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This book examines narratives-in-interaction co-constructed by participants in formal mediation sessions, by asking how many of the five cases in the videotaped data display the adversarial narrative pattern pervasive within the interpersonal conflict literature, and secondly what other narrative patterns may be present, and how do they work? Focusing simultaneously at the utterance level and the macro-levels present within the larger dispute context, this book reveals situated communicative ...

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Narrative analyses routinely investigate autobiographical and interview data. This book examines "narratives-in-interaction" co-constructed by participants in formal mediation sessions, by asking how many of the five cases in the videotaped data display the adversarial narrative pattern pervasive within the interpersonal conflict literature, and secondly what other narrative patterns may be present, and how do they work? Focusing simultaneously at the utterance level and the macro-levels present within the larger dispute context, this book reveals situated communicative practices by which interlocutors interactively construct, resist, reproduce, and intertextually transform adversarial narratives to produce outcomes consonant with their underlying interests. In contrast to the dramaturgical model traditionally used in narrative research, this book illuminates the emergent, microgenetic character of narrative development.

A transformational approach to conflict argues that conflicts must be viewed as embedded within

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broader relational patterns and social and discursive structures. Central to this book is the idea that the origins of transformation can be momentary, situational, and small-scale or large-scale and systemic. The momentary involves shifts and meaningful changes in communication and related patterns that are created in communication between people. Momentary transformative changes can radiate out into more systemic levels, and systemic transformative changes can radiate inward to more personal levels. This book engages this transformative framework by bringing together current scholarship that epitomizes and highlights the contribution of communication scholarship and communication-centered approaches to conflict transformation in personal, family, and working relationships and organizational contexts. The resulting volume presents an engaging mix of scholarly chapters, think pieces, and personal experiences from the field of practice and everyday life. The book embraces a wide variety of theoretical and methodological approaches, including narrative, critical, intersectional, rhetorical, and quantitative. It makes a valuable additive contribution to the ongoing dialogue across and between disciplines on how to transform conflicts creatively, sustainably, and ethically.

This book is intended for researchers in the field of narrative from post-graduate level onwards. It analyzes the audio-recordings of the narratives of former slaves from the American South which are now publically available on the Library of Congress website: *Voices from the days of slavery*. More specifically, this book analyses the identity work of these former slaves and considers how these identities are related to master narratives. The novelty of this book is that through using such a temporally diverse and relatively large corpus, we show how master narratives change according to both the zeitgeist of the here-and-now of the interview world and the historical period that is related in the there-and-then of the story world. Moreover, focusing on the active achievement of master narratives as socially-situated co-constructed discursive accomplishments we analyze how different, inherently unstable and even contradictory versions of master narratives are enacted.

This book investigates how Japanese participants accommodate to and make use of genre-specific characteristics to make stories tellable, create interpersonal involvement, negotiate responsibility, and show their personal selves. The analyses of storytelling in casual conversation, animation narratives, television talk shows, survey interviews, and large university lectures focus on participation/participatory framework, topical coherence, involvement, knowledge, the story recipient's role, prosody and nonverbal behavior. Story tellers across genre are shown to use linguistic/paralinguistic (prosody, reported speech, style shifting, demonstratives, repetition, ellipsis, co-construction, connectives, final particles, onomatopoeia) and nonverbal (gesture, gaze, head nodding) devices to involve their recipients, and recipients also use a multiple of devices (laughter, repetition, responsive forms, posture changes) to shape the development of the stories. Nonverbal behavior proves to be a rich resource and constitutive feature of storytelling across genre. The analyses also shed new light on grammar across genre (ellipsis, demonstratives, clause combining), and illustrate a variety of methods for studying genre."

Traditionally, children have been considered from a primarily developmental perspective, in need of education in order to achieve autonomy, growth, and eventually adulthood. Childhood studies have recently underlined an alternate way to look at children, starting from the consideration that children are competent social actors and can actively participate in social life. However, there has been relatively little attention paid to the ways in which adults can actively empower children's agency and participation. This book aims to highlight this important aspect, explaining the position of adults as facilitators and mediators in the process of constructing childhood.

This book presents new issues in the study of the interface of emotions and language, and their use in social context. Two fundamental questions are tackled: the way different languages encode emotional information and the core role emotions play in languages' structure, use and learning. Seldom treated means of expressing emotions (such as interjections, conditionals, scalarity, allocentric constructions), the

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social and professional impact of emotions and the latest developments in the interface of speech recognition / emotions are some of the key contributions to this volume. The cross-cultural perspective contrasts new couples of languages (among which Australian aboriginal languages, Cypriot Greek, Italian, Japanese, Romanian, Russian) and addresses sociolinguistic, pragmatic and discursive issues. Most of the papers attempt interesting theoretical articulations that aim at a better understanding of the linguistic and sociolinguistic nature of emotions. This book will be highly relevant for students and researchers interested in emotions, semantics, pragmatics, discourse analysis, as well as prosody and philosophy of language.

Practice and research of peace education has grown in the recent years as shown by a steadily increasing number of publications, programs, events, and funding mechanisms. The oft-cited point of departure for the peace education community is the belief in education as a valuable tool for decreasing the use of violence in conflict and for building cultures of positive peace hallmarked by just and equitable structures. Educators and organizations implementing peace education activities and programming, however, often lack the tools and capacities for evaluation and thus pay scant regard to this step in program management. Reasons for this inattention are related to the perceived urgency to prioritize new and more action in the context of scarce financial and human resources, notwithstanding violence or conflict; the lack of skills and time to indulge in a thorough evaluative strategy; and the absence of institutional incentives and support. Evaluation is often demand-driven by donors who emphasize accounting given the current context of international development assistance and budget cuts. Program evaluation is considered an added burden to already over-tasked programmers who are unaware of the incentives and of assessment techniques. Peace education practitioners are typically faced with forcing evaluation frameworks, techniques, and norms standardized for traditional education programs and venues. Together, these conditions create an unfavorable environment in which evaluation becomes under-valued, de-prioritized, and mythologized for its laboriousness. This volume serves three inter-related objectives. First, it offers a critical reflection on theoretical and methodological issues regarding evaluation applied to peace education interventions and programming. The overarching questions of the nature of peace and the principles guiding peace education, as well as governing theories and assumptions of change, transformation, and complexity are explored. Second, the volume investigates existing quantitative, qualitative, and mixed methods evaluation practices of peace educators in order to identify what needs related to evaluation persist among practitioners. Promising practices are presented from peace education programming in different settings (formal and non-formal education), within various groups (e.g. children, youth, police, journalists) and among diverse cultural contexts. Finally, the volume proposes ideas of evaluation, novel techniques for experimentation, and creative adaptation of tools from related fields, in order to offer pragmatic and philosophical substance to peace educators' "next moves" and inspire the agenda for continued exploration and innovation. The authors come from variety of fields including education, peace and conflict studies, educational evaluation, development studies, comparative education, economics, and psychology.

The Handbook of Mediation gathers leading experts across fields related to peace, justice, human rights, and conflict resolution to explore ways that mediation can be applied to a range of spectrums, including new age settings, relationships, organizations, institutions, communities, environmental conflicts, and intercultural and international conflicts. The text is informed by cogent theory, state-of-the-art research, and best practices to provide the reader with a well-rounded understanding of mediation practice in contemporary times. Based on four signature themes—contexts; skills and competencies; applications; and recommendations—the handbook provides theoretical, applicable, and practical insight into a variety of key approaches to mediation. Authors consider modern conflict on a local and global scale, emphasizing the importance of identifying effective strategies, foundations, and methods to shape the nature of a mediation mindfully and effectively. With a variety of interdisciplinary perspectives, the text complements the development of the reader's competencies and understanding of mediation in order

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to contribute to the advancement of the mediation field. With a conversational tone that will welcome readers, this comprehensive book is essential reading for students and professionals wanting to learn a wide range of potential interventions for conflict.

Promoting Children's Rights in European Schools explores how facilitators, teachers and educators can adopt and use a dialogic methodology to solicit children's active participation in classroom communication. The book draws on a research project, funded by the European Commission (Erasmus +, Key-action 3, innovative education), coordinated by the University of Modena and Reggio Emilia, Italy, with the partnership of the University of Suffolk, UK, and the University of Jena, Germany. The author team bring together the analysis of activities in 48 classes involving at least 1000 children across England, Germany and Italy. These activities have been analysed in relation to the sociocultural context of the involved schools and children, a facilitative methodology and the use of visual materials in the classroom, and engaging children in active participation and the production of their own narratives. Each chapter looks at reflection on practice, outcomes, and reaction to facilitation of both teachers and children, drawing out the complex comparative lessons within and between classrooms across the three countries.

While there are almost 1000 questions in the Greek New Testament, many commentators, pastors, and students skip over the questions for more 'theological' verses or worse they convert questions into statements to mine them for what they are saying theologically. However, this is not the way questions in the Greek New Testament work, and it overlooks the rhetorical importance of questions and how they were used in the ancient world. Questions and Rhetoric in the Greek New Testament is a helpful and thorough examination of questions in the Greek New Testament, seen from the standpoint of grammatical, semantic, and linguistic analysis, with special emphasis on their rhetorical effects. It includes charts, tools, and lists that explain and categorize the almost 1000 questions in the Greek New Testament. Thus, the user is able to go to the section in the book dealing with the type of question they are studying and find the exegetical parameters needed to understand that question. Questions and Rhetoric in the Greek New Testament offers vibrant examples of all the major categories of questions to aid the reader in grasping how questions work in the Greek New Testament. Special emphasis is given to the way questions persuade and influence readers of the Greek New Testament.

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