

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p style="text-align: center;">RESTORATIVE JUSTICE: PRINCIPLES, THEORIES & APPLICATIONS PAX 571</p> <p style="text-align: center;">Fall 2018</p> <p style="text-align: center;"><i>Tuesdays, 1:45 – 4:45 p.m. Martin Store/MS 205 (CJP office building upstairs)</i></p>
---	---

INSTRUCTOR'S INFORMATION:

Carl Stauffer, PhD.

Email: carl.stauffer@emu.edu

Tel: 540-432-4462

Office: Martin Store, Room 110

Office Hours: Tuesdays, 9 a.m. -12 p.m. & by appointment

COURSE DESCRIPTION:

This course provides a critical examination of the values, principles, and practices of restorative justice. It provides a unique opportunity to explore both the promise and the challenge of the restorative justice field in various contexts and from diverse perspectives. Our primary starting point is the U.S. criminal legal system and the problems posed by its dominant responses to crime and violence, however we will also draw from international applications of restorative justice. We examine how restorative justice presents an alternative philosophy of justice that addresses the needs of multiple stakeholders, draws from faith-based and indigenous approaches, and challenges interpersonal and structural forms of harm. We also explore intersections and applications of restorative justice with other practice fields and movements including racial justice, trauma healing, education, community development, and transitional justice.

Dr. Howard Zehr will feature as a guest lecturer at the beginning of the course, focusing on the theories and background of restorative justice and there will be various other guest speakers (both local and virtual) who will give a sense of the scope of RJ practice currently being applied.

COURSE GOALS AND OBJECTIVES:

This course will equip participants to:

1. Compare and contrast multiple theories of justice, and their personal and social impacts. [SEP]
2. Explain concepts, principles, and values of restorative justice (RJ) to various audiences. [SEP]
3. Describe primary models of RJ practice generally, and in relation to specific settings. [SEP]
4. Identify and analyze critical issues in the RJ field, and articulate potential solutions. [SEP]
5. Synthesize and critically examine theoretical and applied research on RJ using clear, concise writing as well as oral communication. [SEP]
6. Apply RJ to a variety of cases and contexts, integrating analysis of the needs of stakeholders and multiple dimensions of difference such as race, ethnicity and gender. [SEP]

© 2018, Carl Stauffer, PhD.

PAX 571 – Restorative Justice: Principles, Theories & Applications

Fall 2018

REQUIRED TEXTS AND OTHER RESOURCES:

1. Howard Zehr (2015). *Changing Lenses: Restorative Justice for Our Times*, 25th Anniversary Edition. MennoMedia. ISBN: 0836199472. (302 pages). Approx. \$22.
2. Rupert Ross (2006). *Returning to the Teachings: Exploring Aboriginal Justice*. Penguin Canada. ISBN: 0143055593. (320 pages). Approx. \$18.
3. Michael Hadley, ed. (2001) *The Spiritual Roots of Restorative Justice*. New York: SUNY Press. ISBN: 978-0-7914-4852-6. (274 pages). Approx: \$34.
4. Marc Mauer and Sabrina Jones (2013). *Race to Incarcerate: A Graphic Retelling*. The New Press; 3rd edition. ISBN: 978-1595585417. Approx. \$13.
5. Angela Y. Davis, *Are Prisons Obsolete?* (2003). Seven Stories Press. ISBN: 978-1583225813. (115 pages). **Free online at:** https://collectiveliberation.org/wp-content/uploads/2013/01/Are_Prisons_Obsolete_Angela_Davis.pdf
6. Howard Zehr, Lorraine Stutzman Amstutz, Allan MacRae, and Kay Pranis. *The Big Book of Restorative Justice* (2015) Good Books. ISBN: 978-1680990560 (360 pages). Approx. \$14. **Note:** This “Big Book” compiles four *Little Books of Justice and Peacebuilding*. If you have one or more of those texts, you may want to purchase those you are missing rather than the Big Book.
7. Carolyn Boyes-Watson (2008). *Peacemaking Circles & Urban Youth: Bringing Justice Home*. Little Justice Press. ISBN: 0972188649. (304 pages). Approx. \$16.
8. David Karp (2013). *Little Book of Restorative Justice in Colleges and Universities: Building, Repairing Harm and Rebuilding Trust in Response to Student Misconduct*. Good Books. ISBN: 1561487961. (92 pages). \$4.95.
9. Carolyn Yoder (2015), *The Little Book of Trauma Healing: When Violence Strikes and Community Security is Threatened*. Skyhorse Publishing. ISBN: 978-1561485079. (approx. 90 pages). Cost for a new book: \$4.95
10. **Note:** Additional required readings (articles, chapters, etc.) will be uploaded on Moodle.

Supplemental texts include:

- Katherine van Wormer and Loren Walker, eds. (2011). *Restorative Justice Today – practical Applications*, Los Angeles, London, New Delhi, Singapore, Washington DC: Sage Publications, Inc.
- Barb Toews and Howard Zehr, ed. (2004). *Critical Issues in Restorative Justice*. Monsey, NY: Criminal Justice Press.
- Gerry Johnstone. (2011). *Restorative Justice: Ideas, Values, Debates*, 2nd ed. New York: Routledge.
- Martha Minow (1998). *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press.
- Joan Kresich (2012). *Picturing Restorative Justice: A Vision of the World We Want to Live In*. Infinity Publishing.
- Judy Mullet and Lorraine Stutzman Amstutz (2005). *The Little Book of Restorative Discipline for Schools*. Good Books.

- Barb Toews (2006). *The Little Book of Restorative Justice for People in Prison*. Good Books.
- James Ptacek (2009). *Restorative Justice and Violence Against Women*. Oxford University Press.
- Wanda McCaslin, ed. (2005). *Justice as Healing: Indigenous Ways, Writings on Community Peacemaking and Restorative Justice from the Native Law Centre*. St. Paul, Minn: Living Justice Press.
- The web site, *Restorative Justice Online* - www.restorativejustice.org is also a good resource.

REQUIRED ASSIGNMENTS:

The following are the general outlines of requirements for those taking the class for graduate credit. This course can also be taken for professional development/training. All are encouraged to read as much as possible in order to receive maximum benefit from the course.

For those taking the course for 3 credits: (100 points)

Reading Responses – (40 points)

Write a reading response of 1 page for EACH required text and ONE discretionary text (10 in all). Responses must include and discuss the following – at minimum:

- Three (3) key points or insights (e.g. I learned... OR I now realize...)
- Two (2) questions or wonderings (e.g. My questions are ... OR I wonder...), and
- One (1) personal reflection or application (e.g. This topic reminds me of a time when...OR I will apply this principle / technique / idea by...).

You can write your response as a journal entry, letter to the author, personal essay, or poem.

Brief Paper – (10 points)

Explanation Report – (2-3 pages) Describe the concepts of restorative justice in your own words to someone who is not in this class and does not have a background in restorative justice, soliciting their feedback and questions. In a brief paper, summarize this experience, the reactions of the person, and what you learned about restorative justice and how to present it to others.

Course Project – (50 points) – Choose ONE of the three (3) options below:

- **Program or Case Design** – (10-15 pages) Design a restorative justice application for your own community, drawing upon the needs and realities of your chosen context, restorative justice values, and the approaches you have learned in this course. You may design a brand-new program, design a process for a specific case, or prepare plans to modify an existing program.
- **Arts or Media-Based Project** – (Variable) Create an arts or media-based project to educate your community on restorative justice such as a short documentary on an existing restorative justice program or a series of simulations designed to demonstrate a specific restorative justice process. A brief written statement describing the objectives of the work should accompany the project.
- **Topic of your choice** – (10-15 pages) Write a paper exploring a particular topic of your choice within the restorative justice field. For example, you can examine how to apply RJ to a specific area such as gang violence or the reintegration of child soldiers and abductees; assess

the terminology used in restorative justice in relation to its principles; or evaluate an existing justice program such as a school disciplinary process from a restorative framework. *Please discuss your chosen topic with your instructor in person or via e-mail before proceeding with this option.*

Examples of critical issues include: the role of racial and gender justice within restorative justice, the leadership of faith-based institutions in the restorative justice movement, or the relationship between restorative justice and traditional or indigenous justice systems.

For those taking the course for 2 credits: (70 points)

Reading Responses – (30 points)

Write a reading response of 1 page for FIVE required texts and ONE discretionary text - 6 in all).

Responses must include and discuss the following – at minimum:

- Three (3) key points or insights (e.g. I learned... OR I now realize...)
- Two (2) questions or wonderings (i.e. I wonder...), and
- One (1) personal reflection or application (e.g. This topic reminds me of a time when...OR I will apply this principle / technique / idea by...).

You can write your response as a journal entry, letter to the author, personal essay, or poem.

Brief Papers – (40 points)

- **Explanation Report** – (2-3 pages) Describe restorative justice in your own words to someone who is not in this class and does not have a background in restorative justice, and solicit their feedback and questions. In a brief paper, summarize this experience, their reactions, and what you learned about restorative justice and how to present it to others. (10 points)
- **Position Paper** – (5-7 pages) Summarize and analyze an existing issue or challenge in the RJ field and articulate your own position, posing specific recommendations or a vision for change, where relevant. Draw on course readings and outside texts, synthesizing existing viewpoints. (30 points)

Examples of critical issues include: the role of racial and gender justice within restorative justice, the leadership of faith-based institutions in the restorative justice movement, or the relationship between restorative justice and traditional or indigenous justice systems.

Evaluation

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with the instructors before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you. *Please read carefully the supplemental information* that describes writing standards, documentation requirements, the CJP grading system and the guidelines for course extensions.

These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the “Guidance Notes” that will be provided on Moodle.

SCHEDULE AND TOPICS:

Course Dates	Course Program Schedule
Session 1: Tuesday, Aug 28	<p>Introduction</p> <ul style="list-style-type: none"> • Opening Welcoming Circle • Expectations & Syllabus Overview • Visions of Justice exercise <p><i>Required Reading: Zehr, Changing Lenses (1990)</i></p>
Session 2: Tuesday, Sept 4	<p>What is Justice? Theories & Philosophies</p> <ul style="list-style-type: none"> • Paradigms of Justice – What is Justice? • Theories and Applications of Restorative Justice • Retributive, Restorative, and Transformative Justice <p><i>Required Reading: Zehr, Changing Lenses (1990)</i></p>
What does Justice Require? Part 1	
Session 3: Tuesday, Sept 11	<p>Overview of Restorative Justice</p> <ul style="list-style-type: none"> • Limitations and challenges of the Criminal Justice System • In Search of a Justice that Satisfies Human Needs • What is Restorative Justice? <p><i>Required Reading: Zehr, Changing Lenses (1990)</i></p>
Session 4: Tuesday, Sept 18	<p>What does justice require for the harmed? <i>Guest speaker: Dr. Howard Zehr</i></p> <ul style="list-style-type: none"> • Needs of Victims/Survivors • Theories & applications of Trauma & resilience, identity and human dignity <p><i>Required Reading: Zehr, Changing Lenses (1990) Yoder, Little Book of Trauma Healing (2005)</i></p>
What does Justice Require? Part 2	
Session 5: Tuesday, Sept 25	<p>What does justice require for the harm-doer?</p> <ul style="list-style-type: none"> • Needs of Offenders/Responsible Parties • Theories & applications of Punishment • Social Discipline Window <p><i>Required Reading: Zehr, Changing Lenses (1990)</i></p>
Session 6: Tuesday, Oct 2	<p>Needs & Obligations of Communities</p> <ul style="list-style-type: none"> • Defining Community & Types of Communities • Community Mapping & Asset-based Development • Coalition Building and Network Weaving <p><i>Required Reading: Boyes-Watson, Peacemaking Circles (2008)</i></p>

Restorative Justice Practice Models	
Session 7: Tuesday, Oct 9	<p>Conferencing Models</p> <ul style="list-style-type: none"> • Victim-Offender Conferencing • Family Group Conferences (New Zealand model) • Community Conferencing <p><i>Required Reading: Zehr, Stutzman-Amstutz, MacRae, & Pranis, Big Book of RJ (2015)</i></p>
Session 8: Tuesday, Oct 16	<p>Circles and Squares</p> <ul style="list-style-type: none"> • Peacemaking Circles • Circle Processes • Restorative Justice in Schools & Universities <p><i>Required Reading: Zehr, Stutzman-Amstutz, MacRae, & Pranis, Big Book of RJ Karp, Little Book of RJ on College Campuses & Universities (2013)</i></p>
Mezzo & Macro Restorative Justice Approaches	
Session 9: Tuesday, Oct 23	<p>Healing Families & Communities</p> <ul style="list-style-type: none"> • Healing Historical Harms • Transformative Community Conferencing • Case study: Hollow Water <p><i>Required Reading: Ross, Returning to the Teachings (2006)</i></p>
Session 10: Tuesday, Oct 30	<p>Restorative Responses to Large-Scale Violence</p> <ul style="list-style-type: none"> • South African Truth & Reconciliation Commission • Gacaca Courts in Rwanda after Genocide • Case study: Fambul Tok in Sierra Leone, West Africa
Restorative Justice Origins and Applications	
Session 11: Tuesday, Nov 6	<p>Critical Issues: Race, Class or Caste</p> <ul style="list-style-type: none"> • Critical Race Theory & Racial Justice – RJ in response to mass Incarceration, death penalty, school-to-prison pipeline & police violence <p><i>Required Reading: Mauer & Jones, Race to Incarcerate (2013) Davis, Are Prisons Obsolete? (2003)</i></p>
Session 12: Tuesday, Nov 13	<p>Critical Issues: Gender, domestic violence, sexual violence</p> <ul style="list-style-type: none"> • Gender Theory – RJ in response to patriarchy, narratives of masculinities, and sexual violence (Domestic Violence and “rape culture”)
Session 13: Tuesday,	<p>Critical Issues: Indigenous, Traditional and Customary Law Practices</p>

<p>Nov 20</p>	<ul style="list-style-type: none"> • Indigenous Theory – RJ as an alternative cosmology, worldview and value-set for human interaction and relationships in community, clan and family • Exploring the role of ritual <p><i>Required Reading: Ross, Returning to the Teachings (2006)</i></p>
<p>Session 14: Tuesday, Nov 27</p>	<p>Critical Issues: Spiritual & Theological Foundations</p> <ul style="list-style-type: none"> • Conceptions of “Shalom” / “Salaam” • Thoughts on Justice in the Christian Biblical texts/narratives • Exploring Reconciliation <p><i>Required Reading: Hadley, The Spiritual Roots of RJ (2001)</i></p>
<p>Session 15: Tuesday, Dec 4</p>	<p>Final Project Presentations</p>
<p>Session 16: Tuesday, Dec 11</p>	<p>Final Project Presentations</p>

GRADING CRITERIA AND OTHER POLICIES:

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions (see page 3). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see CJP Student Resources Moodle page or request a copy from the Academic Program Coordinator), unless directed otherwise by the instructor.

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source (Adapted from the Council of Writing Program Administrators). This course will apply EMU’s AIP to any events of academic dishonesty. For more information see https://emu.edu/cms-links/writing-program/docs/Student_Academic_Integrity_Policy.BB.9-16.pdf. If you have doubts about what is appropriate, one useful website is <https://www.indiana.edu/~academy/firstPrinciples/index.html>.

Turnitin:

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For CJP classes, you may be asked to submit your papers to Turnitin from Moodle. For more information about Turnitin, with instructions for using it see: https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides.

Moodle:

Moodle (<https://moodle.emu.edu/>) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching or fumbling with them as it creates unwanted noise in the class space.

Institutional Review Board:

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

Grading Scale & Feedback:

In most courses *grades* will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course (several CJP courses are graded pass/fail). Assignments will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent	85-89 = B+ very good
80-84 = B good	76-79 = B- satisfactory	73-75 = C+ passing
70-72 = C unsatisfactory	Below 70 = F failing	

Graduate students are expected to earn A's & B's. A GPA of 3.0 for MA students and 2.75 for GC students is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Graduate & Professional Studies Writing Center:

Please utilize the writing center! They offer free individual tutoring from a graduate student tutor. Please see <http://www.emu.edu/writing-program/> for more information, including how to schedule appointments.

Library

The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. These resources are accessible from the library home page: <https://emu.edu/library/>.

Office of Academic Access:

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. See <http://www.emu.edu/academics/access/> for more information.

Class Attendance:

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed (from EMU Graduate Catalog). Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Course Extensions and Outstanding Grades:

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete)" for the course which will later be replaced by a final grade when the work has been turned in on the agreed

upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy:

Eastern Mennonite University expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials (see CJP Student Resources moodle page or request a complete copy along with best practices from the Academic Program Coordinator).

Title IX:

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Irene Kniss, Title IX Coordinator, can be reached at 540-432-4302 or irene.kniss@emu.edu. Additionally, you can also report incidents or complaints through the online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal & external support resources. Please refer to the Student Handbook which can be found at <https://emu.edu/cms-links/graduate/docs/graduate-student-handbook.pdf> for additional policies, information, and resources available to you.

Academic Program Policies:

For EMU graduate program policies and more CJP-specific graduate program policies, please see <https://helpdesk.emu.edu/confluence/display/gradcatalog/Graduate+Catalog+Home>.

Writing Standards –Graduate Level (revised Spring 2016)

Criteria	A excellent	B adequate expectations	C below expectations	Comments
Content <i>(quality of the information, ideas and supporting details)</i>	<ul style="list-style-type: none"> shows clarity of purpose offers depth of content applies insight and represents original thinking follows guidelines for content 	<ul style="list-style-type: none"> shows some clarity of purpose offers some depth of content applies some insight and some original thinking mostly follows guidelines for content 	<ul style="list-style-type: none"> shows minimal clarity of purpose offers minimal depth of content or incorrect content applies minimal insight and original thinking does not follow guidelines for content 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> shows coherence, and logically developed paragraphs uses very effective transitions between ideas and sections constructs appropriate introduction and conclusion 	<ul style="list-style-type: none"> shows some coherence and some logically developed paragraphs uses some effective transitions between ideas & sections shows some construction of appropriate introduction and conclusion 	<ul style="list-style-type: none"> shows minimal coherence and logically developed paragraphs uses minimal transitions between ideas and sections shows minimal construction of appropriate introduction and conclusion 	
Rhetoric and Style <i>(appropriate attention to audience)</i>	<ul style="list-style-type: none"> is concise, eloquent and rhetorically effective effectively uses correct, varied and concise sentence structure is engaging to read writes appropriately for audience and purpose 	<ul style="list-style-type: none"> is somewhat concise, eloquent, and rhetorically effective generally uses correct, varied, and concise sentence structure is somewhat engaging to read generally writes appropriately for audience and purpose 	<ul style="list-style-type: none"> shows minimal conciseness, eloquence, and rhetorical effectiveness uses incorrect, monotonous or simplistic sentence structure is not engaging to read lacks appropriate writing for audience and purpose uses inappropriate jargon and clichés 	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	<ul style="list-style-type: none"> uses academic and reliable sources chooses sources from many types of resources chooses timely resources for the topic integrates references and quotations to support ideas fully 	<ul style="list-style-type: none"> uses mostly academic and reliable sources chooses sources from a moderate variety of types of resources chooses resources with mostly appropriate dates integrates references and quotations to provide some support for ideas 	<ul style="list-style-type: none"> lacks academic and reliable sources chooses sources from a few types of resources chooses a few resources with inappropriate dates integrates references or quotations that are loosely linked to the ideas of the paper 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> correctly cites sources for all quotations cites paraphrases correctly and credibly includes reference page makes virtually no errors in documentation style makes virtually no errors in formatting incorporates feedback given in previous written assignments 	<ul style="list-style-type: none"> correctly cites sources for most quotations usually cites paraphrases correctly and credibly includes reference page with some errors makes some errors in documentation style makes some errors in formatting incorporates some feedback given in previous written assignments 	<ul style="list-style-type: none"> provides minimal sources for quotations sometimes cites paraphrases correctly and credibly, includes reference page with many errors makes many errors in documentation style makes many errors in formatting lacks incorporation of feedback given in previous written assignments 	
Conventions <i>(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)</i>	<ul style="list-style-type: none"> makes virtually no errors in SEE conventions makes accurate word choices 	<ul style="list-style-type: none"> makes some errors SEE conventions almost always makes accurate word choices 	<ul style="list-style-type: none"> makes many errors in SEE conventions makes many inaccurate word choices 	
<p>The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				

Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
Goals & Audience <i>Are the goals or learning objectives of the project clear? Have they been met?</i> <i>Is the intended audience clearly specified?</i> <i>Is the project appropriate for this audience?</i> <i>Does the project communicate to the intended audience?</i>	-audience & goals/learning objectives clearly identified. -project appropriate for, and likely to meet, its goals -project is appropriate for specified audience -project understandable to & likely to engage and/or communicate to audience	-audience and goals identified though not as clearly as they could be - project may meet its goals but this is not entirely clear - project is at least somewhat appropriate for, and likely to communicate to audience.	-audience and goals inappropriate or inadequately identified -project unlikely to meet its goals and/or communicate to the audience	
Methodology <i>Is the overall methodology clear and appropriately used?</i> <i>Has the project incorporated specific methods required by the assignment?</i> <i>If intended as a form of intervention, has thought be given to how it will be implemented?</i>	-project incorporates inquiry methods required by the assignment -all methodologies & technologies have been appropriately used, with attention to ethical and methodological issues -if intended as intervention or advocacy, project has given adequate thought to implementation -sources & methods are adequately identified	- methodology basically appropriate to the project and appropriately used, but could be strengthened -sources and methods identified but not as fully as they could be -more thought should be given to implementation issues	-methodology inadequate and/or inadequately articulated. -sources not appropriately identified -inadequate attention to implementation issues	
Analysis <i>Is there evidence of critical thinking and analysis?</i>	- evidence of critical thinking about methods, sources, information and analysis or editing. -uses analysis/editing methods appropriate for the project -method of analysis or editing is adequately articulated	- some evidence of critical thinking but could be stronger -analytical approach and the analysis itself is basically appropriate but could be stronger and/or articulated better.	-inadequate evidence of critical thinking -analysis lacking or inadequate -analytic approach inappropriate or inadequately specified	
Craft & Coherence <i>Is the level of artistic and/or technical craft adequate for the specified goals and audience?</i>	- level of craft is clearly adequate for the audience & to meet project goals (whether or not it meets “artistic” standards)	-level of craft is minimally adequate for the audience and goals -project coherence could be stronger	-level of craft inadequate for purposes and/or audience -project is not coherent	

<p><i>Did it involve an appropriate amount of work?</i> <i>Does the final product have coherence and “resonance?”</i></p>	<p>-project is coherent & likely to resonate with the intended audience -product shows an appropriate amount of effort for this assignment</p>			
<p>Content <i>Is the content appropriate & adequate, given the goals, audience & assignment?</i> <i>Is there evidence of insight, originality &/or creativity?</i></p>	<p>- information conveyed is clearly adequate for goals, audience & assignment -shows depth & breadth of content -shows insight, originality &/or creativity</p>	<p>-information conveyed is adequate but could be strengthened -some evidence of insight, originality, or creativity</p>	<p>-inadequate information -little or no evidence of insight, originality and/or creativity</p>	
				Grade

Criteria for Evaluating Arts-Based Peacebuilding Projects

Background notes:

- Arts approaches can be used in several different stages of a project:
 1. To gain or create knowledge. (For example, research “subjects” or participants might be engaged in an arts-based project as a way of soliciting information or encouraging insight.)
 2. To add complexity or nuance to created knowledge. (For example, an arts practice may serve as one method in a multi-method research project, creating an integrated, reflective methodology for the project. Alternatively, an arts practice could be used to analyze and/or interpret data collected by conventional methods.)
 3. To test knowledge. (For example, researchers might verify their interpretation of findings from a more traditional research process by creating a play or exhibit and testing it for resonance with their subjects.)
 4. To share findings. (For example, a play or exhibit might be created to (re)-present data collected or analyzed via conventional methods in order to impart the particular kinds of meaning the researcher considers important, and as a way to reach and engage a broader audience.)
 5. As a form of intervention. (For example, a project might be designed to raise awareness of an issue or conflict, to promote dialogue on a contested issue, or to advocate for a cause.)
- Arts-based products often do not specify methodologies used. Thus it may be important for a project to be accompanied by a short paper discussing analysis, theory of change, audience, goals, and methods used.
- Patricia Leavy, in *“Method Meets Art: Arts-based Research Practice”* (New York: Guilford Press) 2009, argues that “[t]raditional conceptions of validity and reliability, which developed out of positivism, are inappropriate for evaluating artistic inquiry.” (p. 15). She suggests that authenticity, trustworthiness, and validity can be assessed through attention to such elements as aesthetics, resonance, and vigor.
- For a discussion of standards, see “Method Meets Art” (Leavy, 2009: 15ff and Chapter 8).