

GRADUATION INFORMATION FOR SENIORS

FRIENDS WORLD PROGRAM

LONG ISLAND UNIVERSITY

For Students Graduating In January 2006 Under Old Graduation Requirements

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****Applications must be returned to Friends World WHQ by due date.***

Please DO NOT complete any online graduation applications from the LIU websites! Only complete the applications included in this packet.

Contact Information:

World Headquarters (WHQ)

Friends World Program

1 University Plaza

Brooklyn, NY 11201

Primary Contact: Kristina Kupferschmid, Assistant Director of Records and Admissions

Phone: 718-488-3409

E-mail: kristina.kupferschmid@liu.edu

Fax: 718-488-1589

DATES AND DEADLINES FOR THE 2005-2006 YEAR

- Sept. 30, 2005 Applications for **January graduation** must be received in World Headquarters (WHQ) (can be faxed to Kristina at 718-488-1589)
- Dec. 1, 2005 For **January graduates**: all work must be complete and submitted to faculty advisors.
- Jan. 13, 2006 Official date of **January graduation** (Celebration in May 2006)
- Feb. 6, 2006 Applications for **May graduation** must be received in WHQ
- May 1, 2006 For **May graduates**: all work must be complete and submitted to faculty advisors.
- May 10, 2006 **Friends World Graduates' Convocation**, with student presentations.
- May 11, 2006 Brooklyn **Campus Commencement Ceremony**, with students and faculty in full regalia. Official date May graduation.
- Aug. 1, 2006 For **September graduates**: all work must be complete and submitted to faculty advisors. **September Graduates** recognized in May.
-

Overview:

Friends World/Long Island University has three graduation dates per year, in May, September and January. There is, however, only one general gathering each year that recognizes you and your peers' successful completion of studies. In May, graduates, families, faculty, and fellow students gather in Brooklyn for the Friends World Graduates' Convocation and the subsequent Commencement Ceremony.

While your official graduation date is determined by your success in meeting all graduation requirements and the above deadlines, the May ceremony will recognize January 2006, May 2006 and September 2006 candidates.

Students do not receive the actual diploma at the May ceremonies. Once the faculty advisor has verified that all work is complete and evaluations have been received by WHQ/Brooklyn, the student's permanent record will be updated and a diploma will be ordered. It takes a minimum of 8 weeks to receive the diploma once an order has been submitted.

Candidates presented in May should have virtually all their senior work completed, even if they do not plan to graduate until September. Graduating seniors are expected to make a presentation to the Friends World community of their projects and thesis results prior to graduation. If you are unable to present our graduation ceremony, you should discuss this with your faculty advisor and plan to make a presentation at your regional center prior to the end of the semester.

FRIENDS WORLD GRADUATION REQUIREMENTS

For students graduating in January 2006 (PRIOR REQUIREMENTS)

In order to graduate a student must complete the following requirements:

A student must earn at least 120 semester credits including:

A minimum of 12 credits in each of the following:

Area Studies;
Foreign Language;
Human Issues/Social Change

A minimum of 6 credits in four of the following areas:

Social Sciences
Natural Sciences/Environmental Studies,
Crafts/Trades/Professions* (cannot exceed 24 credits in this area)
Arts/Literature/Composition
History
Philosophy/Religion.

Additionally, in order to graduate, a student must complete the following:

- The two-center requirement: Students must complete study in at least two centers outside their home culture; one entire academic year plus one semester in the second center.
- Declare an Area of Concentration and earn at least 24 credits in the declared area
- An approved senior thesis or project, oral presentation and satisfactory evaluation by both the faculty advisor and external examiner
- Satisfy all financial obligations to Friends World/Long Island University

For students graduating May 2006 and September 2006 (New Requirements)

In order to graduate a student must complete the following requirements:

A student must earn at least 120 semester credits including:

- Junior Research Seminar and completion of the Junior Project .
- Declare an Area of Concentration and earn at least 24 credits in the declared area.
- Completion of the spring Capstone Senior Semester in Brooklyn
- An approved senior thesis (4 credits), oral presentation and satisfactory evaluation by the faculty advisor
- Satisfy all financial obligations to Friends World/LIU

NOTE: Students who are graduating in May & September 2006 and have approval to graduate under the prior requirements, as listed above, must have an official form in their file.

Transfer Students: Upon favorable review of official transcripts from other institutions, up to 60 credits may be transferred and applied to your Friends World degree.

A prospective graduate must complete the Application for Graduation packet distributed by center advisors. This Form must be submitted to Friends World Headquarters by the deadline listed.

INSTRUCTIONS FOR DEGREE AUDIT

This instruction sheet is for your records. Please complete Part I and II of the attached **Friends World Application for Graduation form**. **Make copies of it for your records, and submit the originals to WHQ.** As you approach graduation, you should request a copy of your transcript credits as they are currently recorded in WHQ if you do not have them already. Transcripts requests should be made to Kristina Kupferschmid (see cover page for contact information.) Compare your credits with your own records and update your grid if necessary, accounting for and including any work that still shows INC. Please go over your credits – actual and anticipated – with your advisor. Fill in areas that you anticipate will be met by the time you graduate. Place an asterisk (*) next to work that is currently underway. Place a check mark (✓) next to work that falls within your area of concentration. Review the sheet with your advisor, and have your advisor sign and date the sheet.

If you see discrepancies or errors in course names or credits previously completed (e.g., transfer credits from other colleges/universities or Friends World work from previous semesters): fill in what you believe to be the correct courses and credits, and indicate where the credits were earned and the dates of enrollment. If we need you to request official transcripts or to provide further information, we will contact you right away.

CHECKLIST

(Review each of the following with your advisor before you return your forms):

- _____ Transferred credits are accurate (if applicable)
- _____ All earned Friends World credits are entered and accurate
- _____ You have indicated work currently underway with an asterisk.
- _____ You will have earned the required credits.
 - _____ 120 total
 - _____ 12 in area studies, language, human issues
 - _____ 6 credits in 4 areas
 - _____ Area of Concentration:

 - _____ 24 or more credits apply and are indicated [✓] on grid
- _____ Approved thesis/project title has been entered onto grid form.
- _____ Work will be turned in to designated advisor by (date) _____
- _____ The faculty advisor has been notified and has agreed to submit the evaluation to WHQ by _____ (date)
- _____ Current faculty advisor has signed the grid form.

- _____ Send the Friends World Applications for Graduation Part I and II to WHQ.

(Sent on _____)

(Be sure to allow enough time for the Applications to reach Brooklyn by the due date.)



APPLICATION FOR GRADUATION

Part II

ANTICIPATED DEGREE:
____ B.A., Friends World Program/LIU

Student I.D. (Social Security) No.:
____ - ____ - _____

Email address: _____

PLEASE PRINT YOUR FULL LEGAL NAME AS YOU WISH IT TO APPEAR ON YOUR DIPLOMA:

NAME: _____
(First) (Middle) (Last)

PLEASE PRINT YOUR NAME PHONETICALLY, FOR THE COMMENCEMENT CEREMONIES

PLEASE CLEARLY PRINT THE ADDRESS WHERE YOU WOULD LIKE YOUR DIPLOMA MAILED

ADDRESS: _____
(Number & Street) (City) (State) (Zip)

TELEPHONE #: Permanent: _____ Current: _____

DIVISION: FWP area of concentration: _____

SR.ADVISOR _____ Center: _____

Participating in FWP graduation festivities (Saturday) in May? ____ Yes ____ No

Participating in all-campus graduation festivities (Sunday) in May? ____ Yes ____ No

DATE DEGREE IS EXPECTED: MAY _____ SEPTEMBER _____ JANUARY _____

(Indicate month and year by which you expect to have ALL requirements met, including submission of finished approved thesis/project.)

(Signature of Applicant) (Date)

DEADLINES:
SEPTEMBER 12, 2005 FOR STUDENTS GRADUATING IN JANUARY 2006
FEBRUARY 6, 2006 FOR STUDENTS GRADUATING IN MAY 2006
PLEASE FAX BACK TO KRISTINA AT 718-488-1589

90 CREDIT REVIEW

(To be filled out by the student and her/his faculty advisor. One copy goes to the student, a second into the student's center file and the third to the WHQ records and registration office Kristina Kupferschmid.)

Student's Name _____ Regional Center _____

Social Security Number: _____

Area of Concentration: _____

I have reviewed the academic record of the above student and have found that s/he has/has not completed at least 90 credits. Academic work outstanding:

In the next year, the student must earn the following number of credits in the academic areas listed below:

AREA STUDIES:	HUMAN ISSUES/SOCIAL CHANGE:
LANGUAGE:	SOCIAL SCIENCES:
ARTS , LITERATURE & COMP:	NATURAL SCIENCES:
CRAFTS, TRADES, PROFESSIONS:	HISTORY:
PHILOSOPHY & RELIGION:	AREA OF CONCENTRATION:

The TWO CENTER requirement has been fulfilled at the following centers: _____

In terms of academic progress, the student is strong in the following areas:

Skills:
Areas of Knowledge and Expertise:

The student needs to strengthen the following areas:

Skills:
Areas of Knowledge and Expertise:

Describe what the student has done in preparation for the senior year (proposed topic and title of senior work; center where work will be pursued, etc.

Faculty Advisor _____

Date: _____

GUIDELINES FOR SENIOR STUDIES

Senior studies, culminating in a senior thesis or project, is the capstone of education at Friends World. It may take one of three forms:

* **A senior thesis** is a research project in which a student investigates and analyzes a particular issue, integrating his or her own views and findings with the relevant professional literature and theory;

* **An action project** is one in which the student is a participant and not only an observer. Such a project, involving a mixture of research and application, may consist of an internship, an attempt to carry out a particular task or it may even involve an entrepreneurial venture. But, like the thesis, it must demonstrate an awareness of the context in which the action takes place, a sophisticated understanding of what may result from that particular action and why it was chosen over others, and be accompanied by explanatory text which both interprets and analyzes the action project and places it in its broader context. Finally,

* **An artistic project** in which the student demonstrates a high level of proficiency and conscious originality. Projects of this type may be presented as recorded artistic performance, works of art or any other creative activity, but they must be accompanied by explanatory text, which both interprets and analyzes the artistic expression and places it in its broader artistic context.

Whatever the form of the senior work, it represents a summary of one's undergraduate work, an exploration of an area of learning in greater depth than was the case in previous semesters. It should demonstrate a senior-level of competency in a number of areas: research, synthesis of experience, reflection upon experience, analysis of experience and theory and presentation.

Senior studies commence when a student has earned 90 credits and has done a 90-credit review with her or his faculty advisor to ensure a proper distribution of credits. The thesis or project, normally conducted in one's Area of Concentration, usually involves the entire senior year, with one semester devoted to planning and data-collection, the other to synthesis, reflection, analysis and writing-up. It is highly recommended that senior studies be completed in the student's home culture in order to step back from involvement in the "field" and gain a wider theoretical perspective.

Since senior work is expected to be of higher quality and greater depth and sophistication than previous studies, it usually consists of several integrated components, which add up to the necessary credits. A thesis on sustainable agriculture, for example, might include one section on definition, another investigating a particular case-study and a third on analysis and implementation -- or a project to implement a particular policy might approach the problem in the opposite way: suggesting a plan of action based on an analysis of the situation using both theoretical and field-based sources. Doing an artwork or writing a novel for a senior project is also acceptable, provided one places the artistic expression within a wider analytical and theoretical context: What does the work represent? Where does it fit within the existing genre? Why was this form chosen and not another? The model could be extended to any other topic, of course, in varying degrees of objectivity-subjectivity, theory, analysis and experience. The point is that senior work of any form should be an integrated expression one's own learning with broader realms of knowledge, theory and modes of expression.

Planning for the senior thesis is usually done at the start of one's senior year (the seventh semester) when a student, in consultation with his or her faculty advisor, prepares a Senior Studies Proposal. Proposals should be hammered out early so that the student is clear about her or his semester's activities and final academic goals. They must be handed in to the student's faculty advisor not more than 15 days after the

start of the semester in which the senior work is begun. Both the faculty advisor and the center director must approve the proposal. If it is rejected or revisions called for, no more than one month may elapse before the revised proposal is approved. It is then forwarded to the Office of Student Records, Friends World Program at Southampton.

Students should work closely with their advisors on their senior work. First drafts should be submitted in plenty of time to allow for review by the advisor and revisions. A second draft is then produced and, if found satisfactory, is then sent to an external examiner, an expert in the student's field of study who has not worked closely with the student before. (Performances or other artistic works will follow similar stages, and evaluation by an external examiner will assume an appropriate form.) An external examiner sends written evaluations to the student and faculty advisor, including a recommendation of graduation. If possible, the external examiner should also discuss the work with the student personally. Faculty should choose examiners who are sensitive to the nature of experiential learning and to individual modes of expression. They should also be reminded that, while we expect rigorous academic work at the level of college seniors, senior studies are not M.A. or Ph.D. theses.

The external examiner is not to be selected by the student. The external examiner should not be formally associated with Long Island University, nor should the external examiner be related to anyone employed by the Friends World Program or involved in its governance.

Center faculty should endeavor to have senior students present their projects to the wider center student body, either in special sessions or in the end-of-the year In-Gathering. When the final evaluation is complete, two copies of the thesis must be presented: the original to the registrar and a copy to the regional center where the project was undertaken. (Students must keep a third copy for themselves.) Theses must be bound, must conform to the guidelines provided and must be in final form, neatly typed. Again, performances or artistic works will be presented in forms agreed upon by the student and the faculty advisor; only then will the student have fulfilled the requirements for graduation.

SENIOR STUDY PROPOSAL

Student's Name _____ Regional Center _____

Phone _____

Address during Senior Study:

Advisor _____

Period of Study _____ # Credits Requested _____

Title of Study _____

Type of Study: Thesis _____ Action Project _____ Artistic Project _____

Name of Field Advisor: _____

Phone _____

Address _____

Comments:

Approval:

Faculty Advisor Date Center Director Date

Field Advisor Date Senior Coordinator Date

Received by WHQ _____ Date _____

SENIOR STUDIES PROPOSAL: GENERAL OUTLINE

Like any research design, the Senior Studies Proposal is intended to help you conceptualize, plan and carry out your senior thesis or project. In addition, it will help your faculty advisor and Senior Studies Coordinator evaluate the soundness of your senior work and monitor its progress. Address the concerns listed below. The questions presented are not, of course, exhaustive, and you do not have to answer every one. Instead, they are suggestive; you are free to present your project as you wish. In general, however, your proposal should cover the following areas.

1. Title. The very act of choosing a title, even a provisional one, forces one to clearly define the subject under study.

2. Define Your Study or Project. Generally outline your research activities. What is your focus? What central theoretical problem will you be addressing, and what are the major questions you will be asking? Where will your work be carried out? Justify the research site: Why did you choose that particular place? Specify the level of analysis (global, national, regional, a particular group or local community, a family or an individual). If you are proposing an action project, outline your activities and their rationale. If an artistic project, outline the nature of the project and why you chose that form. What forms of documentation will you use besides written?

3. Continuity and Academic Development. How is your proposed senior study related to your previous work? Since this project is the culmination of interests pursued in previous semesters, describe what you have studied previously. What interests or issues have been of special concern to you? How does this proposed study or project relate to those previous concerns, and how will it contribute to your academic development?

4. Skill Objectives. Since you began at Friends World you have developed various skills of research, expression and action. What skills are of particular importance to you, and how will this proposed study or project contribute to them? What skills will you have to use and what new skills will you have to acquire or sharpen?

5 Methodology and Theoretical Analysis. How will you investigate the problem under study? State the stages of research and your timetable for each stage. What means will you use to advance your research? (Qualitative methods encompass participant observation; interviews, including those with key informants; eliciting native categories, life histories and historical context; the use of photographs and projective tests to elicit reactions; library research, review of local literature, and others. Quantitative methods include statistical survey samples and other "hard" data; measurements of nonverbal and other behaviors; film analysis; formal experiments, and the like.) If you are proposing a project or performance, describe the stages of preparation and the skills you will need to carry it out. Which theories or authors will you draw upon to help you reflect upon and analyze your experience?

6. The Significance of Your Study or Project - Personal, Social and Theoretical. Why are you pursuing this activity or study? What is its significance for you and for others, theoretically, practically or, in the case of a performance, art or literary project, expressively? Present a brief survey of the literature on your topic, noting major approaches, key hypothesis to be tested and significant gaps in knowledge, lack of adequate terminology and concepts, and areas that should be further explored. What will your study contribute to the ongoing discussion of the subject? What gaps or lacks in the literature will it fill? In the case of an artistic project, place your proposed work in context: What kind of expression are we

speaking of? How does it relate to expressions of similar genres? What does your presentation contribute to the genre -- or at least to your own intellectual development?

7. Bibliography. Provide at least a preliminary list of books and other source materials you will use in the study.

8. Organize the different components of your senior study into a learning plan summary and assign credits to each area of learning.

These problem posing questions and activities are intended to help you conceptualize, organize and plan your senior study. Again, you don't have to answer every question, although you do have to address the areas of concern listed here. Don't panic. This is not a Ph.D. thesis; it is an independent study or activity planned by you and of relevance to you, which you should be prepared to carry out. Work closely with your faculty advisor. This is an opportunity -- before you are thrust into graduate school or life -- to reflect upon and analyze what you've done, to pursue your central interests in greater depth and to gain important skills of research and expression. If it derives from your previous experiences and personal interests, the senior study should be challenging, enjoyable and satisfying.

Once your proposal is accepted by your faculty advisor and center director, forward it WHQ.

FORMAT OF SENIOR STUDIES THESES AND PROJECTS

I. PRELIMINARIES

(1) Title page (Thesis/project title; your name, date, semester, Regional Center, faculty advisor and, at bottom, the words: "A Senior Thesis or Project] Submitted to the (Whichever) Center of the Friends World Program in Partial Fulfillment of the Requirements for the Degree: Bachelor of Arts"). (Anyone who actually writes the words "(Whichever) Center" will not graduate!)

(2) Abstract of the Paper/Description of the Project, accompanied by your Learning Plan Summary.

(3) Table of Contents (with page numbers).

(4) List of Tables with titles and page numbers.

(5) Preface, including acknowledgements.

II. TEXT

(1) Introduction: What you tried to do this semester and why, accompanied by your learning plan.

(2) Body of Thesis/Project. Written work required for each component of your learning plan. Main body of thesis is divided into related and logical chapters and subdivisions, with proper headings. Papers may be distinct (for example, one paper for each 3 credit component) but, your senior work should represent an organic whole. Remember, people will read your work that know little of you or where you did your project. Communicate with them; lead them step-by-step. If an artistic project, this section should be the presentation.

(3) Conclusions and Analysis. A good question to remember: "So What?" What have you presented here? What does it all mean? Why is it significant? What knowledge, understanding and concern should the reader take away from your portfolio?

(4) Self-Evaluation. Where have you come after four or more years? What important skills and knowledge have you gained, and where are you going? How has your senior work -- and your previous learning activities -- contributed to your personal and intellectual development? What strengths have you discovered in yourself, or have developed over the years? What weaknesses, and how do you plan to remedy them?

III. REFERENCES

(1) Appendices (Senior Study Proposal; other journal entries over the semester; other relevant material).

(2) Bibliography.

Senior Study Portfolios should be typed, double-spaced, paginated and presented in three copies: one for WHQ, one for the Regional Center and one for yourself. For help on format, see Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* (Chicago: University of Chicago). Notice, however, that different disciplines have different conventions. (For example, social science notation is much easier than footnotes.) Look at professional journals in your area of concentration for the formats they use.

A SAMPLE SENIOR STUDY PROPOSAL

1. Title. WOMEN IN BLACK: A CASE STUDY OF THE WOMEN'S PEACE MOVEMENT IN ISRAEL.

2. Define Your Study or Project. Generally outline your research activities. What is your focus? What central theoretical problem will you be addressing, and what are the major questions you will be asking? Where will your work be carried out? Justify the research site: Why did you choose that particular place? Specify the level of analysis (global, national, regional, a particular group or local community, a family or an individual). If you are proposing an action project, outline your activities and their rationale. If an artistic project, outline the nature of the project and why you chose that form. What forms of documentation will you use besides written?

In general, I want to explore the relationship between women and the issue of peace. Among the questions I will ask are: Why should women organize on a gender basis over a seemingly universal issue like peace? Is peace in fact a universal issue, or does it have implications for women that it does not have to men? More specifically, do war and the violence it engenders have wider repercussions for women in society that make them "women's" issues?

I will explore the relationship between gender and peace through a case study approach: the study of a weekly vigil of Israeli women, known as "The Women in Black," organized to protest Israel's occupation of the West Bank and Gaza. The activists in this vigil are a rich source of primary information both because they are articulate and informed and because they claim that particular ties exist between issues of peace and violence -- expressed primarily but not exclusively in Israel and Palestine -- and women in society.

Because I am proposing a senior thesis and not a project, most of my documentation will be in written form. I will use other forms, however, primarily photographs and audiotapes of interviews, and, if possible, video documentation.

3. Continuity and Academic Development. How is your proposed senior study related to your previous work? Since this project is the culmination of interests pursued in previous semesters, describe what you have studied previously. What interests or issues have been of special concern to you? How does this proposed study or project relate to those previous concerns, and how will it contribute to your academic development?

My proposed study of the women's movement in Israel and the issue of peace grows out of previous research I have done on related topics during my past years as an FWC student. During a semester in the China Center I employed popular literature as a means of exploring the traditional situation of Chinese women, especially the cultural mechanisms of suppression. The next semester, in England, I focused on human rights as an intern for Amnesty International, and continued to study anthropology and archaeology, which I had begun during my freshman year at Temple University. Throughout anthropology has been my main disciplinary framework -- this year I am studying anthropological perspectives on women -- and this perspective will guide my study of women and peace in Israel. I thus bring to my senior project library and fieldwork skills I have acquired in previous semesters, and background knowledge of women's studies.

4. Skill Objectives. Since you began at Friends World you have developed various skills of research, expression and action. What skills are of particular importance to you, and how will this proposed study or project contribute to them? What skills will you have to use and what new skills will you have to acquire or sharpen?

Fieldwork skills have been of great importance to me in my previous research, as they are the main means in which I make contact with the people, collect information in systematic ways and organize what I am seeing and experiencing. Since I never had an actual course in field methods and techniques, I feel that I must improve these skills -- especially observation, interviewing and analysis -- through a directed readings course which I can apply directly to this senior study. I also want to improve my ability to integrate what I read -- theory and description of other case studies -- with my own analyses of situations. The directed readings course on the anthropology of women I will take is therefore intended not only to provide me with important background material and theory, but with immediately relevant ideas which I can then apply to my own study of Women in Black.

5. Methodology. How will you investigate the problem under study? State the stages of research and your timetable for each stage. What means will you use to advance your research? (Qualitative methods encompass participant observation; interviews, including those with key informants; eliciting native categories, life histories and historical context; the use of photographs and projective tests to elicit reactions; library research, review of local literature, and others. Quantitative methods include statistical survey samples and other "hard" data; measurements of non-verbal and other behaviors; film analysis; formal experiments, and the like.) If you are proposing a project or performance, describe the stages of preparation and the skills you will need to carry it out.

My main research method will be participant observation. I will attend the weekly vigils of the Women in Black, mainly in Jerusalem, where the largest vigil is held, but also visiting other groups of women protesting in other parts of the country. During the vigils I will hold informal interviews, participate in the ongoing conversations, observe the varying forms the protest takes (silent vigils, marches, demonstrations, as well as signs, symbolic paraphernalia and other variations on the theme of black dress) and establish contacts for further interviewing. Through interviews I will concentrate on what I have found to be the three main groupings comprising Women in Black: feminists, political activists and those participating for moral or human-rights reasons (keeping in mind, of course, that these categories overlap). Through these interviews and participation in meetings held by the Women in Black organizers, I will also ascertain from which social background the women derive, how they define themselves within Israeli society, why they choose to protest against the occupation from within a women's organization, whether they see a particular women's dimension to the occupation, the (the Palestinian uprising) and the wider issue of Israeli-Arab peace and, in terms of the internal variations that exist within the organization, how women from the three categories specified above relate differently to the ideological and practical issues of the occupation.

I will also try to ascertain the influence of women's groups from outside Israel who have expressed support -- either physically or in parallel demonstrations in other countries -- with the local Women in Black, including Palestinian women from the Occupied Territories. The relationship to other women, either opponents who hold counter-vigils or those who do not participate in Women in Black, will also be explored.

I will place my research within a wider historical context by keeping up with news reports and debates on women and peace in Israeli newspapers, both past and present. My fieldwork will be

complemented by library research on the relationship of women to peace issues worldwide, and I will compare Women in Black to generally similar groups, such as the "Crazy Women" of Plaza del Mayo of Argentina.

6. The Significance of Your Study or Project -- Personal, Social and Theoretical. Why are you pursuing this activity or study? What is its significance for you and for others, theoretically, practically or, in the case of a performance, art or literary project, expressively? Present a brief survey of the literature on your topic, noting major approaches, key hypothesis to be tested and significant gaps in knowledge, lack of adequate terminology and concepts, and areas that should be further explored. What will your study contribute to the ongoing discussion of the subject? What gaps or lacks in the literature will it fill? In the case of an artistic project, place your proposed work in context: What kind of expression are we speaking of? How does it relate to expressions of similar genres? What does your presentation contribute to the genre -- or at least to your own understanding of the genre?

The significance of this study seems to me self-evident. The nature of war and violence and the structure of peace all have great bearing on the world in general, and on women's place within it in particular. Much of the literature on women seems general; it deals with the broad picture of gender relations, sometimes in cultural contexts, or with the psychological dimensions of oppression, but little seems devoted to linking social issues -- such as peace and political violence -- to the situation of women as individuals, as family members subject to certain pressures deriving from the political environment or as participants in political realms who offer vastly different perspectives from men. I even feel that a feminine political science may be possible, with concepts such as "empowerment" replacing the prevailing one of "power;" with informal networking replacing notions of competing interest groups; and with a more humanistic view of human relations replacing hierarchies of formal political offices.

As a woman concerned with issues of peace and human rights, I would hope that by uncovering the women's perspective I could convince at least other women that our issues and solutions are not necessarily the same as the men's -- or at least that men could consider our priorities, concepts and ways of doing things as real alternatives to the male-defined system of politics and culture that has failed us so miserably. Through this study I believe I can "get at" those alternative views and strategies that could have such a dramatic effect on global politics.

7. Bibliography. Provide at least a preliminary list of books and other source materials you will use in the study.

8. Organize the different components of your senior study into a learning plan summary and assign credits to each area of learning.

Distribution

<u>Area</u>	<u>Course Title an Description</u>	<u># of Credits</u>
1. Human Issues	SENIOR THESIS: WOMEN IN CONTEMPORARY PEACE MOVEMENTS	9

A senior thesis/study project concerning women and contemporary peace movements, concentrating in particular on Israeli activists within the context of the Israeli/Palestinian conflict. The research will consist of library study, interviews with women active in local peace activities and other

relevant individuals, and, through participant observation, monitoring the activities of the Women in Black peace organization.

2. Social Sciences

THE ANTHROPOLOGY OF WOMEN

3

An academic survey of the major issues in the anthropology of women, from the evolution of women's status in different cultures to the determinants of sexual stratification in contemporary society, including the prognosis for feminism's success. This directed course will be organized by the faculty advisor.

3. Social Sciences

FIELD METHODS IN ANTHROPOLOGY

3

A course in basic anthropological field methods (organized in conjunction with the faculty advisor), including both directed readings and the design of the research methods to be used in the senior thesis.

Academic Dishonesty and Plagiarism

Academic dishonesty includes cheating and plagiarism. Cheating and plagiarism are the two most serious academic offenses. They should be scrupulously avoided, as the penalties are severe.

Plagiarism is the use of another person's words or ideas misrepresented as one's own original work. Downloading papers from the internet, or using direct quotes from the work of another, constitutes plagiarism unless these sources are clearly accompanied by appropriate references and citations. Usually this takes the form of footnotes and a complete bibliography. *Cheating* is the use or attempted use on a quiz, test, or other formal examination of sources of information not specifically permitted by the instructor, or the assistance of another student in such unauthorized use of information. The student should assume that the only source of information he or she may make use of in any examination is his or her own mind, unless the instructor specifically allows the use of notes, books, calculators, etc. While Friends World students do not take tests to receive their credits, they may at times face challenge exams (CLEP) or an examination required if a student takes an outside class during the course of Friends World enrollment. Relying on the work of others in the preparation of the Portfolio of Learning would fall under the category of cheating and/or plagiarism.

In accordance with University policy, the advisor/instructor has the responsibility of determining the student's final credits for a course. The advisor has the right to fail an assignment on which plagiarism or cheating has occurred, and, if he/she should consider that the case warrants it, to award no credits in the course as a result of the student's dishonesty. With the concurrence of the Center's Academic Coordinator, the instructor should notify the student in writing of the reason for no credit in the course, and inform the student of his/her right to appeal the charge of dishonesty. A copy of this letter should be forwarded to the Center Director and the Dean of Friends World to be placed on file under the student's name. In cases of cheating or plagiarism, a member of the faculty may also request the Dean to institute proceedings to have the student suspended or expelled.

A student has the right to appeal a charge of dishonesty, within three weeks of receiving notice of the charge from the instructor. He/she may request a hearing from World Council.

World Council will meet to determine whether or not academic dishonesty has occurred. If the panel finds that dishonesty has not occurred, the faculty member must adjust the student's records accordingly. If the panel finds that dishonesty has occurred, they may recommend a course of action to the instructor in question, but the student's record remains under jurisdiction of the instructor. The committee may also request that the Dean institute proceeding to have the student suspended or expelled.