

Social Problems in the Context of Globalization

Editor
ESMA EŞGİN GÜNDER

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PREFACE

The book “Social Problems in the Context of Globalization” provides a comprehensive and multifaceted perspective on the fields of sociology and social work. Today, it is almost impossible not to mention the concept of globalization when discussing the causes of social problems and solutions to these problems. The concepts of "uncertainty, inequality, insecurity and risk", which are most commonly expressed when explaining the social consequences of globalization, demonstrate that social problems are also globalised and affected by the globalization process in parallel with the process of integrating societies.

The book is divided into three chapters and each chapter provides different perspectives and case studies through papers in order to make more clear and understandable the theory and practices.

In the first chapter titled “Sociological Evaluation of the Factors Determinate Causing Women’s Poverty”, authors Assoc. Prof. Dr. İpek Beyza Altıparmak and PhD Student Hilal Güvenç firstly focus on women’s poverty in the world and in Türkiye, and discuss the problem areas that create poverty under the headings of gender, inequality of opportunity in education and participation in working life. In this important study, in which the dynamics causing women's poverty are evaluated from a sociological perspective, the authors draw attention to disadvantageous situations in social life as both the cause and the consequence of poverty. From a gender perspective, it is known that gender-based division of labour, inequalities in education and difficulties in entering the labour force create multiple disadvantages against women. Consequently, it is

thought that the negative cycle in society, especially in terms of women's poverty, can be overcome by creating egalitarian political practices.

In the second part, the researcher Dr. Recep Baydemir focuses on the US power struggle with the actors in the Middle East and its reflections on the region through the example of Trump's Golan Heights decision. In this study, which discusses the sociological and political calculations behind Trump's move that changed the regional balances and the sociological and political reflections of this move on the region, our author shares with the reader a literature analysis of the news reflected in the press and the statements of the leaders.

The third and last chapter of the book is titled "Document Analysis of Studies Relating to the Artistic Field of Social Work". In this study prepared by researcher Dr. Sibel Aydın, how art is used in social work and what kind of effects it has is examined with the document analysis technique, which is one of the qualitative research methods. The field of social work is facing political and economic problems on an unprecedented scale as a result of globalization and major changes in population and culture. This situation has significantly affected the education methods of social work students in today's societies. The main focus of this remarkable study in which art-based methodology is discussed in the field of social work is to reveal how art affects the acquisition of knowledge, skills and attitudes in social work education and how it supports the affective domain of learning. Using the Critical Appraisal Skills Programme, nine studies in the field were analyzed and it was concluded that looking at things in a different way through the arts can help social workers to improve their ability to diagnose, analyse and take action, especially when working with people in need of help.

I would like to express my gratitude to all the authors who contributed to the publication of this book through their academic

studies and to the authorities and employees of BİDGE Publishing House. I hope that this work will serve as a roadmap for all those engaged in the solution of social problems.

Best regards,

Editor

Assoc. Prof. Dr. Esma ESGİN GÜNDER

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CHAPTER I

Sociological Evaluation of the Factors Determinate Causing Women's Poverty

İpek Beyza ALTIPARMAK¹
Hilal GÜVENÇ²

Introduction

Many parameters such as the form of governance, economic conditions, level of education, and social relationship shaped by traditional code form the perception of the individual. The basic social dynamics in developed countries are designed to support women not only in the private sphere but also in the public sphere. In particular, social policy practices based on an egalitarian perspective are quite important for women's presence in all areas of

¹ Assoc. Prof. Dr., Bursa Technical University, Faculty of Humanities and Social Sciences, Department of Sociology, Bursa/Türkiye, Orcid: 0000-0003-2971-3090, ipek.altiparmak@btu.edu.tr

² PhD Student, Bursa Technical University, Institute of Graduate Studies, PhD Programme in Sociology, Bursa/Türkiye, Orcid: 0009-0002-8849-8503, hilalgvc97@gmail.com

life. Supportive studies should be carried out in order for women to take part in decision-making mechanisms not only as passive participants but also actively, to have equal representation in parliament, and not to experience limitations with negative patterns such as glass ceiling (Gül & Oktay, 2009: 431-432) and mobbing (Çakır, 2008: 36) in working life. Based on this, it is very important to investigate the states of disadvantage encountered due to social perception and the ways of struggling with these situations.

The studies to be carried out to support women in the social structure are multifaceted. Nowadays, especially women's poverty is the main problem area that needs to be tackled in many countries around the world. Women's level of wealth is one of the main factors that determine their freedom. Poverty creates multifaceted disadvantages for women who struggle with economic problems and therefore have limited access to social opportunities. In other words, poverty reinforces both a limit on the social sphere and the dangers to life and health for women. Studies show that women having economic freedom and a high level of welfare are more courageous and entrepreneurial when making decisions to move away from violence. More specifically, the level of wealth does not only increase women's potential to make free decisions, but also paves the way for women to be more willing in terms of rights (Altıparmak & Cebecioğlu, 2023: 1869). From this point of view, as an extension of the principle of equality underlying the human rights-oriented social state approach, it is very important to support the existence of women in the economic system and to ensure that they can live their lives in a manner befitting human dignity.

In many countries of the world (Egypt, Nigeria, Pakistan, Iran, Qatar, Iran, Iran, Qatar, etc.), women seek to sustain their lives in a way that is far away from the areas of freedom they have gained and integrated with poverty (WEF, 2023: 11). At this point, women's poverty as a social problem area constitutes the field of interest of sociological studies. Based on this point, a literature review was carried out within the scope of the research and a case study was conducted. Case analyses are studies that examine the phenomenon from various angles by taking into account the details within the framework of concepts such as time and space in explaining a phenomenon. Thus, women's poverty was handled with various aspects and the information obtained in the context of the literature was analyzed from a sociological perspective (Barut & Duran, 2019: 32). At this point, women's poverty in the world and in Türkiye will firstly be emphasized and then the problem areas that create poverty will be discussed under the headings of gender, inequality of opportunity in education and attendance to working life.

1. Women's Poverty in the World and in Türkiye

As a result of modern and global impacts in the last century, the effective and qualified use of human power has a very important place in developmental strategies. In particular, the issue of poverty, which constitutes one of the most fundamental areas of struggle of countries, brings along various fields of investigation. Strategies and development plans developed in the struggle against poverty necessitate multifaceted practices both politically and economically. In this process, interventions for priority groups affected by poverty and its negative consequences also gain importance. Supporting and empowering women, who are among the disadvantaged groups for countries, within the scope of the battle against poverty is seen as a

developmental necessity. The previous research conducted in this regard examine women poverty and development from both perspectives. As a matter of a fact, Aslanpay Özdemir and Altay (2021: 613-614) analyzed 36 OECD countries including Türkiye in their study on "The Relationship Between Gender Equality and Economic Development: An Analysis of OECD Countries" emphasized that the increase in women's labor force participation rate positively affects economic development. In addition, when human development consequences are evaluated, it is determined that poverty decreases with the opportunities made available to women. This is also potentially associated with an acceleration in economic growth rates (World Bank, 2007: 2).

In order to evaluate the regions of global inequality, it is very important to analyze the economic and political system by taking into account both social conditions and historical developments. When global developments are analyzed, neoliberal economic regulations that have an impact on the present day are important. Neoliberal policies, which became synonymous with the 1980's, enabled countries to integrate into the world economy in the capitalist labor-capital relationship and this led to a significant structural transformation. Developed countries have been integrated into the neoliberal economic system through increased prosperity, while developing and underdeveloped countries have been integrated into the neoliberal economic system through increased poverty and income inequality. The change in the status of labor in working life has caused those who are left outside the informal workforce to be dragged into precarious and low-paid working conditions. As a consequence, women are unable to receive the rewards of their domestic labor and productions in terms of the

gender roles they assume (Yılmaztürk, 2016: 770). ILO (2009: 9) reports demonstrated that the gender gap in global unemployment rates in 1998-2008 was due to barriers to women's access to the labor market. Although the data obtained over the years show that progress has been made in overcoming gender inequality, when the economic system is evaluated, it is observed that women's share of the global labor force was 39% in 1998 and 40% in 2008.

Within the frame of the battle against poverty, women's inclusion in economic life and their support in private and public life is considered as an important parameter. In this context, various steps have been taken worldwide to strengthen the status of women. In 1975, the I. World Conference on Women was organized and the United Nations Development Fund for Women was established. Subsequently, the Beijing Declaration was adopted by many countries. Similarly, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is a rights-based convention against the problems and discrimination faced by women (Çelik, 2012: 152; Karcioğlu & Leblebici, 2014: 3). In 1995, women- specific deprivation was included as 'women's poverty' in the 4th World Conference on Women (UN, 1995: 47-49). Despite all these developments and positive decisions, in many parts of the world, negative situations such as sexist viewpoints supported by cultural attributes and geographical conditions, exclusion from education and working life still persist for women (Elson, 2009: 55).

In addition to examining the practices of underdeveloped countries on women's poverty, it is also necessary to examine the practices of developed countries. When the examples of developed countries (Iceland, Norway, Finland, Sweden, etc.) are examined

within the scope of struggle against women's poverty, it is seen that the social policy practices developed are created in an equalitarian manner and women are supported in many areas of social life (WEF, 2023: 5). In this framework, policies developed with a gender equality perspective, such as equal opportunities and affirmative action plans, can make an active contribution to empowering women and ensuring their inclusion in the existing system. For this, resource allocation and positive budgeting are among the most important issues (Çelik & Ertürk Atabey, 2013: 151).

According to the Poverty and Inequality Platform, the region with the highest poverty rates in the 1980s was East Asia and the Pacific. In the 1990s, poverty rates increased in Europe and Central Asia, as in all regions except the Middle East and North Africa. Today, the regions with the highest poverty rates are East and Southern Africa, Sub-Saharan Africa, West and Central Africa. (World Bank, 2024). Data from 2023 shows that acute poverty is observed in Sub-Saharan Africa (534 million) and South Asia (389 million), where five out of every six poor people are found. In addition, current research data suggests that we have not yet seen the impact of the Covid-19 pandemic on economic inequality and predicts that this situation will deepen in the coming years. (UNDP, 2023).

When women's poverty is evaluated in Türkiye, it is seen that women's employment is low and that women take part in working life in a low-paid and precarious position, especially as the level of education decreases. This situation is evaluated in the context of the concept of 'working poor'. Working poverty is the inability of workers to earn a living wage despite long working hours and

strenuous working conditions, and the main causes are gender differences and educational qualification level (Kart & Öngör, 2023: 14). Developments and changes in the world have undoubtedly affected the view of women and women's poverty in Türkiye. The effects of poverty on women in Türkiye have been revealed in the reports of the TUIK. According to the Poverty and Living Conditions Statistics (TUIK, 2023), the distribution of employment rates by gender is important for understanding women's poverty. In this context, the Women in Statistics Report (TUIK, 2024a) evaluates persons over the age of 25 in terms of participation in employment. Accordingly, the employment participation rate is 65% for men and 30.4% for women. When part-time work statistics are analyzed, it is seen that the rate is 16.1% for women. For men, this rate is 6.7%. In the same report, the labor force participation rate of women with higher education is 68.8%.

When the world samples are analyzed, it is seen that the number of female headed families increased in the USA after the 1950s due to demographic changes and divorce rates (Ross et al., 1975: 20). This phenomenon, which is discussed by Pearce (1978: 29) with the concept of 'feminization of poverty', shows another dimension of inequality created by the gender gap in women's labor force participation. The increase in divorce rates in Türkiye over the last years (Başkaya & Ünal, 2017: 358) has led to an increase in the number of one-parent families. Therefore, women need to be economically empowered in order to prevent the emergence of new areas of poverty. In a broad perspective, the concept of empowerment appears in the fields of education, economy, social freedom, politics and in the context of gender (Duflo, 2012: 1052; Stromquist, 2002: 307). It is thought that the widespread

implementation of empowerment programs in areas such as the dissemination of occupational training courses, supporting women entrepreneurs (Tay Bayramoğlu & Dökmen, 2017: 59-60) and encouraging women in education will have positive results within the necessary conditions in the perspective of Türkiye.

2- Factors that Cause Women's Poverty

Social life includes situations of disadvantage in various areas. These disadvantages are both the cause and the consequence of concepts such as poverty. In terms of gender, it is known that gender-based division of labor, inequalities in education and difficulties in entering the labor force create multiple disadvantages. Indeed, throughout the historical process, women have faced obstacles in important areas of social life such as education, family, politics and economy due to their gender roles (Dedeoğlu, 2000: 139; Özaydınlık, 2014: 94). Prejudices that have been accepted for years have a great impact on the identification of poverty with women. At this point, it is very important to evaluate the dynamics that cause women's poverty from a sociological perspective.

2.1 Gender Inequality

Gender stereotypes express the social norms required by being a woman or a man in the social structure into which an individual is born into (Vatandaş, 2007: 29). Although this situation reveals different norm constructions in different societies, in general, in patriarchal societies, domestic labor, childcare and organizing the private sphere are integrated with domestic labor for women (Ünlütürk Ulutaş, 2009: 38). For men, on the other hand, managing the economy, holding jobs that require physical strength and organizing the public sphere are considered identical. As a result

of this situation, it is possible to talk about the division of the social and public sphere according to gender (Felty, 1991: 340).

In many parts of the world, women experience processes of disadvantage extensively. These critical processes and the position of women are parallel to the stages of development levels of countries. One of the main factors affecting the view of women in the context of development level is the gender-structured perspective shaped in the context of culture and traditional roles. The Global Gender Gap Report published by the World Economic Forum (WEF, 2022: 5) includes research on economic participation, opportunities, education, health, living conditions and political power, and estimates that it will take 132 years to achieve complete equality at the current pace of policies.

Monitoring gender change in countries has become a mainstream policy in recent years. Consideration of gender equality in humanitarian action is recognized as one of the main legal dynamics. Gender mainstreaming aims to promote gender equality and increase the effectiveness of humanitarian responses by recognizing the impact of crises on different genders (Ediae, Chikwe & Kuteesa: 710-711). Although the fight against women's poverty is motivated by the elimination of barriers to economic development rather than being adopted as a goal of achieving gender equality, the presence and contributions of women as managers, especially in the bureaucracy, have been a breaking point after 2013 (Duran, 2024: 136-138).

When the position of women in Türkiye is evaluated, it is necessary to develop various practices related to gender equality within the scope of the fight against poverty. The fact that women

are mostly positioned in the private sphere causes them to be less involved in the public sphere. According to the 2023 Global Gender Gap Report (WEF, 2023: 11), Türkiye ranks 129th among 146 countries in terms of closing the gender gap.

Various indicators show that women are highly affected by social transformations and crises in the world widely. In the case of Türkiye, this disadvantageous situation continues in accordance with the situation of women within social dynamics. When considered as a social class in the process, it is possible to associate a significant part of the disadvantages women experience in the context of poverty with gender inequality (Açıkgöz, 2010: 46; Kümbetoğlu, 2002: 130). From this point of view, the definition of poverty can be analyzed as an element of gender inequality in the process. (Açıkgöz & Yusufoglu, 2012: 112).

In a general view, the level of prosperity that countries have fundamentally affects individuals. At this point, women appear as groups that are affected by poverty and need to be supported. In recent studies, it has been determined that poverty is usually deepened on disadvantaged groups, primarily women. At the same time, women have become the central focus of the poverty problem with a gender-specific distribution (Erol & Özdemir, 2023: 271). Based on this, dealing with gender inequality is considered to be a development and struggle strategy for multiple areas of disadvantage.

2.2 Inequality of Opportunity in Education

In order to understand the changes in the definition and forms of poverty, it is necessary to consider global structures from a macro perspective, institutional mechanisms at the medium level, and the

symbolic and relational meaning of poverty at the micro level. While definitions of poverty often focus on income inequality, rent economy, underdevelopment or differences in individual abilities, the relationship of deprivation with education and social exclusion provides us with a focus on participation in the economy and public life (Çetin & Öztürk, 2009: 2669). At this stage, the approach of equal opportunity in education is also included in the factors that cause and feed women's poverty (Karakaya, 2020: 323).

Buvinić (1998: 38) states that educational opportunities are particularly decisive in differentiating women's poverty. The issue of women's equal access to education and their empowerment has been in the center of attention for the last three decades. Since the 1970s, women's demand for education has been increasing. This increase can be explained by different causes and consequences. According to the Global Education Monitoring Report, which addresses gender-based causes of education inequality, it is emphasized that since 2009, progress has been made in women's participation in education worldwide, mainly at the primary school level. On the other hand, it was found necessary for a holistic overview to examine the time spent in education by the poor young women living in countries such as Nigeria, Pakistan, Chad and Afghanistan where poverty is widespread. Of the 10 countries that have the highest out-of-school rates for girls, 9 are in sub-Saharan Africa. In countries with average equity statistics, 49% of girls of primary school age, 59% of girls of secondary school age and 74% of girls of high school age are out of school (UNESCO, 2022; UNESCO, 2024: 6-8).

The outcomes of increased female participation in education show that women are more active in social life. For example, in Indonesia, higher levels of education have been found to increase women's decision-making authority within the family (Samarakoon & Panduri, 2015: 428). However, it is debatable whether this increase in women's educational attainment benefits them similarly to men. In many countries, women are particularly attracted to higher education because their hourly wages are lower than those of men with the same level of education. (Becker vd., 2024: 216-217).

For women, barriers to access to education can be not only gender-related but also intersectional with socio-economic segregation. In Asian countries, the negative impact of the structural adjustment policies implemented by the government can prevent rural girls from benefiting from educational opportunities (Jayaweera, 2010: 417). Education and career aspirations have limitations in relation to the position of countries globally. Gender mainstreaming at the policy level has largely gone hand in hand with the goal of overcoming poverty through education (Unterhalter & North, 2018 : 2).

Being able to be in a system of education and receiving equal education is the basis of equality of opportunity. It is known that girls who cannot stay in education for a long time experience long-term problems in terms of their participation in the labor force in the future. The problem of participation in education is one of the most important problem areas in Türkiye, as in many countries of the world (Hoşgör & Smits, 2006: 545-546). In developing countries such as Türkiye, women's low level of education affects many areas (Cin & Walker, 2016: 134-135). Many parameters such as formal

employment rates, family decision-making, age at marriage and fertility rates are known to be related to educational attainment (Edvardsson & Snaebjornsson, 2013: 95). The length of education is also often determined by the class structure or gender attitudes of families. In this sense, the length of time women spend in education also plays a role in the reproduction of poverty (Sayılan, 2012: 37).

Equal participation in the education process is still very important for women in the fight against poverty. In addition, gender earnings inequality is in favor of men at all levels of education and gender is the main determinant in this regard. As a general assessment, keeping more girls in the education system globally and taking early steps to promote gender equality should constitute the main perspective of countries' political practices (Aragonés González, Rosser Limiñana & Gil González, 2020: 11).

2.3. Participation in Work Life

One of the important problem issues that cause women to face poverty is the barriers to their participation in the labor force. For national economies, women's employment and participation in the labor force positively affect competitiveness. Women's participation in the labor force is evaluated on a macro perspective in terms of its benefits for national economies and economic development (Aydın & Erdem, 2014: 68-69).

An analysis of labor force participation rates worldwide reveals that women's participation in full-time jobs is lower than men's and that they are more likely to experience poverty (OECD, 2024). When undeveloped or underdeveloped countries are evaluated, it is found that the reason for women's unemployment is not preference, but the inability to gain a place in the labor market or

exposure to part-time precarious working conditions (Çakır, 2008: 29). In the Gallup Survey conducted by ILO (2017: 18-19), women were asked about their preference between working life and domestic care tasks. Worldwide, 70% of women stated that they prefer to work in a paid job.

An analysis of Labor Force Statistics in Türkiye (TUIK, 2024b) shows that although there has been a steady increase in the duration of working life between 2014 and 2022, the gap between women and men has remained. Women stay in the labor force for 16-19 years and men for 27-29 years. At this point, various reasons have been identified in studies on women's exclusion from working life. These reasons include experiencing work-family conflict and not preferring career advancement (Örücü et al., 2007: 119), rural to urban population migration alienating women from working life by keeping them as secondary labor force (Çağlayan & Kemik, 2018: 149), low level of education and not being able to adapt to information (Karabıyık, 2012: 233), being subjected to discrimination in working life (Çakır, 2008: 28).

In Türkiye, the requirement for information-based qualifications that emerged during the industrialization process and the increase in women's educational attainment have led to an increase in women's employment. However, the economic independence of working women compared to working men is controversial (Pearce, 1978: 28). The limitations that women face in working life and that have become a part of the functioning of the organization create various obstacles. One of the most obvious limitations is the occupational gender segregation. The distribution of occupations according to male and female genders is determined

by society through various codes. It is observed that there is a male-intensive labor market especially in occupational groups with high returns and qualified labor force (Katkat Özçelik, 2017: 52; Parlaktuna, 2010: 1222).

Conclusion

It is known that women struggle with poverty in many parts of the world. There are many factors that trigger and maintain women's poverty within the social structure. One of these is gender inequality, which constitutes the sources of poverty within the social structure. Inequalities that exist and are accepted within the social structure between the sexes create restricted areas in access to economic resources. These restricted spaces create disadvantages for women such as being employed in low-paid and precarious jobs, not being preferred by employers due to their gender, being excluded from education and being concentrated in certain occupational fields. As a matter of fact, Turgut's (2019: 326) study titled “Evaluation of Income Inequality in Türkiye in Terms of Gender, Female Employment and Female Poverty” emphasizes that gender inequality is a source of income inequality. Similarly, in Tire's (2017: 109) study titled “Women’s Poverty in Türkiye in Terms of Gender Roles” it is emphasized that gender roles and patriarchal roles create limitations for women in various fields.

Another important factor in the fight against women's poverty is inequality of opportunity in education (Karakaya, 2020: 323; Kızılgöl, 2012: 187-188; Yusufoglu, 2017: 106). It is seen that women experience multiple disadvantages, especially in countries that adopt a social life shrouded in traditional codes. As a reflection of this situation, girls are not sent to school due to their gender or

they have to drop out of school. This situation reveals that the economic development status of countries affects the view of education. Basic parameters such as education are affected by multifaceted social variables. For example, in addition to economic status, cultural extensions also have a significant impact on the perception of education (Ayabakan, 2022: 162-163; Topgöl, 2013: 294). At this point, gender-based inequality of opportunity constitutes one of the legs of countries' anti-poverty policies. For this reason, it is very important to organize various flexible training programs and courses for women who have not completed their education or who have had to drop out, and to support women to take part in these and similar programs.

The rights-based approach to equality includes equality in access to opportunities and resources. Reasons such as gender inequality and low levels of education also affect the right to employment, which enables women to fight poverty (Mavili Aktaş, 2007: 71-72; Varol İyidoğan, 2020: 184-185). As a matter of fact, Karagöz and Karagöz (2018: 87), who conducted a similar study on this subject in the study titled “General View of Rural Women in Terms of Poverty, Education, and Employment Between the Years 2010-2016” revealed that there is a direct proportional increase between education and employment status, in other words, as the education level of women increases, employment increases.

Supporting women in working life also constitutes one of the basic steps for the healthy survival of the family structure. One of the most basic indicators in the formation of a healthy social structure is undoubtedly stronger individuals. Supporting women in working life, realizing their own power, and encouraging them in

what they can do will encourage them to be more entrepreneurial and combative in social life (Çamur Duyan, 2010: 28; Gerşil, 2015: 178-179; Haydaroğlu & Erdoğan; 2021: 283 Kocabacak, 2014: 158; Şener, 2012: 63). In this regard, it is thought that women need multifaceted support in the context of the fight against poverty.

When a sociological evaluation is made, it is thought that women's problems exist within the social structure in the form of a spiral and with a mutual causality connection (Çolak, 2021: 1102-1103; Yazar, 2015: 43-44). The elements that feed gender inequality are transmitted from generation to generation in gestures and facial expressions, signs and symbols, and cultural codes that are accepted as safe spaces. Given the mentioned points, poverty appears as both a cause and a consequence. Therefore, it is thought that this negative cycle in terms of women's poverty can be overcome by creating egalitarian political practices.

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CHAPTER II

US's Power Struggle in the Middle East and Its Sociopolitical Reflections: Golan Heights Decision

Recep BAYDEMİR¹

Introduction

*“After 52 years it is time for the United States to fully recognize Israel’s Sovereignty over the Golan Heights, which is of critical strategic and security importance to the State of Israel and Regional Stability!”*² Donald J. Trump, 21 March 2019.

*“At a time when Iran seeks to use Syria as a platform to destroy Israel, President Trump boldly recognizes Israeli sovereignty over the Golan Heights. Thank you President Trump!”*³ Benjamin Netanyahu, 21 March 2019.

It is known that the Middle East geography has been complicated by wars and civil conflicts for a long time. The civil wars in many countries, especially in the aftermath of the Arab

¹ Dr./Ph.D., Independent Researcher, ORCID No: 0000-0002-6263-5242, E-mail: recepbaydemir@outlook.com

² Italics are mine.

³ Italics are mine.

Spring, have made this geography one of the most complex geographies as sociopolitically in the world. While the Syrian Civil War continues to rage on the one hand, the energy war between the countries in the Eastern Mediterranean is becoming increasingly intractable on the other. On the one hand, the fierce war between Palestine and Israel is intensifying, while, tensions between Iran and the Gulf states led by Saudi Arabia continue. International powers are also involved in these tensions, turning the region into a battleground for hegemony⁴ (Varlı, 2017; 2018). The tensions, conflicts, depressions and crises (Milton-Edwards & Hinchcliffe, 2008) that have been going on almost since the Second World War have reached their peak in recent years. Amidst all these developments in the region, on March 21, 2019, the Middle East was

⁴ Sørli, Gleditsch and Strand address this very issue in their study titled “Why Is There So Much Conflict in the Middle East?” (2005). And they investigate why there is so much violence and conflict in the Middle East. The researchers, who place Collier-Hoeffler’s civil war model at the center of their analysis, state that Collier and Hoeffler, in their research on Africa, found that “poverty is the most important indicator of conflict”. However, they said that the Middle East presents a much more complex picture than Africa. While the researchers noted that economic development in the region generally reduces the likelihood of conflict, they emphasized that ethnic dominance, rather than social divisions, plays an important role in conflicts. However, the researchers emphasized that the effect of “oil dependence” on conflicts in the Middle East is not significant, but the regime types of the countries in the region are important in conflicts. They underlined that the conflicts in the Middle East can be explained quite well by the civil war theory in general.

In addition, while some studies have analyzed the conflicts in the Middle East in terms of “water wars” (see: Morris, 1997; Fisher et al. 2002; Kliot, 2005; Naff, 2020; Bani Salameh et al. 2021; King, 2021), others have focused on energy resources such as “natural gas and oil” (see: Morrisette & Borer, 2004; Khatib, 2014). The Middle East is a complex geography and the tensions, conflicts and civil wars that have been going on in this geography for many years are diverse. And the causes may vary according to the characteristics of this geography. As Sørli, Gleditsch & Strand (2005) point out, the types of regimes and internal conflicts in this region are among the main causes. However, the region’s internal differences and characteristics, as well as the policies and hegemony struggles of other international powers (mainly the US, China and Russia) in the region, are also among the phenomena that trigger tensions in the region (see: Vatikiotis, 2017: 117-130 & 189-198). In this sense, Trump’s controversial decision on the Golan Heights is a development in this context.

set in motion by the above tweet by US President Donald Trump on social media. This tweet was about the Golan Heights, which has been under Israeli occupation since 1967. Trump stated that the Golan Heights is both strategically important and important for Israel's security and declared that the US would henceforth recognize the Golan Heights as Israel's territory. Israeli Prime Minister Benjamin Netanyahu, who was very happy with this decision, immediately responded to this tweet with the tweet given above. Netanyahu tweeted his thanks to the US President, whom he described as "courageous". After this tweet, Trump hosted Netanyahu at the White House and the two leaders shook hands in front of the cameras. Trump signed his decision on the Golan Heights in front of the press and handed it to Netanyahu. Thus, the US officially recognized that the Golan Heights, a disputed area since 1967, is under Israeli sovereignty (Leifer, 2019, Borger, 2019; Landler & Halbfinger, 2019; Morin, 2019).

While Trump's Golan decision was supported only by Israel, it was harshly criticized by many countries internationally. The international community did not recognize this decision. Despite the international outcry, Trump has not backed down from this decision. Thus, this decision, along with its effects and consequences, has gone down in history as an important decision that reshaped the geopolitical destiny of the Middle East. Trump's unexpected decision shook the regional balance and caused the international community to once again turn its attention to this critical region. This historic and controversial decision has revealed that the Golan is not only a geographical location, but also a chessboard between great powers. Because this piece of land

between Israel and Syria is of vital importance not only for the two countries, but also for other countries in the region.

Sometimes, a decision taken by a country or a leader can affect a wide geography. Such decisions can have an impact not only on a particular region, but also beyond that region, shaking the balance. This was exactly the kind of decision Trump took. Trump's decision has caused the water in the Middle East, which had already been heating up for a long time, to start boiling. This decision mobilized the dynamics in the region and led to a number of developments. This decision has profoundly affected not only the geopolitical balances in the Middle East, but also the political and social dynamics in the region. The manner and timing of this decision and its impact on international law have made many analysts rethink the issue (Zanotti & Humud 2019; Holcă-Nistor, 2019; Rose, 2020; Koç & Yemenici 2019; Yıldırım 2020).

For this reason, this study attempts to understand the repercussions of this decision in international relations and the region by analyzing the literature, the news reflected in the press and the statements made by the leaders. To summarize, this study aims to analyze the sociological and political calculations behind Trump's move that upset the regional balances and the sociological and political reflections of this move for the region. Thus, this chapter focuses on the US power struggle with actors in the Middle East and its implications for the region through the example of Trump's Golan Heights decision. Also, this chapter raises the question of how Trump's decision may affect the future of the Middle East and invites to rethink the factors that determine the social and political fate of the region.

Historical Background and Trump's Golan Heights Decision

The Golan Heights is an important region between Syria, Israel, Jordan and Lebanon, rich in underground and surface resources. It has a geographical structure that provides advantages in control, security and energy issues due to many reasons such as its higher elevation compared to its surroundings and its rich water resources (Cohen, 1992: 15; Wihbey & Berman, 2007: 94-97; BBC News Türkçe, 2019a). This region was previously under the rule of the Ottoman Empire. However, with the collapse of the Ottoman Empire, it first came under the French mandate and later became part of the independent state of Syria. In the 1967 Six Day War, Israel occupied the Syrian-held Golan Heights⁵ (see: Zisser, 2002). In 1981, Israel unilaterally annexed the territory (see: Yishai, 1985). However, the annexation was not recognized by the international community. The area has been the site of several conflicts, including the Yom Kippur War in 1973. The territory has been a constant point of contention in peace talks between Israel and Syria.

After 2000, the Golan Heights issue has been shaped by a series of political, diplomatic and strategic changes. In 2003 and 2008, peace talks were held between Syria and Israel. However, these talks, 'a missed chance for peace', were inconclusive due to disagreements over the future of the territory (see: Daoudy, 2008). In 2011, the civil war in Syria further increased the strategic

⁵ In 1967, rising tensions between Israel and its Arab neighbors led to the Six Day War. In this war, Israel took Gaza and the Sinai Peninsula from Egypt and the Golan Heights from Syria. It also took out of Jordanian forces from the West Bank and East Jerusalem. In response, the UN Security Council adopted Resolution 242. The resolution rejected Israel's territorial gains through war and called on it to withdraw from the territories it captured in recent battles (BBC News Türkçe, 2019b).

importance of the Golan Heights. With the outbreak of the war, the Golan Heights became a front for conflicts between Syrian government forces, opposition groups and later various organizations. During the Syrian Civil War, Israel carried out many airstrikes on Syria from the Golan Heights, especially to prevent the movements of Iranian-backed militias and Hezbollah in the region (Habetürk, 2019).

In 2016, Israeli Prime Minister Netanyahu convened his Cabinet in the Golan and called on the world to “recognize it as Israeli territory”. However, the international community did not respond positively to this call, but rather reacted to it (Habetürk 2019; BBC News Türkçe, 2019c). In March 2019, Republican Trump, who replaced Democrat Obama in the US, started to take some radical decisions. As a result of the US’s good relations with Israel- perhaps due to the nature of the ‘special relationship’ between the two countries (Reich, 1995; Bard & Pipes 1997; Bar-Siman-Tov, 1998; Reich & Powers 2018)- Trump announced the recognition of this disputed area as Israel’s territory since 1967. Netanyahu was very happy about this decision and praised both Trump and the decision (Morin, 2019).

Just a few months after Trump’s this decision, Israeli Prime Minister Netanyahu did something interesting to express his gratitude to Trump. On the 73rd birthday of Trump, he named “Trump Heights” (Ramat Trump) to a small Jewish settlement in Israel. In a ceremony held in Israel and attended by Israeli Prime Minister Benjamin Netanyahu and US Ambassador to Israel David Friedman, Bruchim settlement was named “Trump Heights”. The US Ambassador to Israel Friedman at the ceremony said “Absolutely

very beautiful. I cannot think of a more suitable and more beautiful birthday gift for the President than that”. Prime Minister Benjamin Netanyahu too was used the term “a historical day” at the ceremony (see: T24, 2019).

This decision not only increased tensions between Syria and Israel, but also caused a widespread backlash in the international community. The effects of Trump’s move were felt regionally and internationally. The decision sparked controversy within the international community. Many countries and international organizations recognize the Golan Heights as Syrian territory occupied by Israel and therefore do not recognize this decision. Trump’s decision represents a significant transformation in US policy towards the Middle East. It has been widely criticized, especially by the Arab world and the European Union countries. But why did Trump take such a decision against the international law and community on such a sensitive issue related to the Middle East? The answer to this question can help us understand the US policy in the Middle East, learn about the US hegemonic power pursuits in the Trump era, better understand the sociology and geography of the Middle East, and predict what kind of developments may take place in the region in the future.

The Sociopolitical Reasons Behind Trump’s Golan Decision

There are several possible reasons behind Trump’s decision on the Golan Heights.⁶ We can explain them by listing them as follows:

⁶ The Trump era and the decisions and policies implemented during this period deserve to be studied separately. Because in this period, we see the sharpest forms of US policy change.

- **US policy in the Middle East:** The US policy in the Middle East is undoubtedly one of the main reasons for this decision taken by the US. So, what is the US policy in the Middle East? First of all, the answer to this question is very long and has been discussed in different aspects in other studies (see: Kuniholm, 1987; Shlaim, 1988; Hudson, 1996; Monshipouri, 2002; Zunes, 2005; Looney, 2014; Christison, 2023). However, since Trump's Golan decision cannot be considered independently from this policy, it would be useful for understanding the issue to specify what this policy is essentially based on. First of all, the US policy in the Middle East, although it has changed in some periods, has generally been to retain hegemonic power in the region (see: Hudson, 1996) and to coordinate the field, especially against regional powers such as Iran and Russia. In other words, it does not want Iran and Hezbollah in particular to gain power in this region. However, this geography is quite distant from the US. Nevertheless, the US wants to control Iran, which it does not want to get stronger in this geography and which it sees as a regional power. For this, it needs a close partner on the ground. And this partner has been Israel almost since its inception. Because Israel has been the best partner of the US in the Middle East for years. The US thinks that it can implement its Middle East policies through Israel. For this reason, it wants Israel to have a strong

hand in the region. Israel's sovereignty over such an important strategic location as the Golan Heights is important not only for Israel but also for the United States. Because, with this move, the US wanted to squeeze Iran and Hezbollah by strengthening Israel's hand.⁷

- **Bilateral relations and diplomacy:** Another reason is the personal diplomacy between the leaders of both countries. The personal relationship between Trump and Netanyahu has profoundly affected the relations between the two countries. This closeness between the two leaders may have been a factor in Trump's Golan decision.
- **Inter-country relations and attempts to influence domestic politics:** Another reason is, of course, the US's relations with Israel and its attempts to influence Israeli domestic politics. Trump has had a very close relationship with Israel throughout his presidency. The Golan decision is a step that further reinforces US support for Israel. It also reflects the

⁷ On the other hand, it should be added that the Biden administration, which came to the presidency after Trump, has also acted in line with the US policy in the Middle East. And it acted in a way to support Trump's Golan decision. For example, asked if the Biden administration will continue to see the Golan Heights as part of Israel, Blinken said, "Leaving aside the legalities, as a practical matter, the Golan is very important to Israel's security as long as Assad is in power in Syria, as long as Iran is present in Syria, militia groups backed by Iran, the Assad regime itself ... over time, if the situation were to change in Syria, that's something we would look at. We are nowhere near that." (Atwood et al. 2021). The next day, Netanyahu said: "The Golan Heights has been and will continue to be a part of the State of Israel. With an agreement or without an agreement, we are not leaving the Golan. It will remain under the sovereignty of the State of Israel." (Atwood et al. 2021).

Trump administration's close relationship with Israel and its support for Israeli Prime Minister Benjamin Netanyahu. The timing of the decision came shortly before the general elections in Israel, which some critics believed was done to support Netanyahu (see: Turak, 2019; Middle East Monitor, 2019a). At the same time, it may also have been intended to please Trump's conservative and evangelical base in the US (Al-Burai, 2019: 13), as these groups are generally strong supporters of Israel. For instance, Cavari (2022: 156) argues that Trump's decisions on Israel, especially this one, reviews "these measures as strategic partisan tools used by Donald Trump to fulfill commitments to his base and to appropriate issues which had long been avoided as partisan".

- **Regional strategy:** One of the most important reasons behind Trump's decision is regional strategy. The Trump administration saw Iran as a regional threat. Israel's control of the Golan Heights was seen as a strategic obstacle that could limit Iranian attacks on Israel through Syria.
- **Shaking international norms and demonstrating power:** One of the underlying reasons behind this decision is that Trump wants to undermine international norms. Indeed, Trump's foreign policy approach has often been based on questioning international norms and agreements. In this context, the Golan Heights decision is in line with Trump's

tendency to question international norms. Trump has questioned and shaken the international order not only with this decision but also with many others like it.

In conclusion, all the reasons listed here may have influenced Trump's decision on the Golan Heights. However, it is important to note that such foreign policy decisions are often complex and influenced by many different factors. Therefore, many factors played an important role in Trump's decision. But, we can say that bilateral relations, general policies and regional strategies are the most important factors.

Trump's sudden decision represents a dramatic shift in US policy, particularly in the Middle East (Middle East Monitor, 2019a). Some time after taking this decision, Trump said in a statement how he made his controversial decision to recognize the Golan Heights as Israeli territory (Rampton, 2019; Middle East Monitor, 2019a). Interestingly, Trump said that he made such an important decision "after receiving a quick history lesson during a speech on another topic". Speaking at a meeting of the Republican Jewish Coalition in Las Vegas, Trump said that he "made this sudden decision during a meeting with senior Middle East peace advisors, including US Ambassador to Israel David Friedman and his son-in-law Jared Kushner." Trump also said at that meeting that "We make fast decisions. And we make good decisions" (Rampton, 2019; Middle East Monitor, 2019a).

Sociopolitical Reflections: What's Happened After Trump's Golan Decision?

International Reactions and Tensions

Trump's decision to recognize the Golan Heights as Israeli territory has led to a series of reactions and developments in the international community. First of all, Trump's decision was not accepted by any country other than Israel and was met with a widespread backlash in the international community. Many countries have stated that this decision is contrary to international law and violates UN resolutions. In particular, Arab countries and the Organization of Islamic Cooperation strongly condemned this decision. Especially Russian, Iranian and Turkey (Trew & Batchelor, 2019), but also Lebanon, Jordan, Syria and the United Nations (UN). For example, UN Secretary-General Antonio Guterres stated that the UN does not recognize the Golan Heights as Israeli territory.

Syria stated that the Golan is its territory and that the US decision is against international law. Syria reacted strongly to the decision, emphasizing that the Golan Heights is its territory. However, Iran and its Lebanese ally Hezbollah condemned the US decision. Iran strongly condemned the decision and emphasized that the Golan Heights are an integral part of Syria. Iran warned that such steps would lead to further tensions in the region. "In a point of time when colonialism ruled, some colonialist powers did such things and bestowed parts of one country to another, but this is unprecedented in the present century," said Iran's President Hassan Rouhani, according to the official government website (France 24, 2019). "Nobody could have believed that a man would come in America

and unilaterally and against all international laws and regulations give away a land belonging to one country to an aggressor,” the Iranian leader added (France 24, 2019).

In addition, Russia, Turkey and the European Union countries have also reacted to the decision. For example, Russia stated that this decision will further complicate the situation in the region and emphasized that it violates international law. The Kremlin spokesman, Dmitry Peskov, told reporters the comments “can destabilize the already fragile situation in the Middle East”. The Turkish president, Recep Tayyip Erdoğan, warned that Trump’s “unfortunate” declaration had brought the region “to the brink of a new crisis and new tensions”. “We will never allow the legitimisation of the occupation of the Golan Heights. Trump’s ‘unfortunate’ declaration had brought the region to the brink of a new crisis and new tensions.”⁸ (BBC News Türkçe, 2019c; Euronews, 2019; Holmes, 2019).

In a later statement, Erdoğan made a striking statement about Trump’s decision. Erdoğan said, “Trump made a statement. He made

⁸ Following Trump’s signing of the bill, the Turkish Foreign Ministry, along with President Erdoğan, issued a statement saying, “We deplore and strongly condemn the US Administration’s decision to recognize Israeli sovereignty over the Golan Heights, which has been occupied by Israel since 1967.” The statement said that “the decision is null and void”. The statement reads as follows: “This unfortunate decision, which constitutes a grave violation of international law, in particular United Nations (UN) Security Council Resolution 497 (1981), demonstrates that the US Administration continues to be part of the problem, not the solution, in the Middle East. This resolution is completely null and void for our country and responsible members of the international community who attach importance to the territorial integrity of Syria and all countries in the region. It is a fundamental responsibility of all members of the international community to abide by the fundamental principles enshrined in the UN Charter and UN Security Council resolutions, rather than further destabilize the region by futilely seeking to legitimize Israel’s actions that violate international law.” (BBC News Türkçe, 2019c).

a statement that the Golan Heights belong to Israel. Mr. Trump, history consciousness is very important. You need to renew this historical consciousness. There are UN resolutions on the Golan Heights. There is a ruling that Israel does not have an iota of right here. As I said this morning, we will follow the Golan Heights until the end” (NTV, 2019). President Erdoğan’s spokesperson İbrahim Kalın, in a message directed to Trump on Twitter, said, “The US administration’s attempt to legitimize the illegal actions of Israel, which occupies Palestinian territories, against the Golan Heights means supporting the occupation policy and deepening the conflicts” (Euronews, 2019).

In addition, countries such as Saudi Arabia, the United Arab Emirates, Bahrain, Qatar and Kuwait have also criticized Trump’s decision, describing the Golan Heights as “occupied Arab territory”. Thus, as France 24 pointed out, this decision united the US allies in the Gulf and Iran, a regional enemy of the United States, in condemnation (France 24, 2019).

European powers also warned of the potential damage to international order. European countries such as Germany and France have made it clear that they do not recognize Trump’s decision, citing UN Security Council resolutions and international law. For example the French foreign ministry said: “The recognition of Israeli sovereignty over the Golan, occupied territory, would be contrary to international law, in particular the obligation for states not to recognise an illegal situation.” And also Germany’s government condemned what it said were “unilateral steps”. Spokeswoman Ulrike Demmer said: “If national borders should be changed it must

be done through peaceful means between all those involved” (Holmes, 2019).

In short, Trump’s decision to recognize the Golan Heights as Israeli territory has had serious repercussions in international relations. However, these reverberations were mostly in the form of reactions. These reactions show how sensitive an issue the Golan Heights is in terms of the Middle East and international politics.

Emerging Sociopolitical Developments in the Middle East

Trump’s decision recognizing Israeli sovereignty over the Golan Heights had significant regional implications for the Middle East. The decision has led to various tensions in the region. Following the decision, there has been an increase in military activity on the border between Israel and Syria. During the Syrian Civil War, Israel continued to launch airstrikes from the Golan Heights against Syria, as well as against Iranian-backed militias and Hezbollah in Lebanon. The impact of this decision on the Druze (Arabs) community living in the Golan Heights cannot be ignored. Part of this community tries to maintain their Syrian identity despite the difficulties of living under Israeli rule.

The developments of after this decision we can explain them by listing them as follows:

- **The start of international law debates:** Trump’s decision sparked a wide-ranging debate on international law (Kattan, 2019; Galbraith, 2019). Many international law experts have argued that this recognition violates United Nations (UN) Security Council Resolutions 242 and 338. For instance,

Kattan interpreted Trump's decision as follows: "Undermining internationally agreed-upon norms prohibiting states from recognizing the annexation of territory by force, the proclamation could have detrimental consequences for the international legal order, providing a precedent for other states to take steps to annex territory they claim is necessary for their defense." (Kattan, 2019: 79).

- **Arab countries reacted:** Arab countries have reacted to the US decision, albeit in a weak manner. In particular, the Arab League condemned the decision, while Syria reacted strongly.
- **Increased regional tensions:** The decision has increased tensions, especially between Israel, Syria, Iran and the US. It also exacerbated the long-standing conflict between Israel and Palestine.
- **Regional power struggle:** The decision has exacerbated tensions between Iran, Israel and Syria. Iran is an ally of Syria and rejects Israel's claim to the Golan Heights. The US, on the other hand, sees Iran as a regional threat and has been making some strategic moves against it. Trump's decision should be read as part of these strategic moves.
- **Increased hatred against the US and Israel in the region:** This decision has increased anti-US and anti-Israel sentiment in the region and contributed to the reproduction of this antagonism. Various

demonstrations against the US and Israel in the region after the decision support this view.

- **It paved the way for an increase in nationalism and racism:** The decision has created a growing sense of nationalism and backlash against Israel and the West, especially in Arab countries. This is because people in almost all Arab countries believe that the Golan is Syrian territory. For this reason, Trump's decision was protested in various parts of the region, especially by the Arabs living in the Golan Heights. Therefore, Trump's decision has also fueled nationalism. This fomenting did not stop at the popular level but was also reflected in politics. For instance, according to Reuters, Tunisian Foreign Minister Khemaies Jhinaoui said in a statement that Tunisia will cooperate with other Arab countries to contain any fallout from the US decision to recognize Israel's sovereignty over the Golan Heights. "We will work with friendly Arab countries and the international community to contain the expected repercussions of this decision in various regional and international forums," Jhinaoui said during the meeting in Tunis (Middle East Monitor, 2019b).

As can be seen, Trump's Golan Heights decision, which has gone down in history as an important decision affecting the balances and international relations in the Middle East, has led to multifaceted consequences affecting the balance of power in the Middle East, regional tensions and international norms. The long-term effects of

this decision will certainly be shaped by the political developments in the region and international relations. However, even though this decision is a decision that affects the Golan in particular and the Middle East in general, it is a decision with global implications. This is because this decision has the potential to pave the way for the globalization of various dynamics in the region.

Conclusion

Located right at the intersection of the borders of four countries (Syria, Israel, Lebanon and Jordan), the Golan Heights has an indescribable strategic importance for the region. Rich in water resources and fertile agricultural land, it is also an important destination for ski tourism. But its real significance lies in its elevated position relative to its surroundings, i.e. its hills. This high rocky and hilly area makes it militarily capable of controlling its surroundings. This area lies within Syrian territory. However, Israel occupied it in 1967 and unilaterally annexed it in 1981. Jewish settlements were established there in place of the forcibly displaced Syrian population. Although the international community says it does not recognize Israel's occupation, Israel continues to maintain its sovereignty in this region, which is indispensably important for it.

The main crisis regarding the Golan Heights since 1967 has been the decision of US President Trump on March 21, 2019. According to this decision, the Golan Heights belongs to Israel. Trump's decision was influenced by many reasons such as the Middle East policy pursued by the US in general, bilateral relations and diplomacy between leaders, relations between countries and influencing domestic politics, regional strategies, the desire to shake

international norms and show its power. But, Trump's decision to take such a decision, especially when the Israeli elections were about three weeks away, was seen as an attempt to strengthen Netanyahu's hand in the upcoming general elections in Israel (Staff, 2019). Netanyahu thought to use this success in foreign policy in domestic politics, but this was not very effective, and in the elections held in Israel immediately after this decision, Netanyahu did not have the power to form a majority in the parliament and the country had to go to a second early election. Meanwhile, Trump continued to make other moves. First, he announced that he recognized Jerusalem as the capital of Israel, and then he announced his Peace Plan between Israel and Palestine. With all these steps, Trump thought that he would strengthen Israel against their common enemy Iran.

Trump's decision, taken in defiance of international law and everyone else, has further heated up the already hot atmosphere in the Middle East. Trump's decision has caused various tensions in international relations and in the Middle East. The international community, including the United Nations, the Organization of Islamic Unity, Russia, Iran, Turkey, the Gulf States, and the Organization of Islamic Unity, have voiced their disapproval of this decision, drawing attention to regional tensions. In addition, various demonstrations were held in the region protesting this decision. The demonstrations protested against the US and Israel. This led to a rise in anti-American and anti-Israeli sentiment in the region, which in turn led to a rise in nationalism.

The sociopolitical developments in the region and in international relations over the Golan Heights show that global leaders and decision-makers should carefully consider the potential

social and political repercussions of every step they take. However, the political steps taken by Trump as the dominant actor, often unilaterally, as in the case of the Golan Heights decision, are far from such a perspective and unfortunately worrying for the future of both the Middle East Geography and the entire humanity. Although the US is aware that such decisions and moves are worrisome and could clearly cause regional tensions, “US regional interests in the Middle East” unfortunately prevents such a sensitive situation. Thus, the US does not take into account the regional and international reflections of these decisions and moves. Therefore, Trump’s decision shows that what matters for the US is not international law but its national interests in the region.

Finally, it should not be forgotten that Trump’s decision, which he took alone, in defiance of international law, and the developments that emerged (or will emerge) in the aftermath of this decision are also a reflection of the power struggle between the US and various actors in the Middle East, particularly Iran and Russia. This situation should be read as clear evidence of the US’s desire to demonstrate its hegemonic power to regional and global powers and the power struggle in the region. In addition the changes that Trump’s decision has brought about in the Middle East and international relations show us that it is not only issues such as “water”, “oil” and “borders” that can cause tensions in the Middle East, but also geostrategic locations and the decisions taken regarding these areas can trigger tensions and mobilize dynamics.

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CHAPTER III

Document Analysis of Studies Relating to the Artistic Field of Social Work

Sibel AYDIN¹

Introduction

The area of social work is facing political and economic problems on a scale that has never been seen before as a result of globalization, massive changes in population and culture, and rapid increase in technical advancement (Reisch, 2013). The ways in which students are educated for social work have undergone significant transformations in today's society, which is becoming increasingly authoritarian, market-driven, and inwardly-focused. The academy's independence and one-of-a-kind quality have suffered as a result of recent changes to the manner in which it teaches, the manner in which it awards scholarships for social work, and the job that it conducts for the university (Giroux, 2011; Bogo,

¹ Dr. Sibel Aydın, Orcid: 0000-0003-2852-0844, sibel_demir_akdeniz@hotmail.com

2013). The topic has been approached in a manner that is more technical and analytical, which has revealed how significant activist pedagogies and transformational or critical epistemologies are in the field of social work (Preston & Aslett, 2014; Bogo, 2013; Narey, 2014). People are becoming increasingly interested in the arts as a means of effecting social change that has the potential to be transformative for their lives. This is due to the fact that individuals are looking for new ways to accomplish their goals, perhaps by giving new life to something that already exists (Lippard & Dawson, 1997).

At the same time, professional education in sectors such as medicine, the allied professions, social work, and social care (Burgess & Laurance, 2007; Hafford- Letchfield et al., 2008), amongst others, has increasingly included arts-based methodologies. As a result, this has resulted in the production of a number of significant texts (Warne and McAndrew, 2010; Ross, 2011; Huss 2013, 2015). Journals of social work have published a number of special issues in order to compile empirical and other types of evidence supporting the worth of social work (Hafford-Letchfield et al., 2012; Bartoli, 2013). It may be challenging or unusual to determine how their effects are carried over into practice and learning. In the past, scientific and technological measurements have not been effective for evaluating educational programs that are either delicate or take place in a variety of environments (Lake, 2015). In this review, the topic at hand is discussed by analyzing the existing state of knowledge concerning the connections between the arts and social work and passing judgment on that state of affairs. I discuss the justifications, procedures, and future goals for carrying out this

form of evaluation. After that, I will examine the role that art plays in social work and provide a synopsis of the most vital information that I gained from the previous section. The second part of this analysis focuses on the inferences and recommendations that can be made based on the most recent available evidence.

Social work's way of knowing has always been based on theories from the social sciences. Adding artistic methods to social work education is a natural extension of this approach to learning from different fields. Getting people to talk about other cultures may also help fill in gaps in their own knowledge (Pink, 2007). Social sciences, arts, and humanities that cross borders social work might not fit into the usual categories and ways of looking at service users, caregivers, and their "problems". Participation in a democracy depends on the importance of user and caregiver experiences in education (Needham & Carr, 2009). Foucault wrote in 1993 about the "authoritative gaze", which creates power relationships and the mindless enforcement of oppressive social structures by making people who use public services into objects (Morley & Dunstan, 2013).

The arts can be used in social work in many different ways. These include a focus on the process of engagement, how it affects the acquisition of knowledge, skills, and attitudes, how it promotes the affective domain of learning, and how it helps teachers use pedagogy for learning and teaching. There is also potential in giving students and professionals more chances to develop different learning styles and different ways of knowing and understanding things in different situations (Simons & Hicks, 2006). In contrast to activist pedagogy, learning approaches that use formulas to deal with

the growing complexity and ambiguity of social work practice require linguistic or logical intelligences (Preston & Aslett, 2014). Schubert and Gray (2015) say that a different way of looking at things through the arts could help social workers improve their ability to diagnose, analyze, and take action, especially when they work with people who need help.

The authors of this document analysis wanted to find out what international knowledge there is about how the arts are used in social work and what effects they have. Sinding et al. (2014) looked at all of the published literature on arts-informed social work and found that it is varied and can be grouped or categorized in many different ways. When designing curriculum, it can be hard for social work educators to figure out how to incorporate the research process into educational interventions in order to do a more thorough evaluation of the process and results. In this real-world research setting, the researcher is often the teacher. The researcher's role and the possibility of in-situ reflexivity affect ethical and epistemological considerations. Carpenter's (2011) knowledge review of social work brought together research that could show how different parts of a program may be linked in ways that affect its success. Carpenter didn't talk about the process, but he emphasized how important it is to use broader measures to evaluate social work, such as capacity and competency, and how important it is for both learners and people who receive services to be involved in any review.

Due to the multidisciplinary nature of the topic, electronic archives were searched that had databases that were most relevant to social work (Rutter et al., 2010) as well as those that were most important to education and the arts. The databases used were Social

Care Online, SCOPUS, Education Research Complete, Higher Education Empirical Research, and Open Grey. Boolean operators (and/or/not) were used to link phrases in order to find literature that helped bridge the gap between arts education and social work education. This gave a clear plan for keeping the focus on social work and leaving out studies done in the arts that worked directly with people who were getting help. During the pilot phase, the search method was improved, and the inclusion criteria were set. The time period of January 2003 to September 2022 was chosen because it is internationally recognized as the minimum level of education needed to do social work. International studies were considered, but only those that were written in English.

I looked at research that involved both qualifying and post-qualifying education for social workers. I didn't make a difference between academic and practice-based learning. There were interprofessional or cross-disciplinary learning studies in which social workers took part. All papers that were chosen had to give a clear evaluation of pedagogies that showed how arts-based approaches in social work education have a clear effect. For example, studies that used role play or simulation, which are often called "drama", were not included if the review didn't say anything else about how well artistic or arts-based pedagogies worked.

Using the Critical Appraisal Skills Programme as a tool for screening and evaluating qualitative research, a template was developed for systematically assessing the quality of studies, including those with quantitative and mixed methods designs. This assessment included both the screening and evaluation of qualitative research. As a consequence of this, 84 studies were thrown out since

they did not have an empirical or formal evaluation that had been pre-designed. Following the completion of this approach, it was determined that nine research were suitable for inclusion in the review since they met the necessary criteria.

Data Analysis

According to the earlier discussion of a more comprehensive literature review, it was anticipated that the vast majority of the research that was going to be evaluated would be qualitative in character (Sinding, 2014; Kaufman 2011). The qualitative approach was taken in seven out of the eight research that were included. Studies adopting mixed or quantitative approaches, pre- and post-tests, and quasi-experimental designs were also conceivable when looking at the influence of the arts on social work. Two of the studies that were analyzed contained examples of these designs. It has been argued whether or not a systematic review that focuses mostly on qualitative data is useful or even valuable (Gough, 2007).

Crisp (2015), on the other hand, observes that the area of social work suffers from a widespread lack of systematic reviews. In order to construct a coherent overview that can present fresh viewpoints that are not found in a normal literature study, one can utilize a specified methodology and systematic approach to integrate and assess a broad array of material. This can be done in order to develop a coherent overview. According to Thomas and Harden (2008), it may be difficult to produce a further synthesis that is informed by a review while keeping the significance and context of the original research. This is something that might be tough.

When compared to quantitative systematic reviews, such as meta-analysis, which adheres to a predetermined statistical strategy, a number of different approaches are available for synthesizing qualitative findings. According to Aveyard (2011), there are two. First, by the use of meta-ethnography, which places a greater emphasis on comprehending the data as opposed to merely summarizing it, and second, through the use of meta-study, which takes into account both the procedures and the results. It is possible that new interpretations of the data will be uncovered as a result of the use of meta syntheses, which offer an integration that is larger than the sum of its parts.

A wide variety of qualitative research reporting methods can be discovered in a variety of studies, which can make things more complicated. In point of fact, it was found that the findings of the nine research that were taken into consideration for this analysis were not necessarily distinguishable from the primary facts (Sandelowski & Barroso, 2002). Using this method of research, three primary topics emerged as being significant. These subjects will be covered in greater detail in the latter portions of this article.

Findings

The relevance of the study design, as well as its level of rigor, had a role in the selection of the research. Although it was noticed that not all of the included studies explained or commented on the underlying study methodology, each of the papers did describe a clear evaluation strategy. A complete theoretical framework supported the evaluation design of a single piece of research that was carried out (Leonard et al., 2013). Pawson and Tilly in the Year 2000 One of the nine studies that were included used a design called mixed

methods (Pomeroy, 2011), while another used a quantitative design with validated measures. Both of these designs may be found in the other studies (McPherson, 2015). Both of these gentlemen were citizens of the United States. Qualitative research comprised the remaining seven investigations. The experiences of the student participants were used as the primary analytical unit in six of the seven, while autoethnography was used in the seventh. In the order listed above, Australia, Israel, and the United Kingdom were the locations where the qualitative research was carried out.

Positioning practice by merging micro- and macro-level thinking is the focus of the first theme: The exploration and development of linkages between micro and macro-level perspectives on social work practice, such as psychological, individualistic, and familial viewpoints, was the explicit emphasis of seven of the nine studies that were conducted. These papers were included in the review. A comprehension of social structures, power, oppression, social justice, social issues, and their effects on the well-being of workers were among these requirements. It was necessary to apply a wide variety of approaches to research on a smaller scale in order to accurately portray the diverse political and social climates of the countries that were the focus of the studies. They featured three community action initiatives, a co-productive intergenerational theater performance, and a virtual online reading club that employed story to support professional development. All of these activities took place online. Five of them were intended for students enrolled in social work programs that met the requirements. The qualified social workers were the primary focus of the two remaining pieces of research.

In the United States once more, Pomeroy et al. (2011:140) discussed how peer theater was utilized as an intervention in a campus program to discourage people from being violent toward one another. People who wish to acquire a degree in social work can now take part in peer theater as part of the required coursework. Focus groups, both before and after participants took part in the activity, making it feasible to evaluate and contrast the various educational approaches that peer theater and standard lectures provide.

Kaufman et al. (2011:926) examined the issue of food security in Israel through the use of paintings that were created by social work students. They did this at the beginning and the end of a project that lasted one year and involved community research and action-based social work. They wanted to know how the kids were feeling and what they were thinking. According to the findings of Kaufman and colleagues, there is "a strong tendency toward conceiving food insecurity as a socially constructed, complex or modular, and interacting issue within the context of global poverty and risk factors" Kaufman et al. (2011:926). They encouraged people to think of answers to practice problems by utilizing the realizations that the approach produced.

Researchers Hafford-Letchfield and colleagues looked at co-production as a mechanism for people of varying ages to learn from one another (Hafford-Letchfield et al., 2010:604). To "look at intimacy and sexuality in later life," a theater group for older people and first-year social work students mostly collaborated on plays. The goal of this collaboration was to "look at intimacy and sexuality in later life." The evaluation concluded that the combination of drama and dialogue made it simple for individuals to understand how age-

based prejudice is linked to preconceptions, taboos, and the notion that older people are completely different from one another. Students reported that their practice had improved, and they were able to recognize conventional cultural ideas about sexuality that might be employed in social work assessment and interventions, according to the findings of an analysis of qualitative data gathered on a modest scale.

Researchers Huss et al. (2010:201) investigated how Israeli social workers learned to cope with the effects of the conflict by having their clients draw. According to the findings of the researchers, the participants were able to identify sources of stress by drawing a single image. After that, they were instructed to make adjustments to their drawings in order to "establish a sensation of control over widespread causes of stress." According to the findings of the evaluation, participation in the arts can be beneficial to a person's ability to acquire the abilities necessary to function well in dangerous environments when there is little time to observe and reflect. Drawing allowed participants to make connections between their personal and professional lives and the larger practice environment, which assisted them in being more resilient in both aspects of their lives.

In the end, social work professors Phillips and Bellinger (2010:102) investigated how they learned through the arts and how that impacted how they taught using auto-ethnography and cultural theory. They were able to gain an understanding of how people are impacted by the United Kingdom's asylum procedures as a result of what they wrote about their visit to an art gallery and what they did in class after their return. They found that the two most common

methods to talk about "race" were "othering" and "humanizing." This was discovered through a series of dialogues in which they reflected inwardly. They suggested that academics and practitioners should investigate and think about "privilege" and "social relations" in order to enhance how students and practitioners in the field of social work "react to their own and others' vulnerability." Their own personal experiences served as the basis for this.

In conclusion, the examples demonstrated how involvement in the arts may affect a person's knowledge, attitudes, and skills in a way that is applicable to the field of social work. Each of the illustrative scenarios demonstrated a circumstance in which an emphasis on the arts resulted in long-term activities that required the student to be engaged both on his or her own and as a member of a group, either in real life or online. According to Savin-Baden & Wimpenny (2014:198), this is a difficult and uncomfortable technique that entails "getting it out." It is possible that art can function in this way: it can be utilized as a political tool to solve problems through healing, repairing, reframing, politicizing, advocating, and gathering people together. In light of Kirkpatrick's (1998) continuum of outcomes, the purpose of these studies was to investigate the impact that it had on the learners' perspectives of the world. The findings were designed to highlight how people develop higher-level knowledge and abilities that may be applied in real life, such as knowing about human rights and being able to deal with crises such as war, food insecurity, social inequity, and violence between people. None of the studies provided an explanation of how long-term evaluations of the impacts of learning are carried out.

The second topic addresses the development of leadership beyond the use of words: This discussion centered on the ways in which people might benefit from working together and developing their own learning through participation in the arts. Because they participated in various artistic activities, participants were able to learn more than just through the use of words and logic alone. Three out of the nine studies that looked at leadership principles using literature, theater, or music emphasized how crucial it was for these forms of artistic expression to be included when evaluating the studies' findings. The findings of these research investigated topics pertaining to power dynamics, bias, and equality in the educational setting. They also demonstrated how essential it is for recipients of services to collaborate with one another and take the initiative.

Leonard et al. (2013) recruited a Gamelan facilitator to assist individuals in gaining an understanding of music through hands-on participation. Even though this activity provoked the normal fear that is associated with trying something new, it also offered a secure environment in which to teach and learn about the intricacies of uncertainty that leaders encounter on a daily basis. This was done twice, the first time for leaders and educators in the field of social work, and the second time for educators in the nursing field. A wide variety of data, including pre- and post-recorded "participant group shares" regarding expectations and experiences, as well as written evaluations of the activity, were analyzed. The highlighted themes shed light on the significance of the social and interactive nature of gamelan, as well as the emotions that are evoked in people when they acquire new knowledge.

The participants discussed how essential it was to rid themselves of the label of "service user" by engaging in an activity in which everyone participated on an equal footing. Being able to assume the many leadership roles required to co-produce the music allowed for the creation of feel-good passages, as well as the sharing and exchange of information on an equal footing. This was accomplished despite the presence of uncertainty.

Participants were required to move beyond merely rhetorical conceptions of leadership in order to effect change in both their knowledge and practices. They were aware of how vital it was to establish informal networks and alliances that would facilitate leaders cooperating effectively with one another. Both Leonard et al. (2013) and Hafford-Letchfield et al. (2010) discussed the ways in which students connect with one another and develop warm and friendly social interactions, which is a topic that isn't discussed very frequently in the field of education. In both sets of research, it was discovered that musical performance and theatrical production can shift power relations and result in "deeper learning." This took place as a result of a disruption to the preexisting and "habitual" conceptions of leadership, as well as the anticipated and anticipated obligations of each individual (see Sinding et al 2014:194). Both of these studies found that service users talked about "recovery" and "surprise" as ways that they were able to deal with the unpredictability that came with trying something new. Teachers took chances by delegating some of their authority to their pupils and by maintaining an open mind toward the unexpected and the unknown. As a consequence of this, a space was established in which the learner's emotions and ideas were given significance. People had the

misconception that these "leveling" ways of thinking and "participatory" ways of leading helped reduce institutional dependence, which is a characteristic of the managerialist discourse that is difficult to circumvent. On the other hand, these studies heavily relied on participant self-reports and learner reactions (Kirkpatrick, 1998), where the evaluation of the learning episode revealed learner insights along with some displays of abilities and changes in individual behavior. Kirkpatrick found that this type of evaluation revealed the most accurate picture of learning. The other concept is that instructing might be considered an artistic endeavor in and of itself.

Research that demonstrated how the arts affect learning outcomes was covered in the first two of the nine topics that were examined (Kirkpatrick, 1998). This subtheme investigates the specific mechanisms that are underlying the research designs and assesses how well they help us figure out how the arts influence the way social work education is delivered. According to Savin-Baden and Wimpenny (2014), it is essential to demonstrate the rigor of research related to the arts by situating it within a philosophical framework. They examine the ways in which the arts and social sciences interact with one another, as well as the ways in which postmodernism has an effect on both fields, as a method for researching how people communicate with one another and what they go through in their lives. This enables them to investigate the connection that exists between the two. Their excellent typology shows a range in which arts are used as the method or intervention, all the way up to using arts to show the results, from "arts-inquiring pedagogy" to "arts-related evaluation" (Savin-Baden and

Wimpenny, 2014:5). This range can be found from "arts-inquiring pedagogy" to "arts-related evaluation." After that, they discuss the theoretical influence that each factor has. In some of the research that was analyzed for this study, the philosophical underpinnings of the arts-based approaches that were used and the ways in which these underpinnings might be in conflict with the philosophical underpinnings of the social sciences were not taken into consideration.

Phillips and Bellinger (2010) paid careful attention to the ways in which the terminology and language used in social work might be applied to the task of measuring language and, by extension, social activities. They centered their attention on those who were looking for refuge and reflected on how fortunate they were to be teachers.

In the remaining studies, the arts were utilized as a means to assist in the educational process; consequently, this aspect of the programs was the primary focus of the evaluations that were conducted on them. Pomeroy et al. (2011) and McPherson et al. (2015) took their evaluations one step further by utilizing comparative methodologies to determine how effective the arts were as a sort of pedagogy in comparison to other, more conventional types of instruction. Couchman et al. (2014) investigated the various ways that social work educators engage with artistic practices. These strategies range from exposing students to works of art by showing them examples or having them create their own to interacting directly with communities through the medium of art. The majority of the time, these decisions were made with the educator's theories serving as the basis. Examples of these can be found in the research

that was reviewed, and one can place them anywhere along a scale that goes from somewhat minor to relatively significant interventions.

On the opposite end of the spectrum, there are those who claim that art is an essential component of an alternative method of conducting social work in comparison to what is typically done, thereby asserting "something different." In addition, Sinding et al. (2014:190) use three different metaphors to explain how the arts may be beneficial to social work. These metaphors proved to be helpful for us as I attempted to figure out how to evaluate the effect that the arts have on the education of social work professionals.

Conclusions and Recommendations

This review has contributed to the ongoing discussion on the type of evidence that is sufficient to support the role of the arts in the education of social work professionals. It is vital to evaluate the quality of the research, its utility, and its ability to answer empirical questions about what works in learning and teaching before the results of the research can be applied to real-world settings such as social work (Gough, 2007). The small-scale individual studies that are being looked at all use different methods, strategies, and evaluations. The systematic review demonstrates how difficult it is to weigh the data and come to a conclusion about how important the arts are in social work education due to the fact that these studies all use different methods. It was only partially successful to measure things like learner experiences, the acquisition of higher knowledge and skills, the potential for deeper learning, behavior change, and the impact of working with the arts on both the organization and service users using the results or data from the studies that were included

(see Kirkpatrick, 1998; Carpenter, 2011). It is not possible to determine if qualitative research, quantitative research, or a combination of the two would be the most trustworthy approach to use in order to create and evaluate the advantages of arts-based interventions in social work. It was demonstrated, however, how very crucial it is to select an acceptable research topic, goals, and methodologies. I might be able to find out "what works" and learn more about the efficacy of utilizing the arts as a teaching tool for social work by conducting comparative studies as well as pre- and post-evaluations of learning episodes. However, based on the findings of those who conducted an analysis of the impact, I were able to identify three significant themes that can serve as a roadmap for the development and implementation of arts-integrated education in the future.

One strategy to improve recently developed techniques of evaluation is to search for models of arts-based learning explanation in other domains, such as the arts and the humanities (Huss, 2013). This is demonstrated by the growth of visual studies, a field that successfully blends concepts and practices derived from the social sciences and the humanities (Schirato and Webb, 2004). According to Pink (2007), methods from the humanities can only help the social sciences, and models of affective learning from other fields are a great way to come up with new and effective ways to do research and evaluation in social work education. This is a great way to come up with new and effective ways to do research and evaluation in social work education. Pink's argument is predicated on the manner in which visual research methods are applied. The question that needs to be answered is how various types of evidence can be

utilized so that I can figure out why arts-based projects are successful. The evidence that has been shown here lends credence to certain hypotheses that the arts can improve our comprehension of our interpersonal connections, societal structures, and several other facets of our mental and emotional makeup. Without a doubt, in order to be successful in social work, one must be able to modify practices to fit the specifics of a given location and think creatively in order to develop novel approaches to assisting individuals.

The study was plagued with a great deal of difficulty. As reviewers who are making significant contributions to this agenda, I have made an effort to be as transparent and open as possible regarding the process by which I complete our work in an effort to limit the amount of prejudice and assumptions that are present. Second, neither the individual standards nor the overall standards of the research that was included were stringent enough to back up any genuine results. This applies to both the individual requirements and the overall standards of the research. One can ponder whether this indicates that I should demonstrate the opposite of this hypothesis by employing scientific methods such as research, experimentation, observation, description, comparison, and evaluation. According to McNiff (1998) and Phillips et al. (2012), the inclusion of arts-based activities in the curriculum and research agenda is intended to counteract the preponderance of scientific ideas, which can be seen in the recent emphasis on evidence-based practice. This is accomplished by providing a balance between the two. A profession's core values can be conveyed to students and reflected in their work through the medium of the arts. They can also be utilized for the purpose of measuring aspects of learning, such as how a

person feels, which is an essential component of person-centered practice. Even though there has been a lot of progress made in service user involvement and interprofessional learning in social work, the advantages of utilizing the arts to explore these significant topics reveal how difficult it is to quantify the results of these initiatives. It is essential to take into consideration the findings of this analysis when formulating goals and evaluating how effectively the arts are included into social work education. The field is moving away from approaches that are more technical and instrumental, and it is recognizing the need to strengthen person-centered approaches to care and help in corporate settings, which can be rigid or bureaucratic. This shift comes as the field moves away from more technical and instrumental approaches.

Information Note

The chapter has been prepared in accordance with research and publication ethics. This study does not require ethics committee approval.

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