Social Renewal funded projects - Autumn 2015-2016

Application 82
Awardee Dr Menelaos Gkartzios
School / Unit Centre for Rural Economy (CRE), School of Agriculture, Food and Rural Development
Title Researching Rural Housing: with an artist in residence
Summary Although ‘artist-in-residence’ programmes are well established in rural areas, academic partnerships are relatively unusual. As an innovative knowledge exchange partnership, CRE currently hosts an artist-in-residence with Berwick Visual Arts focusing on rural housing. Through ethnographic research and collaborative workshops, we propose to explore how this year’s residency mediates social renewal goals, such as: responding to community concerns regarding ongoing housing policy changes; valuing the practice of art residencies; improving the relationship of the University with non-academic partners. This project offers opportunity to expand on a successful interdisciplinary collaboration across rural studies (Gkartzios), anthropology (Crawshaw) and art professionals (Lowther; van Raemdonck).

Theme(s)
People, Place and Community
Arts and Culture in Social Renewal

Application 83
Awardee Dr Adam Morton
School / Unit School of History, Classics and Archaeology
Title Rights and Toleration
Summary This project considers how past societies’ experiences of conflict surrounding the persecution of minorities and discourse over various democracies informs current understandings of social justice and renewal. The research has three aims: 1) to create cross-disciplinary dialogue between scholars researching past societies and those who research present societies with a view to formulating new research synergies at Newcastle; 2) to focus on how academic research in these areas, which often involves highly complex concepts and specialists nomenclature, can be showcased to a broader public more effectively; and 3) to lay the foundations for a ‘Rights and Toleration’ Research Group at Newcastle.

Theme(s)
Social Justice and Injustice; Citizenship in the 21st Century
The Past in the Present
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<th>Application</th>
<th>84</th>
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<tr>
<td>Awardee</td>
<td>Prof Rose Gilroy</td>
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<td>School / Unit</td>
<td>School of Architecture, Planning and Landscape</td>
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<tr>
<td>Title</td>
<td>Independent Creative Living</td>
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| Summary     | This is a 2 phased project. The submission relates to the phase 1 workshop. Independent Creative Living is a pioneering new housing initiative, designed to respond imaginatively to the need for older people to  
• Maintain their independence  
• Continue to develop their creativity through which they contribute to their communities.  
• Live in a mutually supportive environment  
This project is targeted at older artists (across art form disciplines), and those in related cultural occupations. The project will develop opportunities for residents to connect with their peers/contemporaries and the wider community, forge new collaborations for lifelong creativity. Although initially developed in the North East the initiative is transferable and scalable. |

**Theme(s)**

Wellbeing and resilience  
People, Place and Community

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<tr>
<td>Awardee</td>
<td>Dr Paul Cowie</td>
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<td>School / Unit</td>
<td>GURU, APL</td>
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<tr>
<td>Title</td>
<td>Using theatre as a tool for citizen engagement in decision making processes.</td>
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<td>Summary</td>
<td>In 2014/15 Cap-a-Pie and Dr Cowie developed and toured a new piece of theatre which involved theatre audiences in the creation of a new piece of research into community planning. The play generated significant interest from audiences, critics, and industry and has been awarded Royal Institute of Town Planning award for Widening Engagement. The team now want to capitalise on their findings, build on their partnership and share findings from this project to impact on citizen engagement in decision making processes.</td>
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**Theme(s)**

Social Justice and Injustice; Citizenship in the 21st Century  
People, Place and Community  
Arts and Culture in Social Renewal
**Application** 86

**Awardee** Alexia Mellor

**School / Unit** School of Arts and Culture

**Title** BWK-BCN: Exploring co-produced local responses to climate change

**Summary** BWK-BCN* is a participatory art project exploring our expectations of place via an interrogation of local responses to the global issue of climate change. Working with a diverse group of community stakeholders in Berwick, we will co-create a device designed to temporarily alter the climate in an area of Berwick’s beach to match the climate of Barcelona. Iterative in nature, the project responds directly to participant contributions. The process is aimed at revealing local models of knowledge production and exchange, how we experience climate and place, and what our roles are in their construction.

* The project’s title references the fictional airport code for Berwick upon Tweed and the actual airport code for Barcelona

**Theme(s)**
- Arts and Culture in Social Renewal
- Social Justice and Injustice; Citizenship in the 21st Century
- People, Place and Community

**Application** 87

**Awardee** Dr Helen Limon

**School / Unit** SELLls and NCLA

**Title** Intervening Fictions

**Summary** To run an event that brings together writers and adult social workers in order that new fiction can be created that draws on the professional lives of social workers and the publics with whom they work and so illuminates both the issues and the practice of the social worker for the general public, in an effective way. This will enable the general public to better understand the role and work of social workers in society and increase recognition for the positive difference that an informed and intelligent intervention can make in troubled lives. This project aims to creatively and positively disrupt some of the unhelpful ideas about the role and practice of social workers in contemporary society and raise questions which open out and complicate an area which is unknown or misunderstood.

**Theme(s)**
- Arts and Culture in Social Renewal
- Wellbeing and resilience
Application | 88 | Award | £3,385.00
Awardee | Prof Muireann Quigley
School / Unit | Newcastle University Law School
Title | Integrating (Public) Health Policy: Ethics, Equality, & Social Justice
Summary | There have been recent policy moves aimed at encouraging individuals to lead healthier lives. Those utilising insights from behavioural research hope that people can be nudged towards making decisions which are better for their health. There are, however, potential problems with the use of the behavioural sciences in (public) health policy. This project will begin to investigate just two of these. The first is whether recent behavioural (public) health policy is, to a certain extent, blind to the social (and other) determinants of health. The second is whether such policies may perpetuate and/or exacerbate health inequalities and social injustices.

Theme(s)
Social Justice and Injustice; Citizenship in the 21st Century
Health & Inequality

Application | 89 | Award | £3,250.00
Awardee | Neil Bromwich
School / Unit | School of Arts and Culture
Title | Circus Between Worlds
Summary | Circus Between Worlds is an artist circus taking place within the ruins of the Iconic Caledonian Road Church on the edge of the Gorbals, Glasgow built 1856-57 by Architect Alexander “Greek” Thomson. The project brings together a maverick troop of performers in order to re-inhabit and re-imagine this unique site while drawing on the historical origins of circus. Through collective creative practice the circus between world aims to re-invigorate a dormant space within an urbane environment at a transitional point of change. This free forming learning environment bringing together artists, students, local community groups and individuals working towards a shared goal to re-learn, understand and re-imagine the local environment through collective creative practice.

Theme(s)
The Past in the Present
People, Place and Community
Arts and Culture in Social Renewal
**Application** 90  
**Awardee** Rob Collins  
**School / Unit** School of History, Classics and Archaeology  
**Title** Reading the Wall: The Cultural Afterlives of Hadrian’s Wall  
**Summary** This project is an investigation of the cultural afterlife of Hadrian’s Wall. The output will be a cross-disciplinary funding application which will map the history of the Wall – as monument, as frontier, as interstitial space – in the cultural imaginary. There is a tremendous unmapped cultural history surrounding the Wall that can be observed from the local level (e.g. heritage tourism) up to popular global phenomena (e.g. the Wall in Game of Thrones). The project is the first to consider how a subject dominated by historians and archaeologists invigorates local communities, international authors, and the film industry.

**Theme(s)**  
The Past in the Present  
Arts and Culture in Social Renewal  
People, Place and Community

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**Application** 92  
**Awardee** Caron Newman  
**School / Unit** McCord Centre for Historic and Cultural Landscape  
**Title** From the Border to the Wall: Understanding the Archaeology and Historic Landscape of Northern Cumbria  
**Summary** The research proposal aims to recover aspects of a forgotten and misremembered past in the Western March of England. The approach will be through archaeological landscape survey involving local volunteers and undergraduates from Newcastle University. Local community participation is aimed at building links with landowners and volunteers for a future, larger-scale project. The research will result in publication in peer-reviewed national and local society journals. It will address the relevance of the past in the present, and the formation and maintenance of a distinct regional identity and its role in present-day place formation and communities.

**Theme(s)**  
People, Place and Community  
The Past in the Present
Application 94  Award £741.25
Awardee  Robert Dale
School / Unit  School of History, Classics and Archaeology
Title  War Veterans and Postwar Transition: Lessons from the Past and Future Regeneration
Summary  This project explores how historical research into the postwar transition of veterans of past conflicts and societies can inform the ways in which today’s veterans are reintegrated into civilian life. Working with veterans’ organisations based in the North East the project investigates how the lessons discerned by historians as to what made for successful transitions in the past, can help individuals and communities overcome the legacy of recent conflicts. It is, then, concerned with how knowledge and understanding of veterans’ past experiences can assist the renewal of individual lives and whole communities in the wake of war.

Theme(s)
The Past in the Present

Application 96  Award £4,974.55
Awardee  Rob Comber
School / Unit  Computing Science
Title  Investigating environmental impacts of food nutrition inequalities in the North East UK
Summary  This project uses a mixed methods approach involving large-scale food purchase surveys and qualitative interviews about household practices to investigate any effects on Greenhouse Gas emissions (GHGE) of dietary inequalities in Newcastle.

Theme(s)
Digital Innovation
Health, Inequality and Wellbeing
People, Place and Community
Application 97
Awardee James Law
School / Unit Education, Communication and Language Sciences
Title Social Inequality and the Development of Young Children: The Current European Position and the Potential Contribution to European Policy
Summary At school entry, children from different social backgrounds show wide discrepancies in their development and in many cases this persists through school. This is identified in the research community but typically only appears in government policy as concepts such as “school readiness”, framed as a normative deficit. We propose to review policy across the countries in Europe to challenge inequalities in child development beyond the early years workforce issues. With the Child Poverty Action Group, we will use the review to develop a wider policy agenda in Europe, for example using it as a tool to lobby the European Parliament.

Theme(s)
Health, Inequality and Wellbeing
Learning for Change

Application 98
Awardee Linda Anderson
School / Unit English Literature, Language and Linguistics
Title Poetry and Human Rights
Summary Carolyn Forché coined the term ‘poetry of witness’ through which she has explored the way poetry can bear witness to events and experiences which might otherwise be inexpressible or hidden by including something of the silence and ruin which may be part of them. For her poetry has a special responsibility to try to bear witness, and provide readers with a way of understanding their ethical responsibility to the other. There is a timeliness to this as a project both because of current events and in the way it anticipates the work of the Martin Luther King anniversary. The presence of Carolyn Forché in Newcastle presents an opportunity to share her ideas widely and engage with people, particularly young people both inside and outside the University, and stimulate a conversation about human rights, and the role that poetry may play in communicating about world crises.

Theme(s)
Arts and Culture in Social Renewal
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<td>Title</td>
<td>OpinionExplorer — Raising socio-spatial justice of planning consultations through locative media</td>
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<td>Summary</td>
<td>Building on Philip James’ and Sebastian Weise’ expertise in city dashboards and urban planning, this inter-faculty collaboration involves development and validation of an interactive demonstrator to help non-experts interpret large batches of consultation data easily. The issue to be addressed is that outcome reports from urban planning consultations are lengthy, static documents and therefore hardly as accessible as they should be; conversely, through information overload, they present barriers to engagement for non-experts. Matching to NISR’s aim to further social spatial justice, a simple map-based interface delivered by the OpinionExplorer project will offer transparency and intuitive, fast access to consultation data by grouping citizens responses’ thematically and on a map of the area concerned.</td>
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<td>Knowledge, evidence and policy</td>
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<td>School / Unit</td>
<td>Education, Communication and Language Sciences</td>
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<td>Title</td>
<td>Involving young people in research: Learning from their experiences</td>
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<td>Summary</td>
<td>This proposal requests resources to enable researchers to work with a small group of young people aged 15-17 to disseminate their experiences of conducting research following research training at Newcastle University. The young people will be supported to present at the Youth Matters 2016 Conference being hosted by the Youth Research Network at Newcastle University in June 2016, and to write a blog about their experiences. Data will be collected about the impact of this work in various ways, and will contribute towards the production of a journal article, conference paper and impact case study.</td>
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<td>Theme(s)</td>
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Application 101  Award £1,250.00
Awardee Sarah Campbell
School / Unit History, Classics and Archaeology
Title Remembering ‘68: The Civil Rights Movement in Northern Irish Memory
Summary 2018 marks the fiftieth anniversary of the civil rights movement in Northern Ireland and issues of civil rights, past and present, remain vital to the contested political culture there. The failure of recent attempts to resolve issues surrounding flags, parades and dealing with the past has demonstrated the potential for collective memory and commemoration to undermine the process of reconciliation in a still divided Northern Ireland. Through oral histories, this project will encourage new interpretations of NI’s recent past and a critical reflection on ways in which memories and history are constructed and reconstructed, allowing for inter-communal communication and commemoration of this seminal event.

Theme(s)
The Past in the Present

Application 103  Award £1,000.00
Awardee Teresa Strachan
School / Unit Architecture, Planning and Landscape
Title New Town Futures
Summary This intergenerational project aims to explore the aspirations of young people and their families in Peterlee and to consider how these link to perceptions of their local planned environment. It is hoped that some clear messages for future policy and practice affecting new towns and young people will emerge from the project. The YES Planning initiative, which will undertake the project, is also keen to explore how young people can voice their opinion about their local area, to ensure that they have a stake in shaping the future of Peterlee and through this to raise aspirations for their own futures.

Theme(s)
Strategic and events
Children and Young People
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<td>School / Unit</td>
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<td>Title</td>
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| Summary     | To fund the development of Changing Stories, a nationwide portal aimed at hosting student life stories of diverse routes to HE. The key elements of this are to:  
• inspire/inform other potential students;  
• change dominant discourses and stigmatising labels about disadvantaged students through use of students’ own narratives;  
• diversify stories of routes to HE so there is more awareness of diverse pathways amongst potential students and HE practitioners;  
• take seriously the politics of recognition of diversity through hosting the stories on HE sites;  
• provide an ongoing qualitative data resource for research on WP and social mobility. |       |            |

**Theme(s)**

Learning for Change

Children and Young People