resources.
ULSTER UNIVERSITY MARKING SCHEME

The marking scheme adopted throughout Ulster University is as follows:

- **0 - 34%**: Uncompensatable Fail
- **35 – 39%**: Fail (Compensatable under some Circumstances)
- **40 – 49%**: Third Class
- **50 – 59%**: Lower Second Class
- **60 – 69%**: Upper Second Class
- **70 – 100%**: First Class

It is difficult to represent these marks on a North American scale so perhaps the following explanatory notes will be of help:

- **0 – 39%**: The University regards a mark between 35% and 39% as ‘compensatable’, if a student passed in other modules (‘courses’), the failed module is simply carried; a mark below 35% usually means that the student must repeat all or part of the written work attached to the module before proceeding to the next stage of studies. In other words, a mark between 35 and 39 is a fail but not a disaster; below 34 is a serious fail.

- **40 – 49%**: This covers work which is below average (with 40 being well below), but which is of pass standard.

- **50 – 59%**: This is the range of marks, which covers, average work; a student who is working solidly and satisfactorily can expect a mark of 54, 55, 56%.

- **60 – 69%**: This covers work, which is above average, and anything from 65 – 69%, is for very good work; a student gaining such marks can feel extremely satisfied.

- **70 – 100%**: A mark of 70+ denotes work, which is of exceptional quality, and in practice 75%, is the upper limit of marks awarded. A mark of 70+ is a distinction, which far exceeds the small numerical difference between, say, 67/68 and 70/71. Any mark in the 70s indicates an outstanding achievement.

Ulster University works with a lower range of marks than is customary in North American Universities. Students from the United States who have been on exchange programmes to Ulster return home with marks, which in a North American context might look mediocre; in an Ulster context those same marks would be creditable and perhaps even good.

**Exchange Students: Marking Grid**

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<thead>
<tr>
<th>Ulster Mark (%)</th>
<th>North American Grade</th>
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<tr>
<td>75+</td>
<td>A+</td>
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<tr>
<td>70 – 74</td>
<td>A</td>
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<tr>
<td>65 – 69</td>
<td>A-</td>
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<tr>
<td>60 – 64</td>
<td>B+</td>
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<tr>
<td>55 – 59</td>
<td>B</td>
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<td>50 – 54</td>
<td>B-</td>
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<td>45 – 49</td>
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<td>40 – 44</td>
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<td>30 – 34</td>
<td>D-</td>
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<tr>
<td>Less than 30</td>
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Plagiarism

Plagiarism means any attempt to pass off another’s work as your own. The most common form is where students copy substantial passages from books or articles or material from the Internet into their coursework essays or dissertations without making clear that this is direct quotation. To copy all or part of another student’s work, whether a finished essay or study notes, is also plagiarism. This includes quotations from books or articles selected by another student. The act of selection is itself someone’s work. It is clear that some students are not aware of how serious an offence plagiarism is.

All students must take care to observe the following points:

• Anything in an essay or dissertation, which is not in your own words, must be clearly acknowledged as such. This means that it must appear in inverted commas, and there must be a note stating where it came from.

• The notes that you make from books and articles as part of your studies should generally consist of your own summary of what you have read. If you do copy out any part of the text in your notes, make sure that you can tell that these are the author’s words, not your own, so that there is no danger of your incorporating them unwittingly in an essay at a later stage.

• There is no harm in using another student’s notes to help you in your studies. But to reproduce any part of such material in an essay is plagiarism.

• Every piece of coursework should include a full bibliography, showing the books and articles you have used in its preparation. If you omit books you have used, you will not get the credit for having read them. On the other hand you should include only items you have actually read, and should be prepared if asked to demonstrate that you are familiar with these works.

• Plagiarism is an attempt to cheat the system, exactly on a par with smuggling notes into an examination. If any part of the work you submit is shown to be an unacknowledged borrowing, you have committed a disciplinary offence. At the very least you will be required to resubmit the work for a pass mark. Serious cases will be reported to the Provost, who may impose a fine and may also prevent you proceeding into the next year or semester of your course until you have repeated all the work for the module in question.
Select Readings

Many core readings are contained in the reading material that will be supplied at the beginning and throughout the course


Wilde, O. (1999) *De Profundis, The Ballad of Reading Gaol and Other Writings*. Ware: Wordsworth Editions


When Incore was established in 1993 a symbol that would capture the work of the organisation was commissioned. The symbol chosen was the Roundel, designed by Helen Averley. It has become widely used as a motif in Incore’s work.

On first glance the Incore Roundel looks complex but harmonious. On closer inspection it becomes discordant. The patterns, which are interwoven in the Roundel, represent the rich diversity of cultures and ethnic groups found around the world. These artistic forms of expression reflect the complexity of the societies who created them. Patterns have symbolically marked out cultural territory, be it through body painting, textiles or architecture. However, the colourful patterns in the Roundel find themselves clashing. This disharmony represents the friction that can arise between close neighbours. Flash points and areas of conflict are depicted by barbed wire and other violent forms. Both the symbols of conflict and those celebrating ethnicity are here bound inside the circle. The circle, in a sense like the earth is a complete unit, but it has a limited space, which all elements are forced to share.

Societies can be reconciled to co-exist amicably and in mutual respect but this does not always occur; here lies the need for an initiative.