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Abstract

Abstracts only.

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Volume 14, Number 2

Peace and Conflict Studies

- The History of the Professionalization of Social Work:
Lesson for the Field of Conflict Resolution

Toran Hansen

- “They Understand Only Force” A Critical Examination of the Eruption of
Verbal Violence in a Jewish-Palestinian Dialogue.

Ifat Maoz, Dan Bar-On and Sihan Yikya

- The International Fund for Ireland: Economic Assistance and the Northern
Ireland Peace Process

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- Religion and Politics: The Case of Northern Ireland

Brian Walker

- Teaching in the Age of Diversity: Culture and Language Sources of
Conflict and Strength in the Classroom

Alexia Georgakopoulos and Tina Jaeckle

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**The History of the Professionalization of Social Work:
Lessons for the Field of Conflict Resolution**

Toran Hansen

Abstract

The disciplines of conflict resolution and social work are similar in a variety of ways. Both fields are established on a tradition of altruistic volunteers and professionals, who in seek flexible solutions to complex social problems, and both have an interdisciplinary knowledge base that is grounded in practice as well as academic theory. From 1900 to 1930, the field of social work underwent a transition from a loosely organized, volunteer-driven, disconnected group of dedicated individuals to a cohesive network of paid professionals with standards for practice and education. This paper explores that transition in social work and draws lessons from it for the field of conflict resolution, to project how the process of professionalization could affect conflict resolution.

“They Understand Only Force”:
A Critical Examination of the Erruption of Verbal Violence
in a Jewish-Palestinian Dialogue

Ifat Maoz, Dan Bar-On and Siham Yihya

Abstract

This study focuses on an outburst of verbal violence during a Jewish-Palestinian dialogue, aimed at improving the relations between the sides. The turning point was when Waffa, a Palestinian female said to a Jewish male participant: ” ...Would you be willing to be friends with a Nazi?” Following up with a clarification of the analogy she is drawing between Nazis and Jews: “I can understand why it is difficult for you to befriend Nazis. Your situation with Nazis that caused you pain and harm is the exact same situation that we have, and this is why I cannot befriend Jews, with what they do to us as we live in this state”. From this point forward the dialogue became highly destructive, with reciprocal exchanges of verbal attacks. Through a critical examination of the processes that led up to verbal violence, we hope to contribute to the understanding of intergroup hatred and aggression on both the micro and macro levels of socio-political relations between the sides.

The International Fund for Ireland: Economic Assistance and the Northern Ireland Peace Process

Sean Byrne, Eyob Fissuh, and Mislav Matic

Abstract

The role of the International Fund for Ireland (IFI) is examined within the context of the conflict in Northern Ireland through the perspectives of community groups, civil servants and development officers. Specifically, this paper examines the views of 36 study participants from Northern Ireland and the Border Area—that have direct experience with protracted ethnopolitical conflict and with the IFI. Further, this paper explains the importance of economic and social development to peacebuilding within Northern Ireland.

**Religion and Politics:
The Case of Northern Ireland**

Brian Walker

Abstract

This article looks at the role of religion in politics. Northern Ireland provides not only a good case study for this issue but also an opportunity to see how the subject has been approached in academic literature over the last forty years. It is argued here that religion can be a modern day, independent factor of considerable influence in politics. This has been important not only in Northern Ireland but also elsewhere in Western Europe in the twentieth century. This reality has been largely ignored until recently, partly because the situation in Northern Ireland has often been studied in a limited comparative context, and partly because of restrictive intellectual assumptions about the role of religion in politics.

**Teaching in the Age of Diversity: Culture and Language
as Sources of Conflict and Strength in the Classroom**

Alexia Georgakopoulos and Tina Jaeckle

Abstract

Teachers today are frequently faced with the challenge of effective instructional approaches in the age of multiculturalism, as well as the management and resolution of potential conflicts during their interactions with students who speak English as another language. This article examines the role of variant learning styles and the potential lack of understanding between teacher and student that can lead to conflict. Conflict and social construction theories serve as theoretical foundations in this discussion and emphasize the importance of meaning, symbolism, and interpretation. The impact and differentiation between low context, high context, individualistic, and collectivistic cultures are identified as influential variables in this process. Recommendations are offered from a critical pedagogical perspective to enhance student learning. Ethnocognitivism is also explored to demonstrate that different cognitive styles exist within language use and cultural context. Implications for teacher competence, future instructional and conflict management practices are presented.

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