

HANDBOOK

**for Students
& Their Advisors**

ACADEMIC PROCEDURES

A Guide to the Institute's Degree Programs M.S. in Conflict Analysis and Resolution Ph.D. in Conflict Analysis and Resolution

This Handbook is a summary of information and guidelines for getting through the program at ICAR successfully. It is intended to help both students and faculty advisors answer the common questions that arise, and to insure that the internal procedures of ICAR are consistent, clear and fair from one student to the next. However, it is only a guide, and not a legally binding document. All ICAR students, however, are bound by the rules contained in the University Handbook and the graduate catalogue, which should also be consulted about requirements.

Note that the curricula and degree requirements for both degrees were changed effective Fall 1998. If you have planned a course of study based on an older catalogue, you should reconsider those plans based on the current programs. Those who entered prior to Fall 1998 must fulfill the requirements in place at their time of entry unless: (a) they opt for the new requirements or (b) have to re-enter the program after an absence of more than two semesters, in which case the new requirements will automatically apply to them.

Fall 2001

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I. GENERAL INFORMATION

A. **Course Numbering:** GMU course numbers signify the following:

<u>Course Numbers</u>	<u>Student Level</u>
100 - 200	Lower level undergraduate
300 - 400	Upper level undergraduate
500 - 600	Masters level
700 -	Masters or Doctoral level
800 - 900	Doctoral level

Undergraduate courses can not be counted toward graduate degree requirements. An advisor may recommend undergraduate courses, however, as required preparation for graduate work.

500 level courses may be taken by advanced undergraduates, provided instructor's written permission is secured. However, if they are used toward the undergraduate degree, they cannot also be applied toward a graduate degree.

600 level courses are intended for students in the masters program, but are open to PhD students, or to others by permission of the instructor.

700 level courses may be taken by students admitted to a master's or doctoral program, or by permission of the instructor.

800 level courses may be taken by advanced masters' students, with instructor's permission.

900 level courses are for doctoral students only.

Courses numbered CONF 697 or 897 require completion of an Individualized Section form (see Appendix A) which must be signed by the ICAR Director prior to registration. Students register for courses numbered 799, 998 and 999 using special codes provided by the Chair of the Masters Thesis or Doctoral Dissertation Committee.

Special note to doctoral students:

Courses beyond the required 800 and 900-numbered core that are to be counted toward the degree may consist of 500, 600, 700, 800 or 900 numbered courses. Presumably, 500 level courses would be limited to "introductory" courses in the field (e.g., our CONF 501) or in an area of specialization.

A maximum of three 500 level courses may be taken so that such courses do not comprise a significant part of the courses taken.

This means that Ph.D. students may take non-required courses at both the MS and Ph.D. levels, to be counted toward their total required credits.

B. Advisors

Each student admitted to a degree program is assigned a faculty advisor. These advisors are full-time members of the ICAR faculty who should be able to answer most questions about the requirements and options involved in completing a course of study.

Course of Study: Each student should meet with his or her advisor before registering for classes. The student and the faculty advisor should discuss the student's interests, long-term goals, personal matters which might impact study at ICAR, and special needs. The student and the advisor should develop a course of study tentatively selecting all of the courses the student will take. The student is not 'bound' by this plan. However, the plan information helps the curriculum committee develop and schedule courses to meet students' interests. The student should keep a copy of this 'course of study', and a copy should be given to the program coordinator.

Updates: Each student should meet with his or her advisor at least once per semester to review this plan and make changes. Students can and should ask for academic, career or personal advice. Faculty may refer some personal issues to professional counseling through the GMU Counseling Center.

Changing Advisors: If a student does not find that they are getting adequate advice or support from their assigned advisor, they can ask another member of the faculty to become their advisor. If the faculty member agrees, the change should be reported to the program coordinator. A student may also ask the program coordinator to assign another advisor.

Additionally, each academic program has a graduate coordinator. For the year 2000-2001:

Dan Druckman	PhD. Coordinator
Frank Blechman	Masters' Coordinator

Advisors should seek clarification from the program coordinator

Lastly, the top "tier" of the advisory system is the Director. The Director will "field" advising problems that cannot be dealt with by students' personal advisers or by the appropriate Graduate Coordinator. The Director should be the last person approached, not the first.

	Director	
	Ph.D. Coordinator	Masters Coordinator
	Faculty Advisor	Faculty Advisor
	Advisee Advisee	Advisee Advisee

C. Transfer Of Credit

Up to six semester hours taken before acceptance into the master's program may be transferred from an outside regionally accredited institution provided the hours are for course work relevant to the student's program at the Institute. Twelve semester hours of GMU Extended Studies credit may be transferred, but must be reduced accordingly if any of the six permissible outside hours are transferred. A student who wishes to transfer credit and who meets the following requirements should complete a Transfer of Credit Form (see Appendix B) and submit it to his or her advisor for review and approval:

Eligibility - A student must be admitted to full degree status to transfer credit.

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No Double Credit - Credit previously used toward a degree at GMU or any other institution may not be used again for a GMU Master's degree.

Minimum Grade - A minimum grade of "B" must be earned for transfer credit, including credit earned within the Consortium for Continuing Higher Education in Northern Virginia. Grades such as "Pass" or "Satisfactory" may not transfer.

Recency of Credit - Credit accepted for transfer must have been earned within six years from the time of admission.

Course Material - Relevant course material (syllabus, reading list, etc.) should be submitted with the Transfer of Credit Form for non-ICAR courses

Transcript - A complete copy of the transcript showing the credit to be transferred must be attached to the Transfer of Credit Form. This is not necessary for GMU courses. Xerox copies of official transcripts obtained from ICAR are acceptable. If ICAR does not have a copy, you may obtain one from your master file in the GMU Office of Student Records.

D. Course Work Elsewhere

GMU allows students enrolled in degree programs to take courses at other accredited institutions and apply those credits to GMU degrees. Permission to take such courses must be obtained beforehand. Course work Elsewhere forms (see Appendix C) must be approved before a student enrolls at another institution for credit which will be transferred to his/her ICAR program. The Registrar enters a special registration for the semester(s) the student is away that keeps the student in active status at GMU. The following policies governing Course work Elsewhere should be noted:

Course work elsewhere is subject to the same policies as transfer credit listed above.

Course work elsewhere counts toward the six-hour transfer credit limit from outside institutions.

The student must have an official transcript sent directly from the outside university to ICAR when the course has been completed.

As a rule, course work elsewhere should not be requested for a student's final semester. Exceptions are usually made for extenuating circumstances.

E. Consortium Courses

GMU is a member of the Consortium of Universities of the Washington Metropolitan Area. The other schools included in the Consortium are:

- American University
- Gallaudet University
- Howard University
- Mount Vernon College
- Trinity College
- University of Maryland in College Park.
- Catholic University
- George Washington University
- Marymount University
- Southeastern University
- University of the District of Columbia,

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Graduate students are eligible to enroll in courses through the consortium on a space available basis. Graduate students must be currently enrolled, in good academic standing, and in degree-seeking status. [At the present time, concurrent registration at GMU is not being enforced if the student is taking only one course.] Students seeking to enroll in a Consortium course must obtain a Consortium Registration Card from the Office of the Registrar, x 3-2436.

The following rules govern:

- One course per semester through the Consortium may be taken.
- Such a course cannot be taken through the Consortium if it is offered at GMU during the same semester.
- Such a course cannot be a joint program between GMU and another institution. Courses offered off-campus at George Washington University and American University are not open to Consortium registration.
- Such a course cannot be "audited."
- Courses resulting in "Satisfactory/No Credit" status may not be taken.
- Consortium courses are recorded as residential credit on the student's GMU transcript and can be taken in addition to the six hours permitted as transfer credit. Such courses can be applied only to elective requirements.

F. "Waivers" of Required Courses & Course Substitutions

Waivers. Students who have had the equivalent of a required course through work experience or through course work elsewhere which do not meet the requirements of Section B above, can request that the advisor recommend to the program coordinator that the requirement to take that particular ICAR course be "waived." If such a waiver is granted, another course must be substituted in lieu of the waived course to meet the credit requirements of the degree.

Substitutions. In extremely rare cases, the scheduling of ICAR courses may be such as to prevent a student from obtaining their degree in a reasonable time. In such cases, the student may ask the professor responsible for that required course to substitute a "directed reading" course (CONF 697 or CONF 897) and cover the material independently. This route obviously should be used only in the instance of unavoidable hardship to the student (e.g. student leaving the area or major family illness); it is not intended as an alternative way of passing through the program. This courtesy can only be extended if it does not overburden faculty and prevent the smooth running of the program.

All requests for waivers or substitutions must be generated by the student's advisor. The advisor should recommend the waiver or substitution, providing the program coordinator all explanatory or supportive materials needed. A letter of approval for any waiver or substitution must be obtained from the appropriate MS or Ph.D. Coordinator before registering for the alternate course. Otherwise, the alternate course may not count toward the degree.

G. Directed Readings

Under special circumstances, students may arrange to take a Directed Reading course, either numbered CONF 697 (for MS students) or 897 (for PhD). These can be arranged because:

1. A required course is not due to be scheduled for at least two semesters, thus unreasonably delaying graduation.
2. A student wishes to work with a particular member of the faculty on a specific topic not normally offered as part of the Institute's program.

Procedure for arranging and undertaking a Directed Reading or Independent Study course is as follows:

1. The student should initially approach the faculty member to obtain approval for a Directed Reading course and to discuss and agree upon the nature and contents of the proposed course.
2. An outline of the agreed course topic, together with a basic bibliography, should be written down after this initial discussion and deposited in the student's file, copies also being kept by the student, faculty member and MS or Ph.D. Coordinator. At this initial stage, details of expected course work, notes on readings, exercises to be carried out and method of grading should be agreed according to the wishes and working styles of student and faculty involved.
3. Regular meetings should be scheduled and records kept of the student's performance during the course. It is suggested that at least six meetings take place after the initial planning meeting, although this can be varied when appropriate.
4. If it is agreed that all or any substantial part of the final grade for a Directed Reading course is to be based upon a final paper, the topic should be approved at least four weeks before the last day of classes and handed in no later than the first day of Exam Week, to facilitate grading.
5. Incomplete grades will not be granted for Directed Reading courses, except in the case of a medical emergency.

H. Grading

1. Grades. Letter grades are required by GMU for all course work credited toward a graduate degree. Credit is given for all passing grades.

"A" represents excellent work, above expectations, passing

"B" represents adequate work, meeting expectations, passing

"C" represents substandard work, below expectations, passing

"F" represents a failure to complete the requirements of a course, failing.

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"AB" (absent) is given when the student has received permission from the instructor to be absent from a final exam for a cause beyond reasonable control. A 'make up' exam must be offered within 10 days. At the end of ten days, if the grade is not converted, it automatically becomes an "F"

"IN" (incomplete) is given when all course requirements have been completed except for assigned papers or reports which the student has been compelled to postpone for reasons beyond the student's control. The course work must be completed by the end of the ninth week of the following semester or the grade is automatically translated into a grade of "F".

The ICAR faculty has agreed that "reasons beyond the student's control" are illness of the student or of a member of his or her immediate family, or a work-related effort that takes the student out of the program for at least three weeks. It has also determined that INs should not be granted simply on the grounds that students have over-committed themselves.

At the July 2, 1993 ICAR Faculty meeting it was agreed that an individual faculty member could set a shorter deadline if he or she wished.

Students should also be cautioned that GMU policy provides that: While the mark of IN remains on the transcript, it is treated as an unsatisfactory grade and may contribute to dismissal. (Graduate Catalog 1999-2000, p. 34)

"IP" (in progress) is given to show that work is underway when courses extend beyond one semester. If the grade is not converted to a letter grade by the end of the following semester, the course is deleted from the student's record. Course instructors can issue "in progress" (IP) grades in only the following courses:

CONF 694	Internship
CONF 690 or 890	1st Semester only
CONF 799	Master's Thesis
CONF 998	Dissertation Proposal
CONF 999	Dissertation Research and Writing

IPs are not treated as unsatisfactory grades, nor are they subject to the time limits of incompletes.

"SP" (suspended progress) is given by the Director on advice of a student advisor when long-term uncontrollable events interrupt a student's course of study. The SP grade remains on the record until the course-work is completed.

2. Grade Requirements. GMU requires a 3.0 GPA throughout graduate school, and in addition, does not permit more than two substandard (below "B"; C, D, or F are substandard) grades on courses taken to be applied towards a graduate degree. This is true even if all other grades are "A"s.

If a student receives three (or more) substandard grades, then either the excess substandard courses must be retaken, with a higher grade or additional courses (with "A" or "B" grades) must be substituted toward your degree with the ICAR director's or Graduate Coordinator's permission.

3. Disputed grades: Students who think they were graded unfairly should speak with the course instructor, asking to have the grade reviewed. The instructor may change the grade, either up or down!

If a student is still dissatisfied, she/he may ask the Director to conduct a review. Two other faculty persons are given copies of the syllabus and the student's marked papers and any other relevant

materials. After review, they report their decision to the appropriate Graduate Coordinator, and among them they decide on whether or not the grade was justified.

I. Withdrawal Policy

The current GMU Withdrawal Policy [from 1999-2000 Graduate Catalog] is:

Graduate students who are enrolled in one or more courses are considered in attendance until they formally withdraw by having an official withdrawal form approved by the dean (the Director) of their college/school/institute.

Upon approval by the dean (Director) of the college/school/institute, graduate students may withdraw from all classes after the drop period without academic penalty, but only for non-academic reasons that prevent completion of the courses. Graduate students who stop attending all classes after the drop period without the dean's approval to withdraw receive Fs in all courses.

Graduate students withdrawing before the final examinations in any semester or Summer Term forfeit credit for work done in that term.

As of Spring Semester, 1994, any student who wishes to withdraw from an ICAR class after any Add/Drop period has passed must:

1. initiate a GMU Application for Withdrawal [see Appendix D] and an ICAR Withdrawal Approval Form [see Appendix E]; and
2. secure the class instructor's approval. Permission for withdrawal will be granted only in cases where the student demonstrates to the class instructor that a serious change in his or her circumstances prevents completion of a course.

The professor will then submit both forms to the student's M.S. or Ph.D. Coordinator for signature and forwarding to the GMU Registrar. In these cases, the student should consult with their advisor.

J. Permission to Re-Enroll

Permission to re-enroll in courses must be obtained by all graduate students who have failed to enroll in at least one credit of course work for two or more semesters (not counting the Summer term) at GMU. Students must submit a "Graduate Student Information Update for Permission to Re-Enroll" [obtained from Enterprise Hall - see Appendix F] to the appropriate Graduate Coordinator for approval.

K. Summer Library Privileges

GMU policy is that book borrowing, on-line searching, and interlibrary loan services are restricted to currently enrolled or active students. Fenwick Library determines eligibility to use the library during the summer based on information provided in the Registrar's database. To be active in the database a student must be

1. currently enrolled in one or more credit hours, OR
2. currently registered in a special registration category, OR
3. pre-registered for the fall semester.

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To enroll as a special registration student and to maintain full library privileges as well as the use of other campus resources, a student needs to complete a GMU Add/Drop form, obtain the necessary signatures and file it with the Office of Student Records. The cost for zero credit Special Registration is \$45.00.

Pre-registration for fall does not require payment of the tuition bill until the early August tuition bill due date. Pre-registering for fall classes results in an "active student" status in the Registrar's database during the summer months.

L. "Differences of Opinion"

As noted at the outset of this Handbook, ICAR functions within the aegis of the University. ICAR cannot arbitrarily waive or change University requirement. Every attempt has been made to insure that the options described herein fall within GMU guidelines, but if there is any doubt, students should check with their advisor. If advisors have questions, they should check with the Ph.D. or M.S. Coordinator and obtain written clarification before giving students approval.

Within ICAR, it is the Director's and/or Ph.D. or M.S. Coordinator's job to see that all students receive consistent treatment. Students should obtain written approval for any special agreements made with individual faculty.

II. MASTER'S PROGRAM

A. Overview

The Masters of Science in Conflict Analysis and Resolution (MS-CAR) degree program is designed to produce reflective practitioners; that is, active thoughtful users of conflict analysis theories, research, skills and models. Graduates should be able to adapt and contribute constructively to conflict at many levels and settings. While the ICAR MS-CAR is taught alongside the Ph.D., it is a separate degree. Students in the doctoral track do not receive Masters degrees on the way, and Masters graduates are not assured admission to the Ph.D. program. However, students in the MS program may apply for transfer to the PhD program (or vice versa) as described in Section II. E., below.

B. Degree Requirements

A total of 41 credit-hour units are required: 15 credits are required core courses, 15 credits are selectives (students can choose from a defined list) and 11 credits are electives (students may select any appropriate graduate courses, which expand their education relevant to their areas of interest). The choice of electives can significantly vary according to each student's individual goals or needs. Therefore, each student should develop a Program of Study plan (Appendix G) that should be discussed once each semester with his/her advisor and updated as appropriate (see I.B, above).

Time limit: GMU requires that all students complete their Masters degrees within six years of their official admission (1999-2000 Graduate Catalogue, p 38).

Required Courses: The semester in which courses are generally offered is indicated in parentheses.

CONF 501 (fall)	Overview of the field	
CONF 610 (fall)	Introduction to research	
CONF 713 (fall)	Introduction to application at the interpersonal level	
CONF 601 (spring)	Theory of Sources of Conflict	
CONF 642 (spring)	Integration	
		15 credits

Basic Selective Courses: Students must select at least two courses from the following list.

CONF 701, 702, 709, 802, (fall) 803 (spring)	Advanced Theory	
CONF 703 (fall), 714 (spring), 715 (fall)	Advanced Practice	
CONF 611 (spring)	Advanced Research	
		6 credits

Gateway to <u>specialization</u> (selective, pick one):		
CONF 720, 730 or 740 (spring)	Introduction to specialization	
		3 credits

Students must do six credits (two courses) of integrative work.

CONF 690 (fall & spring)	APT	
CONF 694 (summer)	Internship	
CONF 697 (anytime)	Independent Study	

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CONF 799 (fall & spring)

MS Thesis

6 credits

Electives: ICAR supports three primary specialization tracks (see below). Once students have taken CONF 720, 730 or 740, they may construct specialties which cross these tracks and may choose approved MS-level courses from related disciplines. CONF 695 and CONF 795 may be repeated for credit as electives. Courses not used in the selective blocks may be used as electives.

- 72X series: Courses numbered 72? focus on conflict related to diversity, cultural and regional issues.
- 73X series: Courses numbered 73? focus on aspects of structural or institutional conflict.
- 74X series: Courses numbered 74? focus on practice and application of conflict analysis and resolution to various situations.

11 credits

Total Credits required for MS Degree
credits

41

Directed Readings: Only two (2) directed readings (CONF 697) may be applied towards requirements for a master's degree.

Plan of Study: Students should work with their advisors to consider how study at ICAR will help them in their lives and careers. Our students' wide-ranging interests defy a single plan of study. A plan of study shows the courses to be taken in each semester and ensures that students both meet the requirements for their degree and get the benefit of connections between courses. For example, a student wishing to become a practitioner should take all three laboratories and should use field opportunities (internships, field research, APT) to create supportive external networks for use after graduation. In contrast, a student wishing to become an academic theorist probably should take theory classes, research classes and should complete a Masters Thesis to demonstrate their ability at the academic arts. Finally, students with interest in a particular category of conflict (for example, a region or level of conflict) should participate in relevant working groups and should consider how papers could be constructed in any courses that are relevant to that category. The most skillful students use class papers to build materials that can be reused.

C. Field Opportunities

1. Internship. The internship is intended to provide students with opportunities to: use and further develop applied conflict resolution skills; integrate theory and practice of conflict analysis and resolution; apply theory through practice; and network with professionals in the field to enhance employment opportunities. Experience does not necessarily have to be explicitly "hands on": interns need not actually be intervenors, because such opportunities may not be readily available; rather, the goal is to get as close to analysis and resolution practice as possible. It is GMU policy that internships for which academic credit is received cannot be paid.

Students taking CONF 694 are required to register and pay for three hours of CONF 694 during the summer session. Internships consist of at least 160 hours of supervised work on a project involving the analysis and/or resolution of conflict. Such work must be spelled out in a Memorandum of Agreement to be signed by the student, the site supervisor and the Internship Coordinator, Dr. Dennis Sandole, before the internship begins. At the conclusion of the internship, a 25-40 page paper will be due reporting on the experience and analyzing it in light of conflict and conflict resolution theories. In effect, the internship is an opportunity to apply theory or to test models, hypotheses, or processes; the internship paper is an opportunity to integrate the field experience with corresponding theory and research in the

field. Also, upon completion of the internship, the site supervisor submits to Dr. Sandole a report describing what the intern did, how well he/she did it, and a grade for the student's work.

Students are encouraged to arrange their own internships; however, Dr. Sandole, is available to discuss internship possibilities and requirements. Additionally, an Internship Binder is kept in the Student Resource Room. Students are also encouraged to contact ICAR alumni for internship possibilities. Students will meet with Dr. Sandole as required.

2. APT. The Applied Practice and Theory Program is a six-credit course running year-long. It is designed to take the concepts presented in class and practiced in labs into real situations with real conflict and real consequences. Students work in teams integrating research and practice with theory development and applied ethics. Students who are interested in this option should express their interest in the Spring of their first year so they can plug into the year-round activity.

D. Master's Thesis Guidelines

A master's thesis must consist of original research related to the field. The formal requirements for a written thesis are the same as those for doctoral dissertations, it being understood that the master's thesis will in most cases be considerably shorter than a doctoral dissertation.

GMU policy states: The master's thesis committee is named by the candidate's department chair, who also designates a member of the Graduate Faculty from that department as the thesis committee chair. The committee is appointed after consultation with the candidate and the adviser, and consists of at least three persons, two of whom must be members of the Graduate [ICAR] Faculty, and one of whom may be from outside the department. At ICAR, the Director normally appoints the committee and chair requested by the student.

Students may register for Thesis (CONF 799) after a thesis proposal has been approved by the Thesis Committee and the ICAR Director. Registration requires a code identifying the section according to the Chair of the Student's committee. Students working on their thesis must maintain continuous registration. A student who has not completed his/her thesis after meeting the six hours credit allowed must register for at least 1 hour of thesis (CONF 799) credit each semester until the thesis is completed. A grade of "IP" will be assigned for CONF 799 courses until the thesis is completed at which time Change of Grade Forms will be issued by ICAR.

Further, GMU policy states: The thesis committee chair is primarily responsible for directing and guiding the candidate's research and writing activities. The student is responsible for keeping all committee members informed of the scope, plan, and progress of both the research and the thesis. Students selecting the thesis option should obtain from the collegiate dean's office [ICAR] a copy of the "Guide for Preparing Graduate Theses, Dissertations, and Projects." This document is also available at the GMU bookstore.

Thesis Presentation: Students completing a thesis do not have to "defend" their thesis as doctoral students do. However, they are expected to present their work to the community. At least one "brown bag" lunch session is reserved each semester for these presentations.

Thesis Submission: The original and three copies of the thesis with signed cover sheet must be deposited with the graduate dean on or before the date specified below:

January graduation

November 15 |

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May graduation

March 31

August graduation

July 15

The original and one copy are sent to the Library. A cover sheet signed by the Library is sent to the Registrar. One copy is retained by ICAR.

E. Transfer to Ph.D. Program

Master's student cannot "transfer" to the PhD program but can apply for admission into ICAR's Ph.D. program in the regular cycle. If admitted to the PhD program, students must consult with their advisors to determine how courses taken in the MS program will or will not be applied toward the PhD. Students admitted to the PhD program without a Masters degree will have to meet the requirements as defined in section III. C., below.

F. Graduation

An Intent to Graduate Form and a Degree Application must be filed by a student in order to graduate. This can be done electronically over the web, or these forms can be obtained in the Graduation Office. The deadlines for the submission of the forms are static, and are extended to the following Monday if they fall on a weekend. The dates for filing Intent to Graduate forms are as follows:

January graduation:

Sept. 8-28;

May graduation:

Feb. 7-28; and

August graduation:

March 9-27

Students must then submit an application to graduate. Deadlines for returning the completed application are: October 30 for January graduation, March 31 for May, and April 30 for August. Students must be active (taking at least one course) during the semester in which they intend to graduate. Students whose graduation has been delayed by 'incomplete' or 'in progress' grades must pay a special additional fee.

The student completes the application, obtains the adviser's and Institute Director's signatures on the application, and submits it to the Registrar.

III. DOCTOR OF PHILOSOPHY IN CONFLICT ANALYSIS AND RESOLUTION

A. Degree Requirements

For students with a Master's degree accepted as of Fall 1998, 57 credits are required. The semester in which courses are usually offered is indicated in parentheses.

Required Core Doctoral Courses:

Introduction to Skills (fall)	CONF 713	
Introduction and Overview (fall)	CONF 801	
Micro-Theories (fall)	CONF 802	
Macro-Theories (spring)	CONF 803	
Philosophy of Social Sciences (spring)	CONF 810	
Advanced Research Methods I (fall) *	CONF 811	
Advanced Research Methods II (spring)	CONF 812	
Integration (spring)	CONF 900	
		24 credits

Selectives: Students must take two (six credits) of the following:

Advanced Theory	CONF 601, 701, 702, 709, 901	
Advanced Practice	CONF 703, 714, 715	
Advanced Methods	CONF 795	
		6 Credits

Electives: Fifteen elective credits must be completed prior to comprehensive exams ("Comps") from among any appropriate graduate courses, provided that one is in the cultural/regional stream (72X Series) and one is in the structural conflict stream (73X Series), one is in the processes stream (74X Series). The intent is for students to build specialization and skills and knowledge needed in their dissertation work. CONF 695, 795 and 895 may be repeated for credit as electives.

15 Credits

Directed Readings: Only two (2) directed readings (CONF 897) may normally be applied towards doctoral elective requirements.

Dissertation Units:

CONF 998	(Up to 6 credits) Proposal preparation **	
999	(Up to 12 credits) Dissertation Research ***	
		12 credits

TOTAL = 57 credits [24 + 6 + 15 + 12]

* CONF 811 has a prerequisite, "demonstrable competence in social statistics." This means that entering students may be required to take a course in statistics (STAT 510, Fall or STAT 550, Spring) prior to registering for 811. Such a course will not, however, be counted toward the total credits needed for the degree.

** All CONF 998 courses will be graded IN PROGRESS (IP) until completion of the proposal. At that time an appropriate grade will be issued.

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*** All CONF 999 courses will be graded IN PROGRESS (IP) until the dissertation defense is successfully completed. At that time an appropriate grade will be issued.

Plan of Study: Students should meet with their advisor before beginning study and each semester thereafter to develop, review and amend their plan of study. These plans should help the student take courses which connect to the student's interests, build toward the dissertation research, and ultimately help the student achieve their career goals.

B. Credit For Master's Degree

1. Students with a 41-hour ICAR MS in Conflict Analysis and Resolution may be forgiven up to 18 credits towards their doctoral degree. Students with 48-hour or 54-hour ICAR MS degrees may be forgiven up to 21 hours. The actual number of forgiven credits will be determined in consultation with the student adviser and the program coordinator, after a review of courses taken.

2. Students entering with an MS in a related field or a JD are forgiven up to 15 credits of electives. The actual number of forgiven credits will be determined in consultation with the student's advisor and the program coordinator, after a review of courses taken.

C. Entering the Doctoral Program Without a Masters Degree

In some cases, students may be admitted to the Doctoral program directly without completion of a relevant Masters Degree (in Conflict Analysis and Resolution or a related field). To receive a PhD, students must have at least 72 graduate credits. Students without a masters degree will be required to take 15 additional hours of credit at the beginning of their Doctoral course of study, including:

CONF 601	Sources of Social Conflict
CONF 713	Introduction to Skills
CONF 720 or 730 or 740	Introduction to Specialization
CONF 799	MS Thesis

D. Foreign Language Requirement

Every doctoral student must show competence in a foreign language, (that is, a language other than their native tongue), preferably before "Comps." This requirement must be completed before beginning the dissertation. On no account will dissertations be accepted without evidence of meeting this requirement. Overseas students may use English as their "Foreign Language" and the TOEFL examination as a demonstration of competency. The Department of Foreign Languages has ruled that American Sign Language cannot be used to fulfill this requirement, nor can computer languages be used.

Competence in a foreign language can be shown by:

1. Taking 12 hours (101, 102, 201, 202) of one of the foreign languages offered at GMU (French, German, Spanish, Russian, and Japanese).

2. Presenting transcripts from an accredited university showing the successful completion of at least 12 hours study in the chosen language.

3. Taking a "placement test" at the GMU Language Laboratory. The test has both a listening and reading component; if passed at a level greater than "300" (i.e., more than 12 hours), the Department of Foreign Languages will issue a certificate of proficiency. These tests are given only in French, German,

Spanish, and Russian. The Language Laboratory has tapes for home study. Check with the Ph.D. Coordinator for more details about this option, such as how to sign up for exams or obtain tapes.

4. For oral proficiency (in most languages) an interview-type examination can be arranged through the Department of Foreign Languages. Check with the Ph.D. Coordinator to schedule this option.

5. Tests of reading proficiency, require translation of an article (in the field of Conflict Resolution), using a dictionary. They are administered by the Department of Foreign Languages and graded by an internal or external examiner, depending on availability of accredited persons. See the Ph.D. Coordinator for this option.

For options 4 or 5, you should notify the Ph.D. Coordinator which language will be selected to satisfy this requirement. He or she will inquire whether oral and/or written options are possible. If the chosen language is unwritten, and no one locally is known to the Department of Foreign Languages who can administer it, the student may submit names and qualifications of persons capable of administering such a test.

E. Steps in Matriculation

1. Plan of Study: All Doctoral students should meet with their faculty advisor before starting classes to develop a plan of study. This plan should show the sequence of courses anticipated. It should be based on a discussion between the student and the advisor about the student's interests and goals. The plan should ensure that the student completes coursework efficiently and is able to built toward candidacy. The student and the advisor should then meeting at least once each semester thereafter to review and amend the plan. The program coordinator should receive a copy of each new or revised plan of study.

2. Course work: All course work except CONF 998 and 999 credits must be taken and completed before sitting for comps.

3. Comprehensive Examination: Upon completion of all course work, doctoral students are eligible to take the comprehensive examination. A student is admitted to candidacy upon successful completion of all parts of the examination. The examination is administered twice a year, in January and August. Starting in January 2002, It will be taken over a four-day period It will involve written student to four integrative questions. The questions ask the student to integrate:

- a) conflict theory with research,
- b) conflict theory with conflict practice, and
- c) conflict practice with research.
- d) the fourth question is on the student's chosen area of specialization. He or she is expected to relate theory to research and practice in answering this question. In preparation for this question, he or she is asked to submit a relevant bibliography of key works on the topic to the doctoral coordinator, a month before the examination. Questions in each part are written by faculty teams and each answer is read by three faculty members. Students can be re-examined on any failed part or type of question up to two times after the initial examination.

Upon successful completion of the comprehensive examination, the student can begin work on the dissertation proposal and form a committee. He or she has one year to complete the proposal with required sign-off from all committee members and, then, a maximum of five years to complete and defend the dissertation. After a successful defense, the Institute recommends to the University that the student be awarded the degree of Doctor of Philosophy.

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4. Advancement to Candidacy: Upon completing course work (except dissertation) listed on one's Program of Studies and passing "comps" students will be advanced to candidacy and will be personally notified of this by the Director of ICAR. A candidate is permitted six years from the advancement date to complete the dissertation.

5. Dissertation Preparation: During the 12 months following advancement to candidacy, the candidate must complete two tasks:

Dissertation Committee: Candidates should form their dissertation committee at the same time as they are working on their thesis proposal. The Dissertation Committee must include a chair person from among ICAR faculty, and at least two other members of the graduate faculty, one of whom must be a non-ICAR GMU faculty member. A list of GMU faculty who are part of the Institute's Faculty Advisory Committee and who have served on ICAR dissertation committees, or indicated their willingness to do so, is available from the Ph.D. Coordinator. Candidates may ask to have more than three committee members if they so wish. A fourth member may be from GMU or another approved institution.

The membership of the committee must be approved by the Ph.D. Coordinator and the Director of the Institute. The Director will formally appoint the dissertation committee.

Dissertation Proposal: The first job of the committee is to approve the candidate's Dissertation Proposal. The proposal is the candidate's description (in some detail) of his/her dissertation project. It will include an argument about the hypothesis/theory question being tackled and the specific methods of research to be used. It should be prepared in consultation with the chair of the committee, but must be seen and approved by all members. A signed cover page from that proposal must be filed with the Ph.D. Coordinator.

Failure to complete the formation of a Committee and an approved proposal by the end of the 12 month period will result in the candidate's dismissal from the doctoral program. (Candidates may appeal to the Director for a further extension of this Dissertation Preparation period but such appeals will be allowed only on grounds of documented illness or family emergency).

F. Time Limit

Doctoral students must complete all degree requirements to be advanced to candidacy within six years. The date of advancement does not change if a student terminates enrollment and later is granted permission to re-enroll in the same doctoral program. Upon advancement, students have six years to complete and defend their dissertation (1 year to prepare the proposal and 5 years to complete dissertation).

G. Continuous Registration

Once advanced to candidacy (after successfully completing course work and comprehensive examinations) the student must remain continuously registered at George Mason University, and must register for at least 3 credits of 998 or 999 each semester until a total of 12 dissertation hours has been completed. If the candidate has not completed the defense at that time, he/she must enroll for 1 hour of CONF 999 through the semester in which the dissertation is successfully defended.

The candidate must plan, with the dissertation committee chair and the Ph.D. Coordinator, how to carry out 998/999 credits. There is a 3 hours minimum/12 hours maximum limit per semester.

Minimum required hours for assistantships, fellowships, loan deferments, etc., should be taken into consideration in determining scheduled hours.

ICAR will arrange to have the candidate registered and billed for classes each semester. A Doctoral Dissertation Registration Schedule [Appendix I] must be completed and filed with the Ph.D. Coordinator. This schedule is to be filed with the Institute's Director when the student is advanced to candidacy, or at latest, when first enrolling for 998 or 999 courses. The candidate may take up to 6 units of 998 credits, but does not, however, have to take any 998 units the candidate may move directly to 999.

Registration for 999 courses requires having been advanced to candidacy; and having an appointed committee and an approved proposal.

NOTE: There is no formal limit on how short dissertation research/writing time is. A candidate can take all 12 of CONF 999 credits in one semester, defend and file the thesis, and get the degree - but it is not advised that one try to do this!

This information is important if one has been held up, through scheduling problems or financial or other circumstances, from taking courses as fast as planned. One can spend the "spare" time while held up doing background work for the dissertation, getting the proposal prepared and approved (informally) and even starting on the research -- and then collect all the 998 and 999 credits for this when formally advanced to candidacy.

H. Writing and Defending the Dissertation

The chair of the dissertation committee usually takes most of the responsibility for guiding the overall project and the writing of the dissertation, although all members (and other useful persons) should be consulted as appropriate. It is their collective responsibility to ensure a quality piece of work.

When advanced to candidacy, one is given a Guide for Preparing Graduate Thesis, Dissertations and Projects. This tells exactly how to prepare a physically acceptable thesis (paper size, quality, margins, number of copies, etc.). The committee chair will work with the candidate on format and encourage submission of drafts or sample pages for preliminary review, and will welcome questions on format to avert expensive disasters due to format errors.

The dissertation is to be orally defended in public, with at least the whole committee present. [The University may also send a representative, if it wishes.] However, anyone else is free to attend. This ensures that the University's standards are met, and offers an opportunity to all to hear the result of the work. After a successful defense, the cover page is signed by the members of the Dissertation Committee, and the dissertation (2 copies, each with a signed cover sheet) is filed with the University.

I. A Pattern Of Progress Towards A Doctorate

Given the diversity of ICAR students, there is no such thing as a "typical" program for doctoral candidates. The outline below is presented as the simplest model for the doctoral program. It presumes that the student has a master's in a field not closely related to this degree (and hence has no forgiven credits) but that the student already has foreign language and statistics background.

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<u>Stage</u>	<u>Activity</u>
First year	Take Required Courses (18 credits) Fall: 801, 802, 713 Spring: Selective, 803, 810
Second year	Take Required & Specialized Courses (18 Credits) Fall: 811, Selective, Elective Spring: 812, Selective, 900
Third year Credits)	Complete Course-work, Prepare for Comps (9-15 Credits) Fall: Electives, prepare for Comps January: Comprehensive Exams Spring: Finalize Committee, CONF 998
Fourth (and additional) year	Completion of Dissertation Work (2-6 credits) Fall: CONF 999 Spring: CONF 999 Defend, Graduate

J. Master's Degree Option

Candidates who find themselves unable to complete the dissertation stage of their doctoral degree may apply to withdraw from the doctoral program and have their course work applied towards the award of a master's degree in Conflict Analysis and Resolution.

They will be awarded a master's degree provided they have:

1. Successfully passed their comprehensive examinations, and;
2. Successfully completed all the course work requirements for a master's degree in effect at the time of their registration for the doctoral program.

If candidates lack in any master's courses needed to complete the second requirement above, they may take such courses and then apply for a master's degree.

Candidates who wish to avail themselves of this option must apply to the Director in writing.

ADDENDUM

Ph.D. in Conflict Resolution: Areas of Specialization

The purpose of being examined in a field of "specialization" on the comprehensive examination is: (1) to insure that you have studied at least one aspect of conflict in some depth, and (2) to demonstrate skill in interpreting and synthesizing the published literature in that field. This requires being able to discuss several cases and to evaluate the status of the understanding of this particular aspect of conflict.

A candidate may choose one of the streams listed below for specialization. To specialize in an area not listed, submit to the faculty (via one's Adviser or the Ph.D. Coordinator) a one-page statement clearly outlining and justifying the area of specialization. The faculty may accept it, with or without modification, or deny it, in which case they will give their reasons for doing so.

Note that no field of specialization is sharply delimited from others; every conflict has multiple contributory factors. Also, specialization in any "field" pre-supposes solid knowledge of theories about the nature of deep-rooted conflict, of the methods by which such conflict can be studied and of the processes by which violence arising from such conflict can be prevented or resolved.

Choose among of the following:

- (1) Cultural and regional conflict: What is our understanding of how differences in "identity" and "beliefs" can contribute to conflict? Differences among peoples include aspects of race, gender, religion, social class, region, and nationality. Students particularly interested in conflict at the intergroup level or larger will find valuable courses here. Courses of this type are in the CONF 72X series.
- (2) Structural conflict: How do social structures and institutions contribute to conflict and facilitate or impede processes of resolution? Social structures include sources of authority, sources of legitimacy, patterns of ideology, legal systems and resources. Institutions include economic, theological, political and intellectual organizations. Students interested in conflict at the level of management or creation of social policy should consider this specialization. Courses of this type are in the CONF 73X series.
- (3) Processes of conflict: By what means are conflicts managed, settled, resolved or transformed? How effective are these processes and procedures? What factors explain their successful or unsuccessful applications? Students interested in processes should consider applicable courses in the CONF 74X series.

ICAR COURSE DESCRIPTIONS

Unless otherwise noted, all non-departmental majors require permission of instructor to register for CONF classes.

CONF 501 - INTRODUCTION TO CONFLICT ANALYSIS AND RESOLUTION

Prerequisite or co-requisite for all M.S. CONF majors.

Introduction to the field of conflict analysis and resolution. Examines definitions of conflict and diverse views of its "resolution." Explores thinking about human behavior and social systems as they relate to the origins of conflict and the role of conflict in violent and peaceful social change. Considers appropriate responses to conflict at interpersonal, intergroup, industrial, communal, and international levels.

CONF 601 - THEORIES OF CONFLICT AND CONFLICT RESOLUTION

Prerequisite: CONF 501 or 801.

Examines major social scientific theories of conflict. Emphasis is on the need for theories to inform our ability to resolve conflict. Weaves together ideas from conventional disciplines with new approaches especially to causes of deep-rooted conflict. Focus is on analysis as a tool.

CONF 610 - PHILOSOPHY AND METHODS OF CONFLICT RESEARCH

Prerequisite: CONF 501 or 801.

Introduction to research design, including use of theory to define the problem; exploring research approaches; gathering, analyzing, and interpreting data. Latter includes field observation; field experiments; lab experiments (simulations); surveys and sampling techniques; and archival, documentary, and literature resources. Quantitative techniques include theories of measurement (numerical and ordinal scales); distributions; and analysis techniques (chi-square, correlating, and factor analysis). Briefly introduces philosophies of science, and its limits.

CONF 611 - MS-RESEARCH #2

Prerequisite: CONF 501 and 610.

This course builds on the foundation of CONF 610. It guides students through the design, execution, interpretation, analysis, presentation and evaluation of field research into conflict and conflict resolution.

CONF 642 - INTEGRATION OF THEORY AND PRACTICE

Taken in the last semester of master's students course work. Course assists students in developing their own "generic" theory of conflict by reviewing and integrating their prior course work. Students are expected to demonstrate a holistic comprehension of the field by writing a major essay of publishable quality about the causes, events, and resolution of a particular conflict of their own choosing.

CONF 690 - PRACTICUM IN CONFLICT ANALYSIS AND RESOLUTION - Two Semesters

Prerequisite: 501 or 801; 713 (714 and/or 715 recommended but not required)

A two semester course which involves students in an in-depth field study of ongoing conflict situations and in the design and delivery of intervention processes to manage or resolve the conflicts.

CONF 694 - INTERNSHIP

Prerequisite: 21 hours of prior course work, including CONF 713 (714 and/or 715 are recommended but not required).

Under direction of the clinical coordinator, students will spend at least 60 hours/credit working on a project involving the study and/or resolution of conflict. Students will be expected to mesh theory and practice through observation and experience. The course includes a comprehensive report analyzing the individual's experience.

CONF 697 - DIRECTED READING

Independent reading at the Master's level on a specific topic related to conflict analysis and resolution as agreed to by a student and a faculty member.

CONF 701 - THEORIES OF SOCIAL HARMONY

Prerequisite: CONF 501 or 801; CONF 601 recommended but not required.

This course is part of a series of theory courses and is the companion to CONF 601, theories of social conflict. This course explores theories which define and explain social harmony and cooperation. Examining social institutions which manage and mediate conflict at all levels (interpersonal to international), the course provides a foundation for subsequent courses in peace-building, peace-making, multi-lateral organizations, social change, and development.

CONF 702 – PEACE STUDIES

Prerequisite: CONF 501 or 801; CONF 601 is recommended but not required

This course covers diverse conceptions of peace and security, and reviews the rich history of research into peace movements and peace settlements.

CONF 703 - CONCEPTIONS OF PRACTICE

Prerequisites: CONF 501, 601, 713

This course provides a framework for integrating theory and practice in conflict resolution. Reviews types of practice and theories of intervention and change, discusses the analytic process of assessment and diagnosis before intervention. Considers how research can be incorporated into practice and how thoughtful practice generates research questions. Includes methods of program evaluation and action research. Students will be encouraged to identify and/or develop their own theories of practice.

CONF 709 - WAR, VIOLENCE, AND CONFLICT RESOLUTION

Prerequisite or co-requisite: CONF 501 or 801.

Considers various theories of violence, its causes, and conditions, and applies them to a variety of instances: family abuse, religious and ethnic violence; terrorism, revolution, and warfare. Insights gained from study of initiation, escalation, management, resolution, and prevention of violence are applied to theories about the resolution of deep-rooted conflicts.

CONF 713 - LABORATORY AND SIMULATION I: INTERPERSONAL AND INTER-GROUP CONFLICT

Prerequisite or co-requisite for all CONF majors: CONF 501 or 801.

An introductory skill-building course that integrates conflict theory and practice using a reflective practitioner model. Students will learn necessary skills for third party facilitation and mediation including active listening, empathy, paraphrasing, reframing, and negotiation, and analytical skills of problem solving and creation of transformational processes. Although these skills are essential for all levels of conflict intervention, cases for practice will mainly focus on interpersonal and inter-group conflict.

CONF 714 - LABORATORY AND SIMULATION II: Organizational & Community Conflict

Prerequisite: CONF 501 or 801 and 713.

This course moves from conflicts that are simply described to those with multilevel components, such as community and organizational conflicts. This course expands the skills acquired in 713 by adding the following: recording chronology; identifying roles played by various participants; observing turning points in the resolution process; precisely stating the agreed-upon solution.

CONF 715 - LABORATORY AND SIMULATION III: International & Inter-communal

Conflict

Prerequisite: CONF 501, 713, and 714, or permission of instructor.

A continuation of the study of resolution processes as applied to highly complex systems, especially where one party denies the legitimacy of existing political authority. Considers third-party options for intervention in revolutionary and international conflicts, and means for building communication and trust among parties, and implementing agreements.

CONF 720 - ETHNIC AND CULTURAL FACTORS IN CONFLICT RESOLUTION

Prerequisite: CONF 501 or 801.

Examines the role culture plays in the genesis, structuring, and resolution of processes of conflict within and between groups. Special attention is given to ethnicity and other sub-cultural markers of identity in complex social systems as both the generators and outcomes of conflict. The relevance of these variables to the success or failure of conflict resolution is explored.

CONF 721 - CONFLICT AND RACE

Prerequisite: CONF 501 or 801. Cross listed as SOC 523

This course addresses historic analyses of racial and ethnic identity conflicts and their resolution.

CONF 722 - CONFLICT AND RELIGION

Prerequisite: CONF 501 or 801.

This course explores the role of organized religions in conflict, war, peace-making, and conflict resolution.

CONF 723 - CONFLICT AND GENDER

Prerequisite: CONF 501 or 801.

This course examines constructs of gender and conflict as they relate to a critical analysis of theory and practice. Feminist theories will be reviewed for their contributions to social and conflict theories. Narratives will be used to explore how gender and power dynamics interact in conflict.

CONF 724 - CONFLICT AND "-ISMS"

Prerequisite: CONF 501 or 801.

"Them" and "Us". This course deals with the identification, analysis interrelationships and similarities among the various ways human being bifurcate themselves into "us" and "them" based on national, ethnic, religious, gender, and other criteria. Further, the course will explore the role these divisions play in the development and intractability of identity based conflicts and the implications for conflict analysis and resolution. Examples include: nationalism, racism, sexism, ageism, and classism.

CONF 725 - CONFLICT AND SPIRITUALITY

Prerequisite: CONF 501 or 801.

This course explores the role of spirituality in the naming, framing and unwinding of conflict. The roles of apology, reconciliation and forgiveness are considered as these relate to the deconstruction of enemy images in protracted communal and interpersonal conflicts. Relational empathy and ways of cultivating connection across perceived deep differences is examined.

CONF 726 - MORAL AND PHILOSOPHICAL FOUNDATIONS OF CONFLICT

Prerequisite: CONF 501 or 801.

This course provides an overview of moral, philosophical and ethical underpinnings of conceptions of conflict and conflict resolution. The course enhances a student's ability to engage in discourse approaching conflict from a moral or philosophical disciplinary background.

CONF 727 - CROSS-CULTURAL ANALYSIS OF CONFLICT

Prerequisite: CONF 501 or 801.

Introduction to techniques of participant observation and anthropological research. Provides insights into cross-cultural fieldwork experience, an important skill for facilitation working with groups outside their own "worldview." This course is highly recommended for students interested not only in understanding diverse groups, but in gaining first-hand insights into the wide variation in world views and values understandings held by different people.

CONF 730 - STRUCTURAL SOURCES OF CONFLICT

Prerequisites or co-requisites: CONF 501 and 601 for MS or 801 and 802 for PhD.

Examines how structures and institutions affect behavior and give rise to conflictual relationships at all social levels, from the interpersonal to the international. Explores the role of conflict resolution as a political process providing opportunities for non-violent system change.

CONF 731 - CONFLICT IN ORGANIZATIONS

Prerequisite: 501 or 801

Explores the intersection and the dynamics of organizational behavior and the dimensions of conflict. Theoretical perspectives and cases are used to examine the issues involved in conflict analysis and resolution. Strategies for prevention and intervention are practiced. Students will conduct field research in the greater metropolitan district to help integrate course content.

CONF 732 - CONFLICT IN DEVELOPMENT

Prerequisite: CONF 501 or 801.

Economic and social development cause trauma as new ideas conflict with old ones. Particularly when development is generated or directed by forces outside of a culture, the conflict takes on deep rooted character. This course explores how conflict analysis and resolution approaches can be applied to conflicts of development and change.

CONF 733 - LAW AND JURISPRUDENCE IN CONFLICT RESOLUTION

Prerequisite: CONF 501 or 801.

Contrasts legal processes and institutions with alternative approaches to dispute resolution. Defines and distinguishes among law, "alternative dispute resolution," and problem-solving analysis as methods for resolving rather than controlling conflict. Asks to what extent legal procedures are truly applicable to resolving deep-rooted conflict.

CONF 734 - CRIME AND CONFLICT RESOLUTION

Prerequisite: CONF 501 or 801 or permission of instructor.

Explores the usefulness of conflict analysis and resolution perspectives in analyzing the causes, nature, and consequences of criminal behavior, and alternative approaches to the crime problem.

CONF 735 - GLOBAL CONTEXT OF CONFLICT

Prerequisite: CONF 501 or 801.

The course advances students' skills and expands their knowledge base in critical analysis and creative problem solving. The root causes of conflict in a global context are examined in terms of gender inequality, cultural differences, unequal North/South relations, militarism, economic oppression, genocide, maldevelopment, religious and ethnic struggle, and environmental scarcity. Students are expected to develop their own conceptual tool boxes needed to analyze conflicts in different parts of the world.

CONF 738 – RESEARCHING CONFLICT IN HEALTH SYSTEMS

Prerequisite: CONF 501 or 801

This course is cross-listed in the graduate degree programs in health science as part of the certificate in health and conflict resolution. The course explores the special life-and-death dynamics of health systems as an arena for conflict. Students are expected to review and critique research on conflict in this field.

CONF 740 - PARTY ROLES, RESOURCES, AND ETHICS IN CONFLICT RESOLUTION

Prerequisites: CONF 501 or 801, 713

Analysis and critique of the nature and roles in conflicts. Theoretical perspectives and case histories are used to understand the settings in which third parties may operate. Covers roles as mediator, conciliator, arbitrator, and facilitator, and types of intellectual and other resources third parties may bring to conflicts. Includes ethical assessment of third-party interventions in a variety of conflict settings.

CONF 741 - NEGOTIATIONS

Prerequisite: CONF 501 or 801 or permission of the instructor.

Student's negotiating experiences are used to construct a framework for thinking about and analyzing negotiation processes. The framework is then used to organize a review of the research literature on the "rhythms" and "patterns" of negotiation as well as to analyze a variety of actual cases. Exercises and class projects are interwoven with state-of-the-art concepts and findings as described in Professor Druckman's article in the October 1996 issue of *The Negotiation Journal* ("Bridging the Gap between Negotiating Experience and Analysis").

CONF 742 - MEDIATING POLICY CONFLICT

Prerequisite: CONF 501 or 801 or permission of the instructor.

Analysis of disputes involving the formation, implementation, and reform of social policy. Development and assessment of the roles of mediation and other intervention approaches in policy conflicts in the public, private, and citizens sectors.

CONF 743 - CONFLICT TERMINATION: DYNAMICS OF THE PEACE PROCESS

Prerequisite: CONF 501 or 801 or permission of the instructor.

Analytical study of the nature of the "peace process" in terminating international, transnational, and civil conflicts. Includes analysis of parties' decision-making procedures during processes of de-escalation, pre-bargaining, and negotiation. Examines impact of various third-party roles (mediator, conciliator, facilitator) on the overall process, including implementation and monitoring of agreements. Takes as exemplary case studies efforts to terminate such conflicts of the Iran-Iraq war, the Cyprus dispute, and the Eritrean conflict.

CONF 744 - PEACE KEEPING

Prerequisite: CONF 501 or 801.

To what degree do international 'peace-keeping' forces embrace conflict resolution and peace-building as part of their mission? To what degree could conflict resolution be integrated? What are the roles conflict resolvers can play in peace-keeping environments?

CONF 745 - LEADERSHIP ROLES IN CONFLICT AND CONFLICT RESOLUTION

Prerequisite: CONF 501 or 801 or permission of the instructor.

Working premise for the course is that leadership responses to conflict are affected by several variables among them: race, ethnicity, and gender. Explores roles of leadership decision-making styles as agents of conflict across a range of conflict scenarios at the interpersonal, community, organizational, and international levels.

CONF 746 - PEACE BUILDING

Prerequisite: CONF 501 or 801.

Building on initiatives of the United Nations and other multilateral organizations, this course will explore the dynamics of post-conflict peace-building. Further, it will prepare students of conflict resolution to play innovative roles in the reconstruction of civil societies.

CONF 747 - RECONCILIATION

Prerequisite: CONF 501 or 801.

This course explores processes of acknowledgment, reconciliation, forgiveness, and restitution. Literature, case studies and other research will be reviewed to assess the applicability and impact of these efforts.

CONF 795 - PROFESSIONAL DEVELOPMENT SEMINARS

Prerequisite: CONF 501 or 801.

These one and two-credit courses will be scheduled non-conventionally using weekends, concentrated presentations and intersession periods to give students advanced professional skills. Possible topics include:

- Marketing Conflict Resolution Services
- Training Design
- Facilitation
- Fundraising
- Advanced field research techniques
- Academic Course Design
- Mediation
- Family practice
- Writing for publication
- Grassroots applications of conflict res.

CONF 799 - MASTER'S THESIS OPTION

Prerequisites: CONF 501, 713, 610.

Two semesters. Original research or analysis under the direction of a thesis committee.

CONF 801 - INTRODUCTION TO CONFLICT ANALYSIS AND RESOLUTION

Prerequisite or co-requisite for all PhD CONF majors.

Introduction to the field of conflict analysis and resolution for Doctoral students. Examines definitions of conflict and diverse views of its "resolution." Explores thinking about human behavior and social systems as they relate to the origins of conflict and the role of conflict in violent and peaceful social change. Considers appropriate responses to conflict at interpersonal, intergroup, industrial, communal, and international levels.

CONF 802 - MICRO THEORIES

Prerequisites: CONF 801, and acceptance in the doctoral program, or permission of instructor.

An understanding human conflict requires knowledge of human behavior, motivation and perception. This course reviews and critically analyzes several psychological theories for their application to conflict analysis and resolution. The work of major personality theorists will be surveyed as well as material on cognition, creativity and change.

CONF 803 - MACRO THEORIES

Prerequisites: CONF 801, 802 and acceptance in the doctoral program, or permission of instructor.

Understanding social conflict and the potential for conflict resolution requires that both conflict and cooperation be perceived in relationship to patterns of social change. This course reviews and critiques significant theories of social change in order to establish a basis for creative conflict analysis and resolution.

CONF 810 - PHILOSOPHY OF THE SOCIAL SCIENCES.

Prerequisites: CONF 801 or permission of instructor.

A philosophical inquiry into the history and structure of ideas and the building of scientific hypotheses. This course assumes that the ways we think, as human beings, and the ways we build and test our theories about the world are closely linked. Explores and critiques the thinking of major 20th century thinkers from the social sciences on this topic, thus forming an introduction to research methodology.

CONF 811 - ADVANCED RESEARCH METHODS I

Prerequisites: CONF 801, 810 or permission of instructor. (Note: A prior course such as STAT 510 in intermediate statistics is presumed).

Building on the logic of inquiry, this course introduces students to the steps in the research process needed to prepare a dissertation and implement published research. The course covers a wide array of quantitative and qualitative research approaches used in the social sciences with an emphasis on conflict analysis.

CONF 812 - ADVANCED RESEARCH METHODS II

Prerequisite: 811 or permission of instructor.

This course is a continuation of steps in the research process needed to prepare a dissertation and implement published research. It builds on 811 by extending the coverage of quantitative and qualitative research approaches used in the social sciences with an emphasis on conflict analysis.

CONF 890 - PRACTICUM IN CONFLICT ANALYSIS AND RESOLUTION - Two Semesters

Prerequisite: 801 and 713 (714 or 715 recommended but not required)

A two semester course which involves students in an in-depth field study of ongoing conflict situations and in the design and delivery of intervention processes to manage or resolve the conflicts.

CONF 897 - DIRECTED READING

Independent reading at the doctoral level on a specific topic related to conflict and conflict resolution as agreed to by a student and faculty member.

CONF 900 - INTEGRATING THEORY, PRACTICE AND METHOD IN CONFLICT ANALYSIS

Prerequisites: CONF 801, 802, and at least 9 further credits in the doctoral core program.

Analysis of the theoretical basis undergirding the methods of research in conflict resolution. Exploration of how theory is built through the reciprocal influence of research and practice. This course helps students develop their dissertation proposal.

CONF 901 - THEORY DEVELOPMENT

Prerequisites: CONF 801 and 802 or permission of instructor.

Examines recent developments in theory and research in conflict analysis, with particular emphasis on project and dissertation work recently undertaken and completed. Its purpose will be to link ongoing research in this and parallel fields to students' own plans for dissertation work, and examine methodological approaches currently being used as well as the direction and focus of current substantive research.

CONF 998 - DOCTORAL DISSERTATION PROPOSAL

Prerequisite: successful completion of all course work and comprehensive doctoral qualifying examinations. Work on a research proposal that forms the basis for a doctoral dissertation. May be repeated for up to 6 hours total credit towards degree.

CONF 999 - DOCTORAL DISSERTATION RESEARCH

(Credits vary. At least 6 credits must be taken toward the degree.) Research on an approved dissertation topic under the direction of a committee. (NOTE: at least 12 credits of 998 and 999 must be accumulated toward the degree).

FORMS and SCHEDULES

- Appendix A: Individualized Section Form
- Appendix B: Transfer of Credits
- Appendix C: Course work Elsewhere
- Appendix D: Withdrawal Form
- Appendix E: ICAR Withdrawal Form
- Appendix F: Permission to Re-enroll
- Appendix G: MS course overview and planning sheet
- Appendix H: Ph.D. course overview and planning sheet
- Appendix I: ICAR "Style Sheet" for Academic Writing
- Appendix J: Memo on Tuition Rates
Application for In-State Residency
- Appendix K: Memo on Financial Aid and Other Opportunities
- Appendix L: Supplement to the GMU Honor Code
- Appendix M: ICAR Schedule of Decisions
- Appendix N: Preliminary Schedule of Courses 2000-2002
- Appendix O: Final Notes

Appendix A, Individualized Section Form

Appendix B: Transfer of Credits

Appendix C: Coursework Elsewhere

Appendix D: GMU Withdrawal Form

Appendix E: ICAR Withdrawal Form

Appendix F: Permission to Re-enroll Form

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Appendix G: MS Course overview and planning sheet

Student Name: _____

COURSES	FALL	SPRING	OTHER
REQUIRED (18 Credits)	501 Intro	601 Theory	
	610 Research	720/730/740 Specialization	
	713 Skills Lab #1	642 Integration	
BASIC Selectives (6 Credits) 701, 702, 703, 709, 714, 715, 802, 803			
ELECTIVES (11 Credits) 72X, 73X, 74X Proseminars (795) Indep. Study (697) Consortium Courses & Others, by agreement			
INTEGRATION Selectives (6 Credits) 690, 694, 697, 799			
TOTAL (41 Credits)			

Projected Graduation Date: _____

Advisor: _____

Date: _____

ICAR HANDBOOK FOR STUDENTS IN THE MS & PhD PROGRAMS – Fall 2001

Appendix H: PhD course overview and planning sheet

Student Name: _____

Courses	FALL (Date)	SPRING (Date)	Other (Date)
BASIC (15 Credits)	802 Micro-Theory	803 Macro-Theory	
	713 or 703 Practice		
	811 Research Methods I	812 Research Methods II	
SELECTIVE (21 Credits) Must include at least one from the 72X, 73X and 74X streams			
INTEGRATION (9 Credits)	801 Intro-Survey	810 Philosophy of Social Science	
		900 Integration	
TOTAL (45 Credits)			

Projected Date to Take Comprehensive Exams: _____

_____ w

Advisor: _____

Date: _____

Appendix I: ICAR Style Sheet for Academic Writing

APPENDIX J: Tuition

Since George Mason University is a publicly-supported educational institution of the Commonwealth of Virginia, those students from Virginia get a lower tuition rate than out-of-state students. The difference is substantial. One academic credit costs:

for in-state students: \$181
for out-of-state students: \$521.

Foreign students cannot get the in-state rate. However, out-of-state students from the United States can get the lower rates in one of two ways.

1) Students can petition to be recognized as a Virginia resident. To do this, they must file the form (which follows) and demonstrate that they have:

- a. Lived in Virginia for a year;
- b. Have acquired a Virginia identification card or Drivers license;
- c. Paid taxes in Virginia; and/or
- d. Your parent or legal guardian meets the tests above.

2) Students can demonstrate residency in one of the following states which participate in the Southern Regional Education Board (commonly called the "Educational Common Market") by showing that the a comparable program is not available in your home state. Since ICAR offers unusual curricula and degrees, this is usually not a problem. Participating states are:

Alabama	Arkansas
Delaware	Georgia
Kentucky	Louisiana
Maryland (PhD only)	Mississippi
Oklahoma	South Carolina (PhD Only)
Tennessee	Texas
West Virginia	

[CLICK HERE TO GO TO THE ONLINE IN-STATE TUITION FORM](#)

APPENDIX K: Memo on Financial Aid and Other Opportunities

Since George Mason University is a relatively new educational institution with relatively small endowments, its financial aid is not as extensive as older richer schools. However, ICAR offers a variety of opportunities for students.

Graduate Research Assistantships (GRAs): ICAR offers 5-15 Research Assistantships each academic year. These provide a minimal salary in exchange for 20-hours/week work for a designated faculty member or affiliated organization. These are awarded in the Spring of each year for the following academic term. Some GRAs are based on grants received and are awarded by the receiving faculty member out of cycle. Generally, students wishing to be considered need to make their interest known by April 1st. Selections are made on the following criteria:

- a. Ability: GRAs are awarded to outstanding new applicants to encourage their attendance and to ongoing students with strong research interests.
- b. Special resources: Some students have previous work or knowledge which makes them uniquely suited for particular projects.
- c. Need: Students, such as foreign students whose visas limit their ability to work in the USA, are sometimes given special assistance.

Teaching Assistant-ships: Several courses at ICAR routinely use student teaching assistants to supplement student feedback. This is particularly true in laboratory classes (713, 714, 715). Interested students should apply to the Instructor of record in the semester before the course is to be taught.

Adjunct Teaching: ICAR Doctoral Candidates (students who have completed their course-work, passed their comprehensive exams and have been advanced to candidacy) have been asked to teach sections of CONF 501 for non-majors. Occasionally, these students have also taught special courses during intersession. Interested students should submit their applications to the Director during the semester before the course is to be taught. ICAR Doctoral students have also been hired as adjunct faculty to teach undergraduate students in other programs at GMU, including the New Century College and the Communications Department.

On-Campus Jobs: ICAR has facilitated on-campus jobs for ICAR Students, including special assistantships in the Library and with the Office of International Students.

Off-Campus Jobs: The ICAR list-serve is a constant source of announcements about off-campus jobs. Students interested in practical experience to supplement their student work should pay close attention to these opportunities.

High Potential Fellowships: Each year, ICAR submits the names of exceptional students for special fellowship funding. These grants are competitive and there is no guarantee that ICAR students will receive any. However, ICAR Doctoral students have been successful in recent years. For additional information, see your advisor.

ICAR Scholarships: Finally, ICAR has two endowed student scholarship funds.

- a. The Brenda Rubenstein Scholarship (approximately \$1,000) given to the best second-year student based on grades and recommendations from their first year of study at ICAR.
- b. The Laue Scholarship Fund (approximately \$4,000) supports a student committed to applying conflict analysis and resolution to social justice issues.

Appendix L: Supplement on the Honor Code

Appendix M: ICAR Schedule of Decisions

Appendix N: Preliminary Schedule of Classes 2001-2003

Appendix O: Final Notes

This handbook did not attempt to cover EVERYTHING a student might want to know during their time at ICAR. For general information about GMU policies and procedures, refer to the applicable Graduate Catalogue.

A great deal of information in the catalogue can also be found on-line via GMU web-services: www.gmu.edu.

Within the ICAR web-pages (www.gmu.edu/departments/ICAR) you will find additional information about:

- the ICAR faculty and their research interests
- the organizations and program affiliated with ICAR
- the success of alumni
- informal working groups at ICAR
- other programs in conflict resolution

For any other questions, consult your advisor or your GSCS (Graduate Students in Conflict Studies) officers!

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