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Heritage as Reconciliation

A winter school exploring heritage practice in contested societies.

Monday 15 January -Friday 19 January, 2018.

Corrymeela Centre, Ballycastle, Northern Ireland.

Theme 4: How do we know that community participation in archaeology is worthwhile?

Convenor: Gemma Reid

Overview

Archaeological projects incorporating community involvement and participation are becoming ever popular in research, heritage management and civic engagement. But robust methodological frameworks for understanding the social outcomes and benefits of these projects remain underdeveloped. Community archaeology is often thought of simply in relation to public access and engagement with the discipline. But where a mutually beneficial, sustainable partnership between researcher and community is established, there is the potential to create a process of collective, transformative learning. In this way, community archaeology may be thought of as a process of social innovation, one that requires a complex multi-disciplinary approach to identify, understand and respond to change as the process develops. This session will explore the application of participatory and developmental evaluation methodologies to community archaeology practice, particularly where archaeological researchers are working in contested spaces that involve additional political, social and ethical concerns.



Gemma Reid –Quarto Collective

Throughout her career in the museums and heritage sector, Gemma has sought to develop innovative and effective approaches to community learning and participation. From her experience of working within small local authority museums, she has built partnerships with local community groups to develop a wide range of interpretive and learning resources.

Now working as a freelance heritage practitioner, she enjoys facilitating communities to develop their understanding of the past and to take an active role in recording, preserving and interpreting their heritage. She is particularly interested in the role of heritage in peace-building and reconciliation work, where a more nuanced and complex understanding of the past may challenge and dismantle traditional community divisions



Prof Ross VeLure Roholt - University of Minnesota

Ross VeLure Roholt is Associate Professor, School of Social Work (Youth Studies), University of Minnesota. He is an active community-based participatory researcher and evaluator, focussing on youth work, civic youth work, and youth involvement in democratic and social development, especially with young people from historically marginalized and contested communities. His current projects include an international project, funded by the Mastercard Foundation documenting promising practices to support youth entrepreneurship in higher education around the globe, a community-based participatory research project to complete a Native youth gang assessments in Minnesota, funded by the Office of Juvenile Justice and Delinquency Prevention (DOJ), a project with a Minnesota-based foundation exploring practices and structures to support active youth advice-giving, and a project with graduate and undergraduate student analyzing the experiences of students, faculty, and community partners in University sponsored public engagement work. He is also active internationally, with long-term work in Croatia, Northern Ireland, Laos, and Japan, and with shorter-term work in Morocco, Korea, The Netherlands, Jordan, Israel, Palestine, and Ireland.



Dr Sara Perry - University of York

Sara Perry is Senior Lecturer in Cultural Heritage Management at the University of York, UK, and formerly (January 2012-September 2017) the Department of Archaeology's Director of Studies of Digital Heritage and Director of Studies of Archaeological Information Systems. Her research centres upon the development, circulation and evaluation of analogue and digital media for archaeology and heritage sites and audiences. Sara leads a series of heritage interpretation programmes at archaeological sites around the world: she is Director of the Visualisation Team at the Neolithic site of Çatalhöyük in Turkey (www.catalhoyuk.com); she is Co-Investigator on the 2-year Memphis Site and Community Development Project at the UNESCO site of Memphis, the capital of Ancient Egypt; and from 2013-2017 she coordinated the annual heritage fieldschool at the University of York in England, variously based at the Mesolithic site of Star Carr, the historic site of Breary Banks, and the Roman site of Malton. She is now a co-investigator on the EU-funded EMOTIVE Project (www.emotiveproject.eu), which crafts emotional experiences for visitors to cultural sites using digital devices and common dramatic storytelling tropes (mystery, romance, comedy, and more).