

American University
Department of Philosophy and Religion, CAS
Division of International Peace and Conflict Resolution, SIS

Graduate Handbook

Ethics, Peace and Human Rights

2018-2019



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Additional Sources of Information:

Graduate Studies Guide for New Students

<http://www.american.edu/provost/grad/new-students.cfm>

Graduate Studies Guide for Continuing Student

<http://www.american.edu/provost/grad/continuing-students.cfm>

Academic Regulations

<http://www.american.edu/provost/grad/grad-rules-and-regulations-toc.cfm>

Letters of Welcome

Welcome!

We would like to welcome you to American University! The Ethics, Peace & Human Rights Master's Degree (EPHR) offers students an innovative, multidisciplinary way to grapple with some of the world's most pressing problems. We are excited to work with you to help build your skills, hone your critical thinking, and provide you with the resources you need to help make a difference in the world.

The EPHR program is one of a select few degree programs at American University run jointly by two different academic units. This means that students entering the program do so either from the College of Arts and Sciences or the School of International Service. Although both of these schools will flavor students' educational experiences differently, the primary goal of the EPHR program is to offer all students full access to two tremendous faculties and to help them synthesize their knowledge of international affairs and ethics. In 2012, the degree requirements were revised to provide all EPHR graduates with an integrated, uniform curriculum. We hope that the shared courses and interdisciplinary spirit of the EPHR program helps foster lasting relationships among all its students.

This handbook has answers to most, if not all, of the questions you may have about your studies at American University; however, you should always feel free to call or email Jeff Bachman or Evan Berry with any questions or requests you may have.

Sincerely,

Jeff Bachman
Professorial Lecturer in Human Rights
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Associate Professor of Philosophy and Religion
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Dear EPHR students:

We would like to welcome you to the Ethics, Peace and Human Rights program at American University and to wish you the best in your graduate studies.

This handbook has been designed to inform students about department and university policies, procedures, requirements, and regulations. Although much of this information is available in other sources, such as the [American University Catalog](#), much of the information about the Department of Philosophy and Religion is not. By providing in one guide the essential information you will need to complete your MA, we hope to help streamline the administrative side of graduate school. Although the academic experience at AU will no doubt be challenging (but also rewarding), the administrative paperwork should be relatively painless as long as you know what to expect.

Therefore, we ask you to read this handbook in its entirety, as well as to familiarize yourself with the web sites listed in the table of contents. While it is your responsibility to make sure you successfully meet degree requirements and deadlines, please do not hesitate to contact either the graduate advisor, the chair of the department, or the administrative assistant, for help when you have questions. Details and check lists are included in this handbook to help you keep organized.

We look forward to working with you.

Sincerely,

The staff of the Department of Philosophy and Religion
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philrel@american.edu
202-885-2925

I. Ethics Program Overview

The MA in Ethics, Peace and Human Rights at American University offers an ethical response to contemporary global problems. The purpose of this interdisciplinary program, which is offered jointly by the [Department of Philosophy and Religion](#) in the College of Arts and Sciences (CAS) and the School for International Service (SIS), is to prepare students broadly in the practical application of ethical theory and policy analysis to approach difficult ethical choices in global affairs. Hallmarks of the degree include interdisciplinary inquiry; solid grounding in the foundational concepts and issues of both philosophical ethics as well as international affairs; practical applications of ethical and policy analysis to contemporary social problems in global affairs; and interactive teaching utilizing case studies, simulations, interactive exercises, and intensive class discussion.

In preparing graduates to be ethical and responsible leaders, this program directly supports the global vision of American University. The program builds directly on the intersections between the ideas of “positive peace” “negative peace,” and contemporary ethical theory. Students in the program select one of six different tracks—specially selected sets of courses in a content area of specialization—that they will pursue to advance their career goals, or design their own specialized area of concentration:

1. Human Rights and Social Justice
2. Peace and Conflict Resolution
3. Global Environmental Justice
4. Ethics of Development
5. International Economic Justice
6. Global Governance and International Organizations

Students may tailor their program in a more academic direction by writing a traditional Master’s thesis or in more applied ways by completing a substantial research paper and undertaking an internship with an organization related to their intended career field.

II. Program Requirements

A. Basic Degree Requirements

Core Requirements (15 credit hours)

All of the following courses:

- PHIL-625 Seminar on Modern Moral Problems (3)
- PHIL-693 Global Ethics (3)
- SIS-607 Peace Paradigms (3)
- SIS-622 Human Rights (3)

One course from the following:

- PHIL-620 Seminar on Ethical Theory (3)
- PHIL-616 Feminist Philosophy (3)
- PHIL-617 Race and Philosophy (3)
- PHIL-655 Philosophy of Religion (3)
- PHIL-702 Graduate Seminar in Philosophy (3) (topics)

Research Methodology (6 credit hours) Choose two of the following:

- ANTH-652 Anthropological Research Design (3)
- SIS-600 Statistics, Research Design, and Research Methods for Intl. Affairs
- SIS-612 Qualitative Research Methods in IPCR (3)
- SIS-680 Topics in Research Methods in Intl. Affairs: Qualitative Methods and Methodology

- SOCY-620 Social Research Methods (3)
- Approved graduate seminar in Philosophy *and* one qualifying paper
- Another approved methodology course

Capstone (3 credit hours) Choose one of the following:

- PHIL-691 Internship in Philosophy (3)
- PHIL-797 Master's Thesis Research (3-6) (may include 3 elective credit hours)
- SIS-793 Practicum in International Affairs (3)
- SIS-795 Master's Research Requirement (3)
- SIS-797 Master's Thesis Supervision (3-6) (may include 3 elective credit hours)

Area of Concentration (9 credit hours) Three thematically related courses in one of the following areas, or in another academically sound concentration approved by the student's faculty advisor:

- *Peace and Conflict Resolution*
- *Human Rights and Social Justice*
- *Global Environmental Justice*
- *Ethics of Development*
- *International Economic Justice*
- *Global Governance and International Organizations*

Electives (3 credit hours) Three credit hours from skills workshops, master's thesis requirement, or other elective courses chosen in consultation with faculty and advisor

MA graduate classes are those courses numbered 500–700. Courses numbered 400- and below will not count toward graduate degree requirements.

For courses to count toward an MA program of study, students must take courses for letter grades (A-F), rather than pass/fail (P/F). If a student is interested in taking a course for degree credit that is only offered as pass/fail, the student must first obtain approval from his or her advisor.

A check list (C1) is included in the back of the handbook. You should fill this in as you complete courses since, although we are here to assist you, it is ultimately your responsibility to make sure all degree requirements are completed.

In addition to the specific course requirements, you must:

Maintain satisfactory academic standing by 1) earning at least a 3.0 cumulative GPA; 2) receiving credit in at least two-thirds of attempted courses; 3) meeting on time degree requirements such as course work, qualifying papers, and master's research requirement; and 4) maintain continuous enrollment by registering in regularly scheduled courses or by registering for PHIL-099 *Maintain Matriculation*. * If a student fails to register during either fall or spring semesters, unless he or she has successfully petitioned in advance for a leave of absence from the program, he or she will be removed automatically from the program. Readmission will require a new application, and there is no guarantee that the Graduate Committee and Chair will readmit the candidate.

** Maintain Matriculation (PHIL-099) is available for master's students completing their programs to enable them to finish their capstone or thesis research, exams, or other requirements of their master's program. 099 should not be taken with any other courses, and is not credit-bearing. The cost of the course is \$150. 099 may not be used to establish full-time or part-time status for merit aid or immigration purposes.*

Complete all requirements detailed above within six academic years

Academic Regulations state that all work for the master's degree must be completed in no more than six years after the date of first enrollment in the degree program.

B. Qualifying Papers

Guidelines for Qualifying Papers

The qualifying paper (QP) is one of several options for meeting the degree's research methodology requirement (see the [university catalog](#) for a list of the other options). A qualifying paper is an expanded version of, and/or developed from, a term paper written for a graduate philosophy class the student has taken. **Students may not generate a new paper for a QP; the basis of the QP must be from a recent course paper in philosophy. The course must be one in which the student did not receive an incomplete grade.** The Qualifying Paper option is meant to provide students with the opportunity to 1) expand their knowledge of a subject area in which they are already interested, about which they have already studied in some depth, and in which they can develop further understanding and expertise and 2) refine research and writing skills beyond what is required for satisfactory completion of a course. Thus, the paper should reflect a significant deepening of the thinking or research from that evident in the original version of the paper. The QP will also ensure a broader selection of writing samples for applications to doctoral programs or employers, and provide opportunities for advancement in the profession, such as possible publication or presentation at professional conferences.

To have the qualifying paper count toward the research methodology requirement, students must successfully complete one QP. Qualifying papers, on average, are from 20 to 25 pages in length, plus bibliography.

Procedures

Throughout the semester, students should consult with professors about the possibility of turning final term papers into qualifying papers as some term papers do not serve well as QPs, and so professors may provide feedback specific to the QP process. Students are required to choose from which course the next semester's QP will come several weeks before the semester's end (see below for deadline). Since the QP is developed from a final paper, students must determine from which course their QPs will come before the end of the third semester, although it is strongly recommended that students choose a paper from their first or second semesters. The qualifying paper must also be done during the semester following the course. For example, if a student decides to develop a final paper from the first semester into a QP, the student would then need to work on and complete the QP during the second semester. Written comments given by the professor for the class paper must be taken into account and submitted with the first QP draft. If the professor provides verbal rather than written feedback on the original class paper, students must submit a brief summary of those comments along with the first draft of their QP. Appropriate revisions should be made on the first draft of the QP.

Students submit the draft of their qualifying paper—along with a 125-word abstract, the written comments from the course paper, and a short paragraph about how the student has addressed the professor's comments and what revisions the student has made—electronically to the Department of Philosophy and Religion's administrative assistant (philrel@american.edu) by the due date (see below for deadline). Paper submissions are only accepted for the fall and spring semesters; no papers are accepted during the summer.

The department then appoints a committee of two full-time faculty members. Students, in two mandatory meetings with faculty, work on developing and finalizing the paper. Students submit a second draft of their qualifying paper between these two meetings (see below for deadline).

Students submit the final version of the qualifying paper, along with all previous comments, electronically to the Department of Philosophy and Religion's administrative assistant (philrel@american.edu) by the due date.

It is imperative that students submit all versions, and attend all mandatory meetings, on time. Students who miss any of the deadlines will receive a "grade" of "Not Pass" for that semester and will have to resubmit the paper the following semester.

Grading

The qualifying paper receives a grade of either "Satisfactory," "Distinction," or "Not Pass." What differentiates a satisfactory qualifying paper from one of distinction is that the latter meets both committee members' standards of "publishable quality." Few papers merit this very stringent standard.

Requirements

One qualifying paper in one of the following areas: ethical theory, applied ethics, global ethics, or an approved topic.

Deadlines for Qualifying Paper Fall 2018

Failure to meet **any** of these deadlines will result in a "grade" of "Not Pass" for the semester's QP. Students who receive two "Not Pass" will be expelled from the program due to failure to make satisfactory progress.

Friday, August 24, 4:00pm: Deadline for electronic submission of 1) qualifying paper, 2) 125-word abstract, 3) the written comments by the professor on the original course paper, and 4) a short paragraph about how the student has addressed the professor's comments and what revisions the student has made, to the Department of Philosophy and Religion's administrative assistant (email to philrel@american.edu). No exceptions or extensions.

Week of Monday, August 27: Students must attend a mandatory meeting with faculty, scheduled by the department's administrative assistant, to discuss the qualifying paper draft. At this meeting, students and faculty should set the day and time (during the week of October 13) for their mandatory follow-up meeting.

Friday, October 5, 4:00pm: Deadline for electronic submission of revised qualifying paper to the Department of Philosophy and Religion's administrative assistant (philrel@american.edu). If asked to do so, students should return marked-up copies of their QP that they received during the first meeting to their committee members.

Week of Monday, October 8: Students must attend a mandatory follow-up meeting with faculty on a date and time agreed to by the committee members and the student during their first meeting.

Monday, November 5, 4:00pm: Deadline for electronic submission of the final version of the qualifying paper to the Department of Philosophy and Religion's administrative assistant (philrel@american.edu). If asked to do so, students should return marked-up copies of their QP that they received during meetings to their committee members.

Monday, November 26, 4:00pm: Deadline to send an email to the Department of Philosophy and Religion's administrative assistant (email to philrel@american.edu) stating from which course the student's spring 2015 qualifying paper will come (include student's name, name of course, and working title of the final paper).

Once your committee members have read the final version of your qualifying paper, they will submit a grade to the department's administrative assistant, who will then notify you of the status of your qualifying paper (Distinction, Satisfactory, Not Passed).

Deadlines for Qualifying Paper Spring 2019

Failure to meet **any** of these deadlines will result in a “grade” of “Not Pass” for the semester’s QP. Students who receive two “Not Pass” will be expelled from the program due to failure to make satisfactory progress.

Tuesday, January 8, 4:00pm: Deadline for electronic submission of 1) qualifying paper, 2) 125-word abstract, 3) the written comments by the professor on the original course paper, and 4) a short paragraph about how the student has addressed the professor’s comments and what revisions the student has made, to the Department of Philosophy and Religion’s administrative assistant (email to philrel@american.edu). No exceptions or extensions.

Week of Wednesday, January 16: Students must attend a mandatory meeting with faculty, scheduled by the department’s administrative assistant, to discuss the qualifying paper draft. At this meeting, students and faculty should set the day and time (during the week of March 2) for their mandatory follow-up meeting.

Friday, February 14, 4:00pm: Deadline for electronic submission of revised qualifying paper to the Department of Philosophy and Religion’s administrative assistant (philrel@american.edu). If asked to do so, students should return marked-up copies of their QP that they received during the first meeting to their committee members.

Week of Tuesday, February 18: Students must attend a mandatory follow-up meeting with faculty on a date and time agreed to by the committee members and the student during their first meeting.

Tuesday, March 25, 4:00pm: Deadline for electronic submission of the final version of the qualifying paper to the Department of Philosophy and Religion’s administrative assistant (philrel@american.edu). If requested to do so, students should return marked-up copies of their QP that they received during meetings to their committee members.

Tuesday, April 15, 4:00pm: Deadline to send an email to the Department of Philosophy and Religion’s administrative assistant (email to philrel@american.edu) stating from which course the student’s fall 2017 qualifying paper will come (include student’s name, name of course, and working title of the final paper).

Once your committee members have read the final version of your qualifying paper, they will submit a grade to the department’s administrative assistant, who will then notify you of the status of your qualifying paper (Distinction, Satisfactory, Not Passed).

C. Capstone

1. Internships

Internship Coordinator

There are several individuals who may assist students in the internship process. Students may consult with [Ellen Feder](#), Internship Coordinator in the Department of Philosophy and Religion, as well as [John Charles](#) in the [Career Center](#). The IPCR program office also maintains an active list of possible internship organizations, including organizations where alumni currently work. Should a student decide to do an internship for credit, that student will need to have a faculty supervisor and should acquire the appropriate forms from the academic advisor.

Potential Internship Sites in Washington, DC

Academy for Educational Development
American Academy for the Advancement of
Science

Brookings Institution
Carnegie Endowment for International
Peace

Center for Advanced Studies
Ethics Resource Center
Institute for Policy Studies
Institute for Women's Policy Research
Institute of Religion and Public Policy

Nonviolence International
Public Defenders Service
Search for Common Ground
Urban Institute
U.S. Congress
U.S. Department of Education
U.S. Department of State
U.S. Institute of Peace
Woodrow Wilson International Center for
Scholars

How to get the most out of your internship experience

It is important to start thinking now about what you would like to accomplish in your internship semester. The clearer your objectives, the more likely it is that you will find the right place. Since you are working toward your MA, you should think of the internship as an element of your training that reflects both your competence in theoretical work and your ability to apply that theory in evaluating current problems and issues. In thinking about what sort of internship to pursue, let your interests determine which place can offer you the richest experience. To accomplish this, you need to start your search in the Spring Semester of your first year. AU also has an excellent Career and Internship Office that can assist you in your search. Once you've identified the appropriate site, visit and meet with people – maybe you can talk to someone who is currently interning there. Speak with the internship supervisors at the site, and discuss with them your academic interests to find out whether there is any work and research to be done in your area. If so, Congratulations!!! If not, keep looking!!!

Finding the perfect match could lead to future employment!

Requirements and Procedures for Philosophy Internships

Requirements

1. To enroll in an internship, you must have completed 9 earned credit hours at AU with a minimum 3.0 GPA.
2. To earn 3 credits, **you are expected to work at least 210 hours over the course of the semester, or about 15 hours per week for 14 weeks.**
3. The majority of your time should be devoted to **substantive work**. No more than 15% of your time should be spent doing clerical work. You must appreciate, however, that at many nonprofit organizations and in legal settings answering phones, filing papers, and even making photocopies is not mere "clerical work." Rather, this work is shared by members of the organization as a whole, and may exceed the "15% rule." In cases such as this, it is important to appreciate that this is not simply "grunt work," but labor essential to the particular job or the running of the organization and thus essential to your experience of working in and learning about a particular field or work environment.
4. You must successfully complete a **substantive paper** of 25–30 pages, which includes a bibliography and theoretical analysis of the internship experience.
5. You must also develop an individual course syllabus, which should include readings and assignments that draw connections between the work of your internship and analysis in philosophy.
6. At the end of the internship, the instructor will solicit an evaluation from your supervisor.

Procedures

1. After consultation with Professor Feder, find an internship.
2. Fill out the **Internship Registration Form** (F2) and obtain the appropriate department signatures.
3. Submit the form to the Registrar's Office (record_services@american.edu).
4. Submit a reading list to the internship coordinator.
5. Submit the final paper and syllabus **no later than the last day of classes.**

Requirements and Procedures for SIS Internships

Course Numbers

- SIS-691: Internship taking place entirely within the United States
- SIS-692: Internship with any international travel component

Before Registration

- Students are responsible for finding their own internships. For assistance finding internships, contact the Career Center at 202-885-1804 or see <http://www.american.edu/careercenter/>. In order for an internship to be eligible for academic credit, it must meet the following criteria:
 1. The internship must take place between the first and last day of the semester in which it is registered. **A 3 credit internship requires at least 180 hours of total service.** Students requesting to register an internship for more than 3 credits or fewer than 3 credits should consult their academic advisors.
 2. Duties must be 85% substantive in nature (e.g., research, report writing, etc.)
 3. Internships must be related to a student's program of study.
- Students are also responsible for finding a faculty member to supervise the academic component of their internships. Students must work with a faculty member to design the academic work plan that accompanies their internships.
- An internship with any international travel component requires the completion of the Graduate Global Practicum (GGP) and a brief Health & Safety Orientation at the Career Center. The GGP form is available in the Graduate Academic Advising Office or from our website (<http://www.american.edu/sis/gradadvising/upload/Graduate-Global-Practicum-Orientation-2-20-13.pdf>). Please consult your academic advisor for more information.

Registration Procedures

1. Complete **all required spaces** on the Internship Registration forms, including information required by SIS (F3). These are available on the SIS Graduate Advising website: <http://www.american.edu/sis/gradadvising/upload/InternshipRegForm051810.pdf>.
2. Sign the form, have your internship site supervisor and your faculty supervisor sign, and bring the form (including the completed GGP, if applicable) to your academic advisor. Your academic advisor will obtain the Department Chair/Dean signature and submit the form to the Registrar's Office.
3. Return the form to your academic advisor as soon as possible. Please note the deadlines listed on the Academic Calendar (<http://www.american.edu/provost/registrar/schedule/academic-calendar.cfm>).

If the internship is the only course for which you plan to register in a semester, the deadline to register without a late fee is the Friday before the first day of classes. Tuition charged for the internship is the same as the normal tuition rate.

International Students on F1 or J1 Visas

- A representative from the International Student and Scholar Services Office must sign your Consent and Release Form.
- For a paid internship, you will need your academic advisor to complete a Curricular Practical Training (CPT) Departmental Internship Verification Form.
- **International students may not register the same paid internship across multiple semesters.**

2. Practicum

Students have the option of participating in a research practicum to satisfy their capstone requirement. Practica are collaborative, client driven research projects that will be offered on an *ad hoc* basis. For additional information, please meet with your academic advisor.

3. Thesis

For information about the MA Thesis option in SIS, please meet with your Graduate Academic Advisor. Guidelines for submitting your SIS MA Thesis are available online at <http://www.american.edu/sis/gradadvising/ma-thesis.cfm>.

4. Substantial Research Paper (SRP) Guidelines

The Substantial Research Paper (SRP) is a capstone, integrative project for master's degree students at the School of International Service. The purpose of the SRP is to further develop your expertise in an issue and to demonstrate your ability to conduct theoretically informed, analytical research. Beginning in the semester before a student will register for the SRP, students in Ethics, Peace, and Global Affairs (EPGA) begin working with a faculty member to develop a clear research plan on a topic relevant to the EPGA program and the student's specific concentration. All SRPs must be completed under the registration number SIS 794 or SIS 795.

Purpose

The overall purpose of the SRP is to require master's candidates in the EPGA program to undertake a serious and sustained exercise in original research and writing. More specifically, it is intended that students will enhance their capacities and skills in research, analysis, and presentation through:

- Demonstrating an understanding of ethical/moral theory, frameworks for understanding global affairs and ways of bringing about peace and human rights in theory and in practice.
- Developing and executing a research project that demonstrates the successful practical application of ethical and policy analysis, including problem definition, to contemporary social problems in global affairs.
- Demonstrating the attainment and retention of knowledge from their chosen area of concentration.
- Applying research methods, principles, and analytical tools to an in-depth undertaking.
- Planning and organizing material for a reasonably lengthy piece of scholarly work.
- Presenting findings thematically, clearly, and logically.
- Crafting convincing and persuasive arguments with careful use of evidence.
- Drawing conclusions that not only include principal insights, but also relate findings to appropriate themes in the field.
- Preparing formal and effective oral presentations on their findings.

What is an SRP?

An SRP can take a number of different forms, depending on the goals of the student. Regardless of which form a student's SRP takes, it can be completed using a quantitative, qualitative, or mixed methods approach. The form your SRP takes will be the result of consultation with your SRP advisor.

Process/Schedule/Calendar

Semester Before SRP Registration:

1. Presentation of topic to American University faculty supervisor (by week 9 of semester before SRP)
2. Approval of proposal by faculty supervisor (by week 12 of semester before SRP)

Registration:

3. For instructions on how to register for the SRP, please consult the SIS Graduate Advising website: <http://www.american.edu/sis/gradadvising/independent-study.cfm>. Registration paperwork must be submitted no later than two business days before the add/drop deadline in the semester of registration.

Semester After SRP Registration:

4. Review of the Literature
5. Rough Draft
6. Final Paper
7. Presentation

Proposal Requirements

Proposal should be approximately 4-6 pages (double-spaced), and should include the following:

- Thesis-driven argument, hypotheses of the study, principal research question, objectives
- Theoretical perspective or approach
- Methodology
- Preliminary list of literature review sources (10-15)

SRP Requirements

- Approximately 50 pages of text, 12-point font, double-spaced, excluding footnotes, end notes, and citations, including the following:
 - Title page
 - Introduction
 - Literature Review
 - Method of Study
 - Results of Study
 - Discussion of Results and Their Implications
 - Conclusion
 - Bibliography/Works Cited that conforms to an appropriate formal documentation style
 - Appendices (if relevant)

Quality of the Writing

Recipients of Master's degrees in international affairs are expected to be skillful writers. Consequently, students writing SRPs are held to a high standard for the quality of their prose. The SRP must also be logically organized and grammatically correct. The SRP must follow an appropriate documentation style. Most students should use The Chicago Manual of Style (either form a or form b), though some will be directed otherwise by their faculty supervisor. The Chicago Manual and other citation styles, are available on the [university's website](#).

Key to Assessment & Evaluation

SRP grades are based on the quality of the research and the quality of the writing. The below rubric is designed as a guide for students. It is not a grading scale for the SRP. The final letter grade for the SRP will be assigned by the faculty supervisor. Students are recommended to discuss grading criteria with their faculty supervisor. Students must receive a minimum grade of 'B' on the SRP to fulfill their Capstone requirement. For more information about procedures and grading, please visit the [Graduate Advising Website](#).

CRITERIA	(1)& (2) Unacceptable/Weak	(3) Adequate	(4) & (5) Good/Outstanding
Statement of Research Problem	The problem or issue being addressed is not articulated in a clear, convincing way, nor is its significance established.	The problem or issue is addressed with some degree of clarity, but without a fully compelling, convincing argument about <i>why</i> this research is worthy, timely, and significant.	The problem or issue is addressed with both clarity and conviction. A convincing argument is made about why the research is worthy, timely, and significant.
Review of Relevant Literatures	The review of relevant theory and research literatures is weak and unconvincing. There is insufficient evidence of a knowledge base informed by contemporary literatures in the candidate's domain of study. Bibliographic references may be missing, outdated, or only weakly connected to the research issue addressed. The candidate's command and synthesis of theory may be unconvincing or even confusing. There is little evidence of an original, critical <i>synthesis</i> of research literatures nor is there an under girding framework informed by theory.	The review of relevant theory and research literatures is only moderately convincing. There is moderate evidence of a knowledge base informed by contemporary literatures in the candidate's chosen domain of study. Bibliographic references are in most cases appropriately provided and connected to the research issue(s) addressed. The candidate attempts a synthesis of relevant theoretical literatures, but with mixed or moderate success. There is an attempt made to articulate a theoretical framework, but the achievement of this synthesis is partial.	The review of relevant theory and research literatures is clear, critical, and convincing. The candidate's command of contemporary literatures in his/her chosen domain of study is obvious. Bibliographic references are appropriately provided; their links to the research issue(s) address are always clear. The SRP evidences a creative, original synthesis of theoretical material and research literatures that leads to the articulation of a clear, under girding framework informed by theory.
Methodology and Data Analysis	The connections between data, analyses, and the research issue addressed and arguments made are weakly articulated – if at all. There is little or	The connections between data, analyses, and the research issue addressed and the arguments made are articulated with moderate success. A rationale for the	The connections between data, analyses, and the research issue addressed and the arguments made are clear and convincing. A rationale for the

	no articulation of the rationale for the candidate's selection and use of particular research methodologies and forms of data analysis. Data may be presented without adequate framing information or explanation in terms of the wider goals of the SRP.	candidate's use of particular research methods and forms of analysis may be provided, but the links between this rationale and the ensuing arguments made may be less than fully clear or convincing. Data are presented with some framing information and some description or explanation of their meaning.	candidate's use of particular research methods and forms of analysis is provided; this rationale has clear links to the candidate's synthesis of theory and research literatures and to the ensuing argument(s) made across the SRP. Data are presented with appropriate framing information and description or explanation of their meaning in terms of the wider goals of the SRP.
Grounding of Evidence/Significance of Results	The conclusions drawn are weakly or inadequately supported by the evidence presented. There is little in the way of summation that includes discussion of the wider implications (for research, practice, policy, theory) of the work. The conclusion does not show evidence of a perspective that takes into account potential critiques and a potentially wide, diverse readership.	The conclusions drawn are supported moderately well by the evidence presented, though with partial rather than full success. There is a summation of the central points made and some discussion of the wider implications of the work. The conclusion provides some evidence of a perspective that at least considers potential critiques and attempts to reach beyond a narrowly construed readership.	The conclusions drawn are fully, richly supported by the evidence presented. There is a clear and convincing summation of the central arguments made as well as discussion of the wider implications of the work (for research, practice, policy, and/or theory). The concluding arguments show evidence of a critical perspective that takes into account potential critiques and that addresses a wide, diverse readership
Clarity and Style	The writing reveals a lack of awareness of intended audience in term of word choice and style, and a lack of command over the genre that is most	The writing reveals some awareness of intended audience and some effort to match genre to both audience and the wider goals of the work.	The writing reveals a thoughtful, discerning awareness of audience, style, and genre. The genre and stylistic choices made by the candidate are

	<p>suited to the wider goals as these are articulated in the candidate's SRP. The sequencing of sections may be confusing and/or the transitions between them weakly achieved. The introductory and concluding sections of the SRP may be weak or barely discernable to the reader.</p>	<p>However, the writing may at times be unclear or inconsistent: the sequencing of sections may be confusing in some places, transitions may at times be weak, or word choice may be awkward or ill-matched to the genre most suited to the candidate's larger purposes for the work. The introductory and concluding sections of the SRP provide only moderate support and clarification for the reader.</p>	<p>appropriate to the wider goals of the candidate, and they are consistent in terms of their use throughout the SRP. The sequencing of sections and transitions are smoothly achieved; the argument built up across the SRP is clear and accessible for the reader. The introductory and concluding sections of the SRP provide ample support and further clarity vis-à-vis the SRP's argument and its overall structure.</p>
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Academic Integrity

University policies on [academic integrity](#), including plagiarism and submitting the same work for more than one course, govern all students and will be strictly enforced. Standards of academic conduct are set forth in AU's [Academic Integrity Code](#) (Code). By registering for an SRP, you acknowledge your awareness of the Code and you are obligated to become familiar with your rights and responsibilities defined by the Code. Violations of the Code will not be treated lightly and disciplinary actions, up to and including a failing grade and academic dismissal, will be taken should violations occur. Please note that the Academic Integrity code addresses students using work submitted for other courses for the SRP.

More information on AU's [Academic Integrity](#) policy can be found online.

Human Subject Research/IRB Approval

If any portion of a student's SRP research involves human subjects as defined by AU's Institutional Review Board (IRB) for the Protection of Human Subjects, this research must receive prior approval by the IRB. To determine whether your research requires IRB approval or to begin the IRB review process, please speak with your faculty supervisor and consult the [IRB website](#).

Resources for Research Design

If you are looking for additional research methodologies, we suggested referencing the texts below:

- Jose L. Galvan, *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*, 2nd Edition (Glendale, CA: Pryczak Publishing, 2004).
- Chris Hart, *Doing a Literature Search* (Thousand Oaks, CA: Sage, 2001).
- David Freedman, Robert Pisani, and Roger Purves, *Statistics* (New York: Norton, 1991).
- Robert K. Yin, *Applications of Case Study Research* (Newbury Park, Calif.: SAGE Publications, 1993).

- Bruce L. Berg (2004), *Qualitative Research Methods for the Social Sciences*. Boston, MA: Pearson Education.
- Daniel Druckman (2005), *Doing Research: Methods of Inquiry for Conflict Analysis*. Thousand Oaks, CA: Sage.
- John W. Creswell (1998), *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage.
- John W. Creswell (2009), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage.
- Earl Babbie (2006), *The Practice of Social Research*. Belmont, CA: Wadsworth.
- Lawrence W. Neuman (2004), *Basics of Social Research: Qualitative and Quantitative Approaches*. Boston, MA: Pearson Education.
- Peter H. Rossi et al (2003), *Evaluation: A Systematic Approach*. Thousand Oaks, CA: Sage.
- Ernest T. Stringer (1999), *Action Research: A Handbook for Practitioners*. Thousand Oaks, CA: Sage.

Contact

Program Director: Jeff Bachman Office: SIS 213 Phone 202-885-6826 E-mail: bachman@american.edu	EPGA Advisor: Mary Barton Office: 250 Phone: 202-885-1645 E-mail: mbarton@american.edu
Program Coordinator: Karen Ives Office: SIS 235B Phone: 202-885-1621 E-mail: icsis@american.edu	SIS Graduate Advising Office Office: 250 Phone: 202-885-1690 E-mail: sisgradadvising@american.edu

D. Independent Study

Independent Study will only be approved in special cases for students whose projects require them. Any student considering an independent study must first receive approval from the graduate advisor, the faculty member who will work with the student on the independent study, and the chair of the department; and fill out an [Independent Study Registration Form](#) (F4). The Independent Study Registration forms for students in SIS can be found on the SIS Graduate Advising website at <http://www.american.edu/sis/gradadvising/independent-study.cfm>.

III. Answers to Commonly Asked Questions

How do I set up <myau.american.edu> and e-mail accounts?

[Myau.american.edu](http://myau.american.edu) is a password-protected website giving students access to their records and other useful University information. To set up an account, go to <myau.american.edu>, click on the "Create your account" link at the bottom center of the page and follow the instructions. E-mail accounts are automatically created for all students and are accessible through <myau.american.edu>. In most cases, the e-mail address is the student's first and last initials, followed by the last four digits of his or her AU ID number, followed by "a." The initial password is the student's six-digit birth date (MMDDYY). For

example, the e-mail address and password of a student named Immanuel Kant who has an AU ID number of 1234567 and birth date of 01/23/1724 would be ik4567a@student.american.edu and 012324.

Who do I need to contact if I move or change e-mail accounts?

If your contact information changes while you're a student at AU, please use the "Update my address" link (available at myau.american.edu under "Academics"). In addition, contact the [Department of Philosophy and Religion](#) or the [Division of IPCR](#) either by phone or e-mail with your new contact information. As a courtesy, you should also provide this information to the Graduate Advisor, Internship Coordinator, and either your thesis or internship advisor, as appropriate, so that we can keep you up to date on current graduate information.

Where do I get information about course offerings?

Course offerings for each semester are available on-line at myau.american.edu under *Course Registration*. The *Schedule of Classes* link provides course title, time, location, instructor, availability (open or closed) and a brief description. General course descriptions are also available in the *University Catalog*. For philosophy and religion courses, the department's online [Course Offerings](#) brochure provides more detailed course descriptions. You can find out more specific information about the course offerings from the SIS faculty and specifically IPCR faculty by visiting www.american.edu/sis/ipcr/Courses.cfm or by contacting the [IPCR](#) office. Syllabi for IPCR courses can be found at <http://www.american.edu/sis/ipcr/Syllabi.cfm>.

Where do I go for advising?

In Philosophy and Religion, please see Professor Evan Berry (berry@american.edu). In SIS, please see Mary Barton (mbarton@american.edu).

How do I register for classes?

The Registrar's office requires that all graduate students register every fall and spring semester until they officially graduate, in order to maintain their standing as students in the department. This means that you must do one of the following each fall and spring semester:

1. *Register for Classes*: CAS students must first make an appointment with their advisor to discuss their progress and determine which classes to take. You may then go to myau.american.edu and register for your classes on-line. SIS students are not required but are encouraged to meet with their academic advisor prior to being authorized to register for classes.
2. *Request a Leave of Absence*: For any semester in which students will not be working toward their degrees, a leave of absence may be requested. However, leaves of absence are granted on a case-by-case basis, usually due to medical reasons or other personal hardship. Please note that students must request the leave no later than within the first two weeks in the semester in which the temporary leave will begin. The duration of the leave is for one semester and may be extended only once. Students should refer to the Interruptions of Studies section of the Graduate Academic Regulations for details and meet with their advisors for help in determining the effects of the proposed temporary leave on their program of study.

How do I satisfy my methods requirements?

As of 2013, all EPHR students are required to take two methods courses. In addition to the five pre-approved graduate-level methods courses, other courses that satisfy programmatic expectations for methods are regularly offered. In order to explore these options, you should meet with your academic advisor and request their written approval. EPHR students enrolled in the College of Arts and Sciences are expected to take the QP/Philosophy Seminar option as one of their two methods courses.

May I substitute courses?

With the approval of your advisor and one faculty member, you may substitute courses should circumstances warrant such a change. Substitutions of core courses are generally discouraged.

May I do my internship or independent study abroad?

Absolutely. If you take the initiative, it can be done. For more information about graduate study abroad opportunities in SIS, see <http://www.american.edu/sis/sisabroad/grad.cfm>.

Can I take language classes?

Yes, but this is difficult. Language is not typically part of master's level coursework at American University and you will need to receive special approval to have these credits applied to your degree.

How and when do I apply for graduation?

You should apply for graduation by filling out the online "Apply to Graduate" form available through myau.american.edu (under the "Academics" link). For the fall-semester graduation in December, the deadline for applications is usually mid-September; for the spring-semester graduation in May, the deadline is usually mid-January; and for the summer graduation in August, the deadline is usually mid-May. For current deadlines, check the [Office of the Registrar's](#) web site. Once you submit your application for graduation to the registrar's office, the appropriate unit (Department of Philosophy and Religion or SIS Graduate Advising) will receive notification from them and will verify your eligibility for graduation. The university grants degrees at the end of each summer, fall, and spring term.

Commencement ceremonies are held once a year at the end of the spring semester to recognize summer and fall graduates and spring degree candidates. Detailed information about commencement is available online at <http://www.american.edu/commencement/>.

How do I find information about jobs?

Information on university job openings can be found on the Human Resources web site (<http://www.american.edu/hr>). For jobs in the DC area, try the American University Career Center (<http://american.edu/careercenter>), 202-885-1800, Butler Pavilion 5th Floor, or the Washington Post (<http://www.washingtonpost.com/>). Listserves at the university also announce a variety of job openings and internship opportunities.

How do I find information about post-graduate grants?

Contact Paula Warrick in the Office of Merit Awards at 202-885-1817 or warrick@american.edu.

IV. Departmental and University Information

A. Financial Aid

Both the Department of Philosophy and IPCR receive from the University a limited amount of financial assistance, which they apportion according to merit, generally when students enter the program. Many students receive partial coverage of their tuition, and some worthy students receive no aid. In addition, some students receive a stipend. The department also has limited teaching and research assistant positions available. Those who do not receive aid may be able to find work elsewhere at the University or in the Washington, DC area (see above for more details).

All students who wish to be considered for departmental fellowship, or additional financial assistance in the form of loans, must fill out the FAFSA by March 1 for the following academic year. Contact the Financial Aid Office through AU Central for details (202-885-6100), located in the Asbury building, or visit the [FAFSA](#) web site.

Students should monitor their university accounts through the Eagle Finance system (<http://www.american.edu/finance/studentaccounts/eaglefinance.cfm>) to ensure that awards or payments have been posted properly. Please note that the department does not have access to students' financial aid accounts.

B. Program Conferences and Activities

Specific Projects of Ethics, Peace and Global Affairs

The Society of Ethics, Peace, and Global Affairs (SEPGA)

The Society of Ethics, Peace, and Global Affairs (SEPGA) is the student organization for the EPGA Program. The group is full of diverse interests and uses the club as a gathering place to build community and grow in knowledge together, outside of the classroom.

International Ethics Student Presentation Series

At the end of the academic year, students present papers from courses or reports from internships/travel abroad.

International Studies Association Annual Meeting and other conferences

Students are encouraged and supported in participating in annual conferences; in the past, students have presented papers as individuals and as part of an AU contingent.

Student Buddy Program

Students seeking academic or professional assistance are paired with another student in the program, or with a recent graduate willing to provide informal support.

Ethics in Action Speaker Series

At least once a semester, outside speakers are brought in to discuss contemporary ethics issues.

Offered by the Department of Philosophy

Student Orientation

On August 25th, the department offers a graduate student orientation. This is an excellent opportunity for all Philosophy graduate students, new and continuing, to meet one another and the Department Faculty.

McDowell Conference and McDowell Fellows

Every fall, the department hosts the McDowell Conference on Philosophy and Social Policy, or welcomes a visiting McDowell Fellow to campus. This event provides students with an excellent opportunity to meet visiting philosophers as well as meet with faculty and fellow graduate students. Recent topics have included *Philosophy and the Emotions*, *Philosophy and Tolerance*, *The Philosophical Implications of September 11th*, *Philosophy and Democracy*, *Philosophy and Race*, and *Ethics and Genetics*. This fall's McDowell Fellow will be Dr. Carmela Epright, who will speak on "We Have To Do Something About Mental Illness... but it won't stop mass shootings." She will also conduct a workshop for faculty and students.

Hurst Lecture

Each spring, the department holds the Bishop Hurst Lecture. Speakers have included such prominent philosophers as Alison M. Jaggar, Alasdair MacIntyre, John Lachs, Lucius Outlaw, Ladelle McWhorter, Nancy Tuana, Michelle Moody-Adams, Simon Critchley, and Claudia Card.

Durfee Lecture

Each year the department holds the Harold A. and Doris G. Durfee Lecture. The inaugural lecture in 2007 was delivered by Harold A. Durfee, Professor Emeritus of Philosophy. Speakers have included David Little, Randall Balmer, Amy Hollywood, and Abdulaziz Sachedina.

Other Lectures

In addition to the annual lecture series above, the department periodically sponsors other lectures, including the "Philosophy Matters" speakers series, usually faculty members from both AU and other institutions. Graduate students are informed about these lectures as they develop, so make sure to keep your contact information current.

Writing Workshop

At the beginning of the fall semester, the department offers a Philosophy Writing Workshop for graduate students in philosophy. Samples of excellent and not so excellent graduate student writing are distributed in advance of the workshop. Both new and continuing graduate students benefit from the insights of faculty and peers regarding excellence in writing in philosophy.

Offered by IPCR, SIS

International Peace and Conflict Resolution Skills Institutes

IPCR Skills Institutes focus on the intervention, training and consultation methods used by conflict resolution practitioners. These intensive training courses prepare participants to work with international, community and public policy conflicts. Training takes place over a single weekend and is interactive and experiential. Participants develop skills in a hands-on format that includes role playing, simulations, and case studies. Topics vary from year to year but have included basic skills of conflict resolution, mediation, facilitation, gender and conflict, peacebuilding through the arts, and trauma, healing and recovery (<http://www.american.edu/sis/ipcr/Skills-Institutes.cfm>).

Peacebuilding and Development Summer Institute

The Peacebuilding and Development Summer Institute provides knowledge, practical experience and skills for professionals, teachers and students involved in conflict resolution, peacebuilding, humanitarian assistance and development. The Summer Institute will focus on various approaches to mediation, negotiation, facilitations, reconciliation and dialogue, particularly in conflict-torn and developing regions. Participants will explore innovative methods of promoting cultural diversity with respect to public policy, community and religion, war and post-conflict environments, while expanding their knowledge and skills in a participatory and interactive learning environment. Participants in the

Summer Institute will be exposed to leading national and international professionals in the fields of public policy, conflict resolution and development (<http://www.american.edu/cgp>).

Journal for Peacebuilding and Development

The Journal of Peacebuilding and Development (JPD) is a tri-annual journal providing a forum for the sharing of critical thinking and constructive action on issues at the intersections of conflict, development, and peace. JPD aims to discover and examine the tools that will make this possible—the shared values that can be nurtured and promoted, the common aims and strategies that can be jointly pursued. Facilitating interaction between practitioners, activists and policy-makers, JPD will highlight transformative approaches that are taking place at different levels, while seeking convergence on paradoxical issues. The publication endeavors to capture and examine critical peacebuilding and development topics and questions that challenge our era (http://www.aupeace.org/publications/peacedev_journal).

American University Conflict Resolution Services

American University's Student Conduct and Conflict Resolution Services provides a forum to all students, staff, and faculty in which to creatively process and resolve conflict rather than allowing hostilities to build toward violence and/or adjudication. Each semester, the office of Student Conduct and Conflict Resolution Services conducts a weekend-long (20 hours) Basic Mediation Skills course. This training is open to all students, staff, and faculty who wish to attend. This training is mandatory for all individuals who wish to become AU volunteer mediators. The training explores theories in mediation, the AU mediation process and model, and practical experience in mediating disputes. AU Conflict Resolution Services often conducts workshops with classes, groups, and organizations within the campus community on various methods of conflict resolution (<http://www.american.edu/ocl/sccrs/Train-to-Be-a-Mediator.cfm>).

American University Center for Global Peace

The mission of the Center for Global Peace is to provide a framework for programs and initiatives that advance the study and understanding of world peace grounded in a search for a sustainable world order. The center undertakes a range of activities both on and off campus aimed at advancing our understanding of world peace. The center provides a forum for deliberating about contemporary issues and is dedicated to innovation in scholarship, teaching and policy analysis, and community service. The Center for Global Peace, working in close association with the Mohammed Said Farsi Chair of Islamic Peace, focuses its work on two levels: 1) Dialogue with educators, policy makers and the media; and 2) Long-term transformation of key educational institutions in the U.S. and overseas to provide a balanced inquiry that recognizes the valuable contributions of both Western and Arab/Islamic histories, philosophies and approaches, while shaping the thought processes of future leaders. We believe that the two foci are complementary and necessary in order to cultivate a shift in the societal consciousness away from war and toward peace and justice. Our projects reflect the dual focus, addressing both public policy and long-term educational transformation (<http://www.american.edu/cgp/index.html>).

C. Faculty and Program Directories

Department of Philosophy and Religion

Chair: Ellen K. Feder

Faculty Profiles and contact information: <http://www.american.edu/cas/philrel/faculty/>

Department Web Site: <http://www.american.edu/cas/philrel/>

Main Office: Sr. Administrative Assistant
Battelle-Tompkins 120
202-885-2925
Fax: 202-885-1094
philrel@american.edu

School of International Service

Director: Jeffrey Bachman

Faculty Profiles and contact information: <http://www.american.edu/sis/faculty/index.cfm>

Web Site: <http://www.american.edu/sis/epga>

Program Coordinator: Griff Ashooh
202-885-6591
epga@american.edu

D. Ethics, Peace and Global Affairs Associated Faculty

The following American University faculty are engaged in research and teach courses of particular interest to EPGA students. This list is not exhaustive, nor is the description of each individual's focus. Although this list focuses primarily on tenure and tenure-track faculty, the faculty at American University houses numerous adjunct and visiting members of potential interest to EPGA students.

Before contacting a faculty member, students are encouraged to read the full faculty description on the AU Website and consider: enrolling in a class; meeting with the faculty member for their advice; applying for a paid or volunteer research position with the faculty member; asking the faculty member to be an additional reader on a master's thesis or other major paper or project; gathering information about potential internships, and other specific steps to utilize the broad range of knowledge across campus.

- Mohammed Abu-Nimer, SIS, abunimer@american.edu
Reconciliation/Palestinian & Israeli peace talks
- Jeff Bachman, SIS, bachman@american.edu
International human rights law, laws of war and peace
- Debra Bergoffen, Philosophy/Religion, dbergoff@gmu.edu
Feminist ethics, philosophy and genocide
- Evan Berry, Philosophy/Religion, berry@american.edu
Environmental Ethics /Religion and politics/Globalization
- Robin Broad, SIS, rbroad@american.edu
Critical development/ Accountability
- Heather Elms, Kogod, elms@american.edu
Corporate social responsibility/Business ethics
- Daniel Esser, SIS, esser@american.edu
Global health policy
- Ellen Feder, Philosophy/Religion, efeder@american.edu
Contemporary continental philosophy/Critical race and feminist theory
- Robert Goldman, WCL, goldman@wcl.american.edu
Human rights law/War crimes
- Gershon Greenberg, Philosophy/Religion, greenbe@american.edu
Religion and violence/Religious thought after the Holocaust
- Louis Goodman, SIS, goodman@american.edu
Civil/military relations/Latin America
- Robert Goldman, LAW, goldman@wcl.american.edu
Human rights / humanitarian law
- Amy Oliver, Philosophy/Religion, aoliver@american.edu
Ethics in Latin America/Feminist philosophy
- Alan Levine, SPA, alevine@american.edu
Political theory/Deconstruction/Post-modernism
- Shadi Mokhtari, mokhtari@american.edu
Politics and Human Rights in the Middle East
- Jin Park, Philosophy/Religion, jypark@american.edu
Buddhism/Asian moral philosophy

- Mike Schroeder, SIS, schroede@american.edu
International politics, global institutions
- Diane Singerman, SPA, dsinger@american.edu
Social movements
- Susan Shepler, SIS, shepler@american.edu
Africa, Youth and conflict
- Paul Wapner, SIS, pwapner@american.edu
Environmental ethics and global politics
- Asia Ferrin, Philosophy/Religion, ferrin@american.edu

Moral Psychology

- Austin Hart, SIS, ahart@american.edu

Political behavior, statistical and experimental research methods

- Andrew Spath, SIS, spath@american.edu

Politics of the Middle East, authoritarianism, protest and repression

- Megan Stewart, mastew@american.edu

State formation and civil war

- John King, SIS, jcking@american.edu

Statistics & Method

- David Ohls, SIS, ohls@american.edu

International security

- John Watson, Communication, jwatson@american.edu
Ethics in Journalism

E. Important Dates for Graduate Students

Fall 2018

August 1 W Payment due for fall 2018
August 18–26 S–Su Welcome Week
August 20 M WCL: First day of classes
August 24 F Last day to register for fall without a late fee
August 27 M Fall classes begin
Late registration (with \$100 fee) begins
September 1 Th Late registration for fall ends
September 3 M Labor Day; no classes, university offices closed
September 5 W Mathematics Equivalency Examination
September 10 M Last day to add a fall course, internship, Independent Reading or Research, or Community Service-Learning project
Last day to drop a fall course for a 100% refund and without a "W" recorded
September 17 M Last day to drop a fall course for a 50% refund
September 24 M Last day to drop a fall course for a 25% refund (no refunds after this date)
October 1 M Early warning notices due in Registrar's Office
October 12 F Fall Break; no classes, university offices open
October 19–21 F–Su All-American Weekend
October 22 M Spring 2019 priority registration for graduate students begins.
October 24 W Spring 2019 priority registration for undergraduate students begins.
October 27 S Writing Proficiency Examination
October 30 T Last day to apply for graduation in fall 2018
November 2 F Last day to drop a fall course or change a grade option (end of the 10th week)
November 9 F Theses and dissertations due in deans' offices for fall degree candidates
November 22 T Tuesday classes cancelled; Friday classes meet
November 21–25 W–Su Thanksgiving holiday; no classes; university offices closed Thursday and Friday
November 29 Th WCL: Last day of classes (includes make-ups for holidays)
December 5 W WCL: Examinations begin
December 7 F Fall classes end
Theses and dissertations due in Registrar's Office for fall degree candidates
December 8–9 S–Su Fall Study Days
December 10–15 M–S Fall final examinations; grades are due 72 hours following the exam
December 15 S WCL: Examinations end
December 16 Su Fall Commencement Ceremony for August and December 2018 graduates (10:00 a.m.)
December 20 Th WCL: Official Degree Award Date (date that appears on December 2018 diplomas; no event associate with this date)
December 30 Su Official Degree Award Date (date that appears on December 2018 diplomas; no event associated with this date)
December 22– S–M Winter break; university offices closed
January 1
Rev. OUR 8-14-2017

Spring 2019

January 6 M WCL: First day of classes
January 9–12 Th–Su Winter Welcome
January 10 F Last day to register for spring 2019 without a late fee
January 13 M Martin Luther King, Jr. Day; no classes, university offices closed
January 14 T Spring classes begin

Late registration (with \$100 fee) begins
January 20 M Late registration for spring ends
January 22 W Mathematics Equivalency Examination
January 28 T Last day to add a spring course, internship, Independent Reading or Research, or
Community Service-Learning project
Last day to drop a spring course for a 100% refund and without a "W" recorded
February 1 F Last day to apply for graduation in spring 2019
February 3 S Writing Proficiency Examination
February 5 T Last day to drop a spring course for a 50% refund
February 12 T Last day to drop a spring course for a 25% refund (no refunds after this date)
February 20 M Early warning notices due in Registrar's Office
March 10–17 Su–Su Spring break; no classes, university offices open Monday through Friday
March 22 F Last day to drop a spring class or change a grade option (end of the 10th week)
March 24 S Writing Proficiency Examination
March 25 M Summer 2019 registration begins.
March 28 Th Fall 2018 priority registration for graduate students begins. Payment is due August 1, 2019
April 1 M Theses and dissertations due in deans' offices for spring degree candidates
April 3 W Fall 2019 priority registration for undergraduate students begins. Payment is due August 1,
2019
April 22 M WCL: Last day of classes (includes make-ups for holidays)
April 29 M Spring classes end
Theses and dissertations due in Registrar's Office for spring degree candidates
WCL: Examinations begin
May 1 W Payment due for summer sessions 2019
Spring study day; no classes
May 1–7 W–T Spring final examinations; grades are due 72 hours following the exam
May 10–12 F–Su Commencement Weekend Activities
May 11 S WCL: Examinations end
May 12 Su Official Degree Award Date
May 19 Su WCL Spring Commencement Ceremony
WCL: Official Degree Award Date

M.A. in Ethics, Peace and Human Rights Checklist

Name: _____

AU ID#: _____

Basic Requirements: 36 hours

Semester

Grade

Core Courses (15 credit hours)

All of the following:

PHIL-625 Modern Moral Problems

1. _____

PHIL-693 Global Ethics

2. _____

SIS-733-International Peace and Conflict Resolution Seminar I

3. _____

SIS-622 Human Rights

4. _____

One of the following:

PHIL-620 Seminar on Ethical Theory

5. _____

PHIL-616 Feminist Philosophy

PHIL-617 Race and Philosophy

PHIL-655 Philosophy of Religion

PHIL-702 Graduate Seminar in Philosophy (topics)

Research Methodology (6 credit hours)

Two of the following:

6. _____

ANTH-652 Anthropological Research Design;

7. _____

SIS-600 International Affairs Statistics and Methods; SIS-612 Qualitative Research Methods in Peace and Conflict Resolution; SIS-680 Topics in Research Methods in Intl. Affairs: Qualitative Methods and Methodology; SOCY-620 Social Research Methods

Approved graduate seminar in Philosophy *and* one qualifying paper

Another approved methodology course

Capstone Experience (3 credit hours)

One of the following:

PHIL-691 Internship in Philosophy

8. _____

PHIL-797 Master's Thesis Research (3-6 credits) (may include 3 elective credit hours)

SIS-793 Practicum in International Affairs

SIS-795 Master's Research Requirement

SIS-797 Master's Thesis Supervision (3-6 credits) (may include 3 elective credit hours)

Concentration (9 credit hours)

Three thematically related courses in one of the following areas, or in another academically sound concentration approved by the student's faculty advisor:

Peace and Conflict Resolution

9. _____

Human Rights and Social Justice

10. _____

Global Environmental Justice

11. _____

Ethics of Development

International Economic Justice

Global Governance and International Organizations

Electives (3 credit hours)

12. _____

Three credit hours from skills workshops, master's thesis requirements, or other elective courses chosen in consultation with faculty and advisor.

[Title]

by

[Student's name]

Submitted to the
School of International Service
of American University
in Partial Fulfillment of
the Requirements for the Degree
of

Master of Arts

in

International Peace and Conflict Resolution

Course Number: _____

Evaluation and Certification:

Course Title: _____

Grade: _____

Remarks: _____

Credit Hours: _____

Semester of Registration: _____

Signature of Faculty Advisor:

Date: _____

American University

INTERNSHIP REGISTRATION FORM
(Submit along with the Internship Consent and Release Form)

Student Last Name _____ First Name _____ AU ID# _____

Phone _____ E-mail _____@_____

Term: Fall Spring Summer 20____ International Student: F-1 or J-1 visa Yes No

International students only: The following information must be completed by your ISSS advisor.

This student is eligible not eligible for internship authorization in _____ semester.

International Student & Scholar Services (Sign) _____ Print _____ Date _____

Registration Information

Course Information Course# _____-_____-_____ Credits _____ A-F Pass/Fail

Faculty Supervisor Last Name _____ First Name _____

Learning Outcomes (developed in consultation with faculty supervisor):

Internship Site Information

Internship Organization Name: _____

Organization is classified as a: For-profit Nonprofit/NGO Government International Org./Multilateral

Internship Site Address: _____ City: _____

State: _____ Postal Code: _____ Country: _____

Organization website: _____ Internship Position Title: _____

Internship Position Description (obtained from internship site supervisor):

American University

Internship site supervisor name: Mr. Ms. Dr. _____

Title: _____ Phone: _____

E-mail: _____

Is participation in this internship contingent upon American University granting academic credit? Yes No

Percentage of clerical or administrative work (e.g. making copies, errands, reception desk coverage): _____%

Is this a home-based business? Yes No Number of employees at organization _____

Wage/Salary: Unpaid Paid Hourly \$_____/hour Stipend Total \$_____

Other Compensation (e.g. meals, metro fare) _____

Hours per week: _____ Internship start date: _____ Internship end date: _____

Work Schedule (hours per day): Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Fri. ____ Sat. ____ Sun. ____

Will any part of this internship occur outside the US? Yes No City/Country _____

Required Signatures

Student (sign) _____ (print) _____ Date _____

Academic Advisor (sign) _____ (print) _____ Date _____

Faculty Supervisor (sign) _____ (print) _____ Date _____

Site Supervisor (sign) _____ (print) _____ Date _____

American University

Undergraduate Earned Credits/Minimum Hours Interned (based on a 14 week internship)

Earned credits	1	2	3	4	5	6
Minimum total hours interned required by end of term	70	140	210	280	350	420
Average number of hours interned weekly over 14 weeks	5	10	15	20	25	30

Graduate Earned Credits/Minimum Hours Interned

Earned Credits	1	2	3	4	5	6
Average number of hours interned weekly over 14 weeks	7	10	14	18	22	26

American University

INTERNSHIP CONSENT AND RELEASE FORM
(Submit with the completed Internship Registration Form)

Student Name _____ (PLEASE PRINT) AU ID# _____

Course # ____ - ____ - ____ Term: Fall Spring Summer 20____

Organization _____ International student F-1 or J-1 visa Yes* No

The following Agreement is designed to protect all participants in American University's internship programs, including students, faculty members, American University and the agencies and individuals cooperating with the University. You, as the student, must sign this form, with parental or guardian approval if you are under the age of eighteen (18), to indicate agreement and permission to participate.

I understand that participation in this internship is entirely voluntary and that any such internship program involves some element of risk. I agree that in consideration of American University sponsoring this activity and permitting me to participate, I will indemnify, defend and hold harmless American University, its officers, agents, employees, successors and assigns from liability for any and all claims, demands, rights or causes of action, present or future, resulting from or arising out of any travel or activity conducted by or under the auspices of this internship program.

I understand that the University requires that all students be covered by appropriate accident and medical insurance and that the student be financially responsible for such expenses. My signature below verifies that I am covered by the required insurance.

I HAVE READ AND UNDERSTAND THE ABOVE PROVISIONS AND AGREE TO BE BOUND BY THEM AS INDICATED BY MY SIGNATURE BELOW.

Required Signatures:

Student _____ Date _____

If under age of 18

Parent or Guardian _____ Date _____

Name of Parent or Guardian _____ (PLEASE PRINT)

* Note: International students in F-1 or J-1 visa status must obtain authorization from International Student & Scholar Services (ISSS) before registration for this internship will be accepted.



**SCHOOL OF INTERNATIONAL SERVICE
GRADUATE PROGRAMS**

DESCRIPTION/PERCENTAGE OF DUTIES. Summarize your duties in the space provided below and indicate the percentage of time you expect to devote to each activity (e.g., "80% conducting research for human rights campaign). Descriptions without percentages will *not* be accepted. Alternatively, you may attach a letter or e-mail from your internship site supervisor outlining your duties and the percentage breakdown. For students undertaking internships in conjunction with current employment, the internship duties *must* be both beyond the normal scope and standard duties of your job and relevant to your academic program.

%

%

%

%

%

To the Internship Site Supervisor: *Your signature certifies that you have reviewed the job description above and that you agree to provide a written evaluation of the student's performance. The performance evaluation form and evaluation instructions will be provided by SIS.*

Signature of Internship Site Supervisor: _____ Date: _____

Name of Internship Site Supervisor: _____

RELEVANCE TO PROGRAM. In the space provided below, please explain the relevance of your duties to your academic program. How does this internship relate to your concentration/related field? What skills will you be using and how do they develop your understanding of the field? What do you expect to gain from this internship?

ACADEMIC WORK PLAN. In addition to completing the normal duties required by the internship, students must also submit written academic work to their faculty supervisor. In the space below, please outline the academic work you and your faculty supervisor have agreed upon. Please have your faculty supervisor initial to indicate his or her consent.

Faculty Initials _____



AMERICAN UNIVERSITY
WASHINGTON, DC

INDEPENDENT STUDY REGISTRATION FORM

Student _____ AU ID# _____

Phone _____ (Last) _____ (First) e-mail _____ @ _____

Term: Fall Spring Summer 20____

Course Information:

Course # _____ - _____ Credits _____ A-F Pass/Fail

Faculty supervisor _____ (Last) _____ (First)

Project Title _____

Brief description of independent study project:

Required Signatures:

Academic Advisor _____ Date _____

Faculty supervisor _____ Date _____

Department Chair or Dean _____ Date _____

Student's Signature _____ Date _____

INSTRUCTIONS TO STUDENTS
Obtain all required approvals and submit this completed form to the Registrar's Office. You will receive confirmation by e-mail when your registration has been processed.

OFFICE OF THE REGISTRAR
202-885-2200 fax 202-885-1052

