Students are expected to acquire a wide substantive knowledge in the field of Peace and Conflict Studies.

The majority of our Core Courses rely heavily on case studies from around the world. Students who attain an MA will be very familiar with key cross-cultural cases pertaining to the question of peace or violence in the historical and contemporary world.

**Assessments:**
- Successful completion of course work in social and cultural bases of conflict and cooperation, violent conflict and nonviolent social conflict and recovery from violence.
- Every course will have some mixture of writing, exam taking, and discussion or oral presentation.
- A final, three part examination (each part graded by two faculty members, Core or Associate) will include written answers to essay questions for each of our three distribution areas.

**Role of the Program:**
- **Offering of the required courses and electives:**
  - Core courses on Social and Cultural Bases of Conflict and Cooperation will include one each on: international education development in peace, conflict and human rights; environmental conflicts in developing nations; (im)migration and refugees; and the relationship between “security” and “development.”
  - Already identified electives (courses given by Core Faculty but not Core Courses, or in other Rutgers graduate programs) include courses on conflict and cooperation related to religion, gender, race, social identity, and inequality. At the end of the program, students will have developed a critical
understanding of the sociological, historical, political and cultural sources of contemporary forms of violent and nonviolent conflict.

- Courses on Violent Conflict include ones on “irregular” wars (when one side is not a state military); sources of violence in urban areas; and political violence. Existing electives in this area include courses on inter-state conflict, political violence, and terrorism. At the end of the program, students will have developed a critical understanding of how and why some conflicts end up in destructive forms of social and political violence.

- Nonviolence and Recovery courses include the waging of nonviolent civil movements; transitional justice and the recovery from atrocity; and perspectives on mediation and conflict resolution. Existing elective course include human rights, and international law. We hope to add faculty who can teach on theories of conflict transformation (which is a particular approach) and on building sustainable peace. Other elective courses have been identified or are being developed which will enable students to pursue interests in their particular interests related to our general program. At the end of the program, students will have developed a critical understanding of how societies develop nonviolent means of basic social change, recover from violence, and prevent it from reoccurring in the future.

- **Faculty involvement:**
  - We believe the best way to ensure that each student is meeting the program learning objectives is by personal involvement with our Core Faculty. Incoming students and faculty will become
acquainted in our Introductory Seminar, in which each Faculty member introduces their interests and Core Course topics. For each presentation, students will be assigned readings, and produce a three-page reaction paper on readings and class discussions to be evaluated by that professor. This will also enable us to identify potential problems such as comprehension and writing skills, early enough in the student’s enrollment to provide effective advisement.

- **Advisement:**
  - Besides performance, and key part of our program is close consultation with by advisors. Students will be assigned an initial advisor based on their apparent interests, but these are subject to review and adjustment. An important part of ongoing evaluation will be communication among faculty. After every Core Course (we expect 3-4 to be offered each semester), the Professor will communicate with each MA PCS student’s advisor, appraising them of that student’s performance according to our learning expectations, including areas that need improvement. Before the next semester starts, students will be required to meet with their advisor to discuss what they have accomplished, and what they need to work on. At the end of every academic year, the Core Faculty will have a meeting devoted to discussing individual students’ progress in the program.

<p>| Students are expected to become theoretically adept and analytically sophisticated in the field of Peace and Conflict | Students are expected to become theoretically adept and analytically sophisticated. Every distribution course includes critical examination of existing theories relevant to those topics. Besides the distribution courses noted above, there is a requirement for at least one theory and one methods course. Theory can be from |</p>
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<th>Studies</th>
<th>sociology or anthropology (both offered as overviews within the program) or other disciplines through Associate Faculty. Both quantitative and qualitative methods courses will be offered. Within our Core Courses, students will be challenged to do independent research, to critically examine existing perspectives, to analyze actual conflict situations, and to master both the verbal and written presentation of ideas. <strong>Assessments:</strong> Same as the first learning goal’s</th>
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<td>Students are expected to be able to pursue further academic work or employment in the field of Peace and Conflict Studies</td>
<td>Both intellectual understanding and employment prospects are increased by hands-on experience. Our students may either enter the program with such experience, (e.g. having worked in a NGO dealing with issues related to the mission of the program); or may acquire the experience through internships. While not mandatory, engaging in internship opportunities is strongly recommended. One immediate task for our development group before the first students arrive is to compile an extensive list of internship opportunities, and establish communication with those organizations. We do not anticipate that many students will move from our program into roles of professional mediators or policy makers. Instead, they are being prepared for two possible trajectories: continued academic work toward a PhD or other degree; or success in acquiring/excelling in non-academic employment. Toward the first goal, students will be thoroughly prepared for the most rigorous Doctoral program. Toward the second goal, they will have acquired the ability to approach and analyze any potential conflict situation, understand its underlying causes, and identify possibilities for averting violence. A student’s future plans and preparation for them will be on the agenda of every meeting with advisors. We also plan</td>
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to develop an active network of our graduates who may offer advice and opportunities for new students.

Assessments:
- Further academic work
  - Successful completion of course work
  - Successful completion of the exam and other graduation requirements
- Employment
  - Internships or experiential credit will be approved only with an agreement to produce a substantive written report of learning.
  - Available placement information and post-graduation tracking.

Role of the Program:
- Offering of required courses and electives
- Engage student via faculty involvement and introductory seminar
- Engage students via effective advisement and periodical feedbacks regarding student academic progress
- Compile and maintain an extensive list of internship opportunities
- Establish communication with organizations that offer relevant positions
- Keep job placement records