



## Peace and Conflict Studies

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Resolution Student Exchange Consortium*

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### Front Matter

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## Peace and Conflict Studies

### Special Issue:

Peacebuilding, Reconciliation, and Transformation: Voices from the Canada–EU Conflict  
Resolution Student Exchange Consortium

Edited by **Jessica Senehi, Stephen Ryan, and Sean Byrne**

Introduction: Peacebuilding, Reconciliation, and Transformation

**Jessica Senehi, Stephen Ryan, and Sean Byrne**

“The Problem from Hell”: Examining the Role of Peace and Conflict Studies  
for Genocide Intervention and Prevention

**Paul Cormier, Peter Karari, Alka Kumar, Robin Neustaeter, Jodi Read, and Jessica Senehi**

Peacebuilding in Northern Ireland: The Past, Present and Future

**Stephen Ryan**

Localizing Peace: An Agenda for Sustainable Peacebuilding

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Rethinking Reconciliation: The Lessons from the Balkans and South Africa

**Mitja Žagar**

The Role of the European Union as a Peace Builder: Northern Ireland as a Case Study

**Paul Arthur**

The Perception of Economic Assistance in the Northern Ireland Peace Process:  
The Impact of IFI and EU Peace I on Equity and Awareness

**Sean Byrne, Cynthia Irvin, Eyob Fissuh, and Peter Karari**

A Hermeneutics of Blessing as a Meta-Requisite for Reconciliation: John E. Toews’ Romans  
Paradigm as a Case Study

**Vern Neufeld Redekop**

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*Peace and Conflict Studies (PCS--ISSN1082-7307)* is committed to interdisciplinary explorations on conflict resolution, peace building, humanitarian assistance, and other alternative mechanisms that seek to prevent and control violence. *PCS* is also interested in articles focusing on social change and nonviolence: sustainable development, ecological balance, community revitalization, reflective practice, action research, social justice, human rights, gender equality, intercultural relations, grassroots movements and organizational transformations. Manuscripts may address various human experiences, social issues, and policy agendas that are connected to the research literature, practice, and experiential learning in the fields. As a semiannual academic journal, *PCS* is published in an online format (<http://shss.nova.edu/pcs/>). Views expressed in articles and other contributions that appear in *PCS* may not necessarily reflect endorsement by the Editorial Board or Staff. *PCS* provides opportunities and forums for dialogs over various ideas, assessments, recommendations, and critiques.

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### **Special Issue Authors:**

**Paul Arthur** is Professor of Politics at the University of Ulster. He has written a number of books, the latest being *Special Relationships: Britain, Ireland and the Northern Ireland Problem* (2000). He has been a Senior Research Fellow at the United States Institute of Peace (1997–98) and a Fulbright Scholar at Stanford University (2007). He has served as a consultant for the United Nations Research Institute in Social Development. He has also participated in many Track Two exercises with Northern Ireland's political parties in Europe, the US and South Africa. He has also participated in a series of problem solving workshops in Colombia, Guatemala, Sri Lanka, Palestine, and Macedonia.  
Email: [pj.arthur@ulster.co.uk](mailto:pj.arthur@ulster.co.uk)

**Abdul Aziz Said** is the senior ranking professor at the School of International Service, American University, where he is the Mohammed Said Farsi Professor of Islamic Peace, founding director of the Center for Global Peace, and founder of the International Peace and Conflict Resolution Division. Dr. Said was a member of the White House Commission on the Islamic World during the Carter Administration, has served as a consultant to the U.S. Information Agency and Department of State, and is a frequent lecturer and participant in national and international peace conferences and dialogues. His numerous works include *Concepts of International Politics in Global Perspective* (1995, 1979, 1970, 1963), *Human Rights and World Order* (1978), *Peace and Conflict Resolution in Islam* (2001), and *Islam and Peacemaking in the Middle East* (2009).

**Sean Byrne** is Professor of Peace and Conflict Studies, and Head of the Ph.D. and Joint M.A. Programs in Peace and Conflict Studies at the University of Manitoba, and Director of the Arthur V. Mauro Centre for Peace and Justice at St. Paul's College at the University of Manitoba. He is author of *Economic Assistance and the Northern Ireland Conflict: Building the Peace Dividend* (2009) and *Growing Up in a Divided Society: The Influence of Conflict on Belfast Schoolchildren* (1997). He is a co-editor *Reconcilable Differences: Turning Points in Ethnopolitical Conflicts* (2000) and the *Handbook of Conflict Analysis and Resolution* (2009). His research has been supported by the Social Sciences and Humanities Research Council Canada. He is a native of Ireland.  
Email: [Sean\\_Byrne@umanitoba.ca](mailto:Sean_Byrne@umanitoba.ca)

**Paul Cormier** is a member of Lake Helen First Nations Red Rock Indian Band in Northern Ontario, Canada. He is a member of the Wolf Clan and his traditional spirit name is Ma'iingan or Wolf in Ojibway. He has a Master's

Degree in Conflict Analysis and Management. Currently, he is a doctoral student in Peace and Conflict Studies at the University of Manitoba. His research interests are in Traditional Indigenous Peace-building, land disputes relating to Indigenous Peoples and identity-based conflicts, and Indigenous land rights, with the long-term objective of bringing peace to the Indigenous Peoples of the world by a reconnection to traditional lands. Email: pncormier@hotmail.com

**Eyob Fissuh** is a researcher with Human Resources and Skills Development Canada, and a recent Ph.D. graduate from the Department of Economics at the University of Manitoba. He earned a B.A. in Economics at the University of Asmara in Eritrea, and a M.Comm in Economics from the University of Cape Town in South Africa. He has co-authored articles in *Peace and Conflict Studies*, *Peace and Justice Studies*, *Global Business*, *Peace Research*, *Civil Wars*, and *Economics Anthropology*. He has also presented papers at a number of international economics conferences.

**Nathan Funk** is Assistant Professor of Peace and Conflict Studies at Conrad Grebel University College at the University of Waterloo. His work focuses on international affairs, the Middle East, track-two diplomacy, and the cultural as well as religious dimensions of peacebuilding. He is the author of *Peace and Conflict Resolution in Islam* (2001), *Ameen Rihani: Bridging East and West* (2004) and *Islam and Peacemaking in the Middle East* (2009). He currently serves as a member of the board of directors for two Canadian NGOs—Project Ploughshares and Peacebuild: The Canadian Peacebuilding Network. Email: nfunk@watserv1.waterloo.ca

**Cynthia Irvin** is a senior social science scholar with the Research Triangle Institute International where she works on projects in the areas of human rights, post-conflict reconstruction, and peacebuilding. She served as a member of an international mediation group engaged in multiparty talks in the Basque country. She is author of *Militant Nationalism: Between Movement and Party in Northern Ireland and the Basque Country* (1999) and a co-author of *Reconcilable Differences: Turning Points in Ethnopolitical Conflicts* (2000).

**Peter Karari** is a doctoral student in Peace and Conflict Studies at the Mauro Centre, University of Manitoba. His doctorate research focuses on ethno-political violence and peace-building in Kenya. He has worked as a Programme Coordinator with Compassion International–Kenya and as the Chief Executive Officer with Oxfam GB–Kenya. He holds a B.A. in Social Work from the

University of Nairobi in Kenya and an M.A. in Peace and Conflict Research from Otto-von Guericke University in Germany. Email: karari\_mp@yahoo.com

**Alka Kumar** is an Associate Professor of English at University of Delhi, India. She now lives in Winnipeg and is currently a doctoral student in Peace and Conflict Studies at the University of Manitoba. Her interests lie in the fields of development, religious conflict and human rights. Email: alkakr@yahoo.com

**Vern Neufeld Redekop** is an Associate Professor in the Conflict Studies program at Saint Paul University. In his former role as President of the Canadian Institute for Conflict Resolution, he developed and ran a series of two-day interactive, generative seminars and worked with a Rwandan and Bosnian on Community-Based Conflict Resolution programs in their respective countries. His theoretical and practical insights found expression in his book, *From Violence to Blessing: How an Understanding of Deep-Rooted Conflict Can Open Paths to Reconciliation* (2002). His latest book (with Shirley Paré) is *Beyond Control: A Mutual Respect Approach to Protest Crowd—Police Relations* (2010). Email: vredekop@ustpaul.ca

**Robin Neustaeter** is a peace activist, educator, and mother. She has been teaching courses and conducting workshops in the areas of education and conflict resolution for ten years. Currently, she is a doctoral student in Peace and Conflict Studies at the University of Manitoba. Email: robin\_neu@yahoo.ca

**Jodi Read** is a doctoral student in Peace and Conflict Studies at the University of Manitoba. She was a designer of the Mennonite Central Committee U.S. Immigration Listening Project, and facilitated focus groups in ten churches on the West Coast of the U.S. At Eastern Mennonite University, she conducted interviewed with documented and undocumented immigrant Mexican workers in the region. For seven years, she served with Mennonite Central Committee in Bolivia and Chile. She worked toward diverse project goals such as income generation, peace-building, and domestic violence. Email: read.jodi@gmail.com

**Stephen Ryan** is a Senior Lecturer in Peace Studies at the University of Ulster where he is the Course Director of the Postgraduate Diploma/M.A. in Peace and Conflict Studies. His most recent book is the *Transformation of Violent Intercommunal Conflict* (2007). From 2006–2010 he was the Co-Chair of the International Peace Research Association's Commission on Conflict Resolution and Peacebuilding. He is the University of Ulster local coordinator for a new Marie Curie International Training Site for Sustainable Peacebuilding. Email: s.ryan@ulster.ac.uk



**Jessica Senehi** is Assistant Professor in Peace and Conflict Studies at the University of Manitoba, and Associate Director of the Arthur V. Mauro Centre for Peace and Justice at St. Paul's College. At the University of Manitoba, in 2007, she established the award-winning graduate-level Summer Institute for Peace and Renewing Community. In 2006, she established the Winnipeg International Storytelling Festival: Storytelling on the Path to Peace, presented by the Mauro Centre for Peace and Justice. Her research focuses on the role of storytelling in peacebuilding, cultural conflict, and gender. Email: [Jessica\\_Senehi@umanitoba.ca](mailto:Jessica_Senehi@umanitoba.ca)

**Mitja Žagar** is Research Councilor at the Institute for Ethnic Studies and Full Professor at the Universities of Ljubljana and Primorska/Litoral. He is a jurist and political scientist, who specializes in: Comparative Constitutional Law, Comparative Politics and Government, International Law, Human Rights, International Relations, Ethnic Studies, Diversity Management, Peace and Conflict Studies. His research, writing and lecturing (in Slovenia and world-wide) have focused on international law and minority protection, comparative constitutional law and comparative politics and government, transition, democratic reforms, federalism, ethnic relations and diversity management—particularly in Eastern and South Eastern Europe (the Balkans), but also in other regions and globally. Email: [mitja.zagar@guest.arnes.si](mailto:mitja.zagar@guest.arnes.si)