



## Department of Conflict Analysis and Resolution Qualifying Exam - January 20-22, 2015

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The Qualifying Exam is in a three-day, non-proctored format. Students will be able to access the exam at 9:00 am East Coast time on January 20, 2015. You will have 72 hours to submit your answer. The assignment box will remain open until 9:00 am East Coast time on January 23, 2015. This will enable you to plan your time, prepare a draft, edit, and submit your final response.

You may use whatever materials you choose, but you are expected to work alone. You are expected to write the exam answers *in your own words* and to support your analysis with appropriate references. All references cited in your answer must appear in the reference pages. You should include a reference page in addition to citing within the body of your answer. You may use either APA or Chicago citation styles, but you must be consistent and choose only one style. You must submit original work for the exam, and should not copy work submitted for courses. We strongly urge you to submit your answers first to the turn-it-in box so that you can make sure you do not have plagiarized material in your answer. The final submission is to Blackboard Assignment Box area.

You will notice that following the exam question (see next page) is a grading rubric. The grading rubric shows you the expectations of the faculty graders. Please review the rubric carefully. It will assist you in planning and executing your answer. The grading rubric will also be used by the faculty graders in assessing your answer.

It is your responsibility to submit the response prior to the assignment box closing. The assignment box will close at 9:00 am (East coast time) on January 23, 2015. If you miss the deadline, your response will not be considered. Therefore, please plan accordingly. We suggest you do not wait until the last few minutes to submit your answer.

**Do not include your name in any part of the document.**

**Please submit your file in a Word document; do not submit in PDF format.**

We all wish you great success!

**Ph.D. Qualifying Exam**  
**January 2015**

Choose **ONE** of the two cases provided. Then, write an essay showing that you can connect theory, research and practice. You may focus your approach on any level of conflict (interpersonal, organizational, or international) you are most confident with. You are not required to do outside research on the background of the case you select.

This question has three integral parts that address theoretical analysis, research and practice. The first part is focused on analyzing and understanding the conflict and includes both theory and research elements. Provide the context for the case analysis and then present three fully explained relevant theories that are useful in this case. Include an explanation of the theories you have chosen and why they help us understand the conflict. Cite major thinkers in the field regarding those theories and connect the substance of the theory to specifics of the conflict.

In the second part of your paper, develop a plan to research some aspect of the above conflict. Include a problem statement related to the context and identify a research methodology appropriate to address that problem. Select one of the research methods you've been taught here at DCAR (e.g., phenomenology, case study, grounded theory, survey research, experimental, and so on). Explain what that method is and why you have selected it to help us better understand the nature of the conflict. Be sure to include the research steps you would include. That is, formulate a research question, describe your sampling strategy, as well as how you would collect and analyze data. For example, for a quantitative study, what are your hypotheses, what are the independent and dependent variables and how will you operationalize those variables? What statistical test might you run and why? If you are taking a qualitative approach, how would you collect data (interviews? focus groups? participant observation?) How would you analyze the qualitative data? Why is this the choice that makes the most sense? The gist of this part of the essay is to communicate how you would go about understanding or "diagnosing" the conflict.

In the third part of your paper, provide a practice application related to this issue, including appropriate practice model/s and sample scenarios to show you understand and know how to apply the model/s. Would you facilitate? Mediate? Negotiate? Advocate for policy changes? Employ dispute systems design or non-violent direct action? Describe in detail why you have chosen the practice application that you have chosen and cite major thinkers associated with that method. Discuss how you would go about implementing your chosen method. For example, if you're choosing mediation, you might cite Ken Cloke. If you have decided on nonviolent action, you might cite someone like Gene Sharp. The idea here is to convey, now that you diagnosed the conflict above, what you think should be done to resolve or transform it.

You can do the three parts in any order, and, if you choose, base the research on the practice application. Please note that each of the parts mentioned above (theory, research, and practice) is worth 25% of the final grade, with 10% based on the integration of ideas throughout the essay, and 15% devoted to how well you address the following: organization and structure of ideas and arguments, grammar and mechanics of writing, and proper APA/Chicago citation.

This exam is pass/fail. 70% is considered passing. There are five (5) sections to the integrated essay which you will write: an introduction, a theory section, a methods section, a practice section and a conclusion. Approximately 25 pages is an expected length, plus references. Please carefully review the Rubric for Assessment to be sure that you include all required elements.

### Rubric for Qualifying Exam Grading

Practice Portion	Points
Which practice method was used by the student (e.g., systems design, mediation, negotiation, nonviolence, facilitated dialogues or other conflict resolution processes)?	
Did the student thoroughly and convincingly describe in detail and apply a practice method which harmonizes with and makes sense in light of the student's conflict analysis? Did the student make a convincing case as to why this specific practice method for this specific conflict? If so, award between 8-10 points. If not, award between 0-7 points.	
Did the student thoroughly describe the steps he/she would undertake in the implementation and give an explanation as to why? If necessary, did the student specify a particular school of thought or method of, for example, negotiation or mediation? If so, award between 11-15 points. If not, award between 0-10 points.	
<b>Total points for Practice (out of maximum 25)</b>	
Theory Portion	
Did the student thoroughly and convincingly describe in detail three theoretical perspectives which help us understand the conflict and its potential resolution? Did the student explain how these theories guide the choice of practice/research methods? If so, award up to 15 points (5 points per theoretical perspective)	
Did the student show a clear understanding of each theory and relate it to the conflict under discussion? If so, award up to 10 points. If not, award between 0-9 points.	
<b>Total points for Theory (out of maximum 25)</b>	
Methodological Portion	
Did the student explain what methodology he/she would use and why he/she selected it to best understand this particular conflict case? If so, award up to 10 points (5 points per what and why).	
Did the student develop a plan to research and in doing so include the research steps he/she would include? Specifically: for quantitative did the student do the following: formulate testable hypotheses, develop independent and dependent variables, explain how those variables would be conceptualized and operationalized, and explain what statistical test might you run and why. For qualitative did the student do the following: specify an epistemological point of view, specify a qualitative method (such as a case study, ethnography, or phenomenology, etc...), explain how he/she would collect data, how they would analyze the data, explain why the choice of qualitative research made sense. Did the student include ethical reflection, reflexivity and practical considerations such as access to data? If so, award between 12-15 points. If not, award between 0-11 points.	
<b>Total points for Methodology (out of maximum 25)</b>	
Synthesis/Integration, Writing, and Citing	
Did the student synthesize theory, research and practice—that is, the student explicitly makes links between the analysis piece and the proposed intervention? Did the student include a thesis statement which successfully ties the three “pieces” of the exam together? Are each of the three pieces of the exam (theory, research and practice) correspondingly related back to said thesis and to one another? If so, award 8-10 points. If not, award between 0-7 points.	
Was the essay nearly free of all grammar errors/typos and written with voice and grace? If so, award 8-10 points. If not, award between 0-7 points.	
Were the citations and references used and formatted correctly? If so, award 5 points. If not, award between 0-4 points.	
<b>Total points for Synthesis/Integration, Writing, and Citing (out of maximum 25)</b>	
Total points for exam	

90-100: Excellent

80-89: Good

70-79: Acceptable

69-below: Failure

## **CASE 1: “Mexico Demonstrations Against Government”**

Mexico’s missing students: Protestors clash with police

<http://www.bbc.com/news/world-latin-america-30475977>

*Justicia!* Protests in Mexico

<http://www.economist.com/news/americas/21635520-president-proposes-laws-fight-crime-mexicans-want-more-justicia>

Mexico protestors call on President to resign

<http://www.aljazeera.com/news/americas/2014/12/mexico-protests-president-20141221252768334.html>

Mexican leader, facing protests, promises to overhaul policing

[http://www.nytimes.com/2014/11/28/world/americas/mexican-leader-facing-protests-promises-to-overhaul-policing.html?\\_r=0](http://www.nytimes.com/2014/11/28/world/americas/mexican-leader-facing-protests-promises-to-overhaul-policing.html?_r=0)

A Mexican Spring?

<http://www.globalpost.com/dispatch/news/regions/americas/mexico/141204/disappeared-ayotzinapa-mexican-students-protest-movement>

Mexico’s president talks economics with Obama, but lawlessness still presses

<http://www.csmonitor.com/USA/Foreign-Policy/2015/0106/Mexico-s-president-talks-economics-with-Obama-but-lawlessness-still-presses-video>

Who is behind Mexico’s drug related violence?

<http://www.bbc.com/news/world-latin-america-10681249>

Mexico’s Cocktail of Political and Narco-violence and poverty

<http://www.ipsnews.net/2014/10/mexicos-cocktail-of-political-and-narco-violence-and-poverty/>

## **CASE 2: Domestic Violence (NFL Ray Rice Example)**

Nearly a third of U.S. women have experienced domestic violence

<http://www.washingtonpost.com/news/post-nation/wp/2014/09/08/nearly-a-third-of-u-s-women-have-experienced-domestic-violence/>

Domestic Violence Is as American as Apple Pie

<http://www.usnews.com/news/blogs/data-mine/2014/09/25/domestic-violence-is-as-american-as-apple-pie>

Ray Rice scandal boosts domestic violence awareness

<http://www.cincinnati.com/story/news/2014/10/04/ray-rice-scandal-boosts-domestic-violence-awareness/16751817/>

Janay Rice: Ray Rice was 'terrified' after hitting me

<http://www.cnn.com/2014/12/01/us/ray-rice-wife-janay-today-show/>

OTL: NFL didn't enforce own policies

[http://espn.go.com/espn/otl/story/\\_/id/11849798/outside-lines-most-nfl-players-domestic-violence-cases-never-missed-down](http://espn.go.com/espn/otl/story/_/id/11849798/outside-lines-most-nfl-players-domestic-violence-cases-never-missed-down)

NFL sends mixed messages on domestic violence response

<http://www.usatoday.com/story/sports/nfl/2014/09/15/domestic-violence-adrian-peterson-ray-rice-greg-hardy/15698817/>

Domestic Violence Drives Up New York Shelter Population as Housing Options Are Scarce

[http://www.nytimes.com/2014/11/11/nyregion/domestic-violence-drives-up-new-york-shelter-population-as-housing-options-are-scarce.html?\\_r=0](http://www.nytimes.com/2014/11/11/nyregion/domestic-violence-drives-up-new-york-shelter-population-as-housing-options-are-scarce.html?_r=0)