

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>PSYCHOSOCIAL TRAUMA, IDENTITY AND DIGNITY PAX 669</p> <p>Fall 2018</p> <p>Wednesdays 1:45-4:45 p.m. CJP Upstairs Classroom; Martin Store/MS Room 205</p>
---	--

INSTRUCTOR'S INFORMATION:

Barry Hart, PhD
hartb@emu.edu
 540 432 4432
 Office: CJP Building (Martin Store) Room 104
 Office Hours: Thursday 9 a.m. – 12 p.m. or by appointment

COURSE DESCRIPTION:

The course will examine psychosocial trauma and well-being within a dynamic peacebuilding framework, addressing the causes of traumatic events and individual, group and social responses to these events. A thorough overview of the complexity of trauma and related psychosocial factors will be addressed in regard to war and other complex situations of violence. In this regard, oppression, related racism, patriarch, shame and humiliation and misuse of power will be examined. To counter these highly difficult issues, individual and community assets and resilience will be studied along with anti-oppression theory and practice as means of transforming trauma and enhancing psychosocial well-being within and after complex situations of violence. Identity and dignity will be explored as ways of understanding their roles in the creation of conflict and trauma and how they might be used in transformational peacebuilding processes. Moreover, identity and dignity violation and manipulation will be examined through the relevant literature, indigenous people's perspectives, participant's own experiences, and community, religious and societal-level factors. Historical and contemporary lenses will be used to focus on these issues related to racial, gender, ethnic and class discrimination and personal and structural violence. Finally, Self-care connected to Compassion Fatigue and Burnout of peacebuilders working with traumatized persons and identity and dignity violations will be another important component of the course.

COURSE GOALS AND OBJECTIVES:

1. Understand the importance of integrating psychosocial trauma and well-being theory and practice into the peacebuilding field.
2. Recognize the critical relationship between trauma, identity and dignity issues in creating conflict and oppression as well as building trust and peace with justice after violent and complex conflicts.

3. Explore one's own identity, worldview and biases/prejudices in relation to other racial, ethnic, gender and other groups—as well as begin to deepen one's understanding of in-group-out-group bias and related oppression.
4. Learn about identity politics and the misuse of power in denigrating others as a means to maintain the status quo and/or disrupt it. Articles on nationalism, white supremacy and patriarchy will enhance this learning process, as will readings and discussion about gender issues and power.
5. Examine Amartya Sen's concept of the "plurality of affiliation" to understand that the creative power of differences is deeply linked to and dependent on honoring identity and dignity.
6. Explore how to apply the concepts of trauma, identity and dignity to mediation, negotiation and to integrate these concepts into the analysis and intervention processes of a conflict and social change.
7. Examine trauma, identity and dignity within religious and Native Knowledge frameworks.
8. Study and practice Self-care (for Other-care) as a life-skill and critical to peacebuilding work.

Required Reading:

1. *How Chronic Violence Affect Human Development, Social Relations, and the Practice of Citizenship? A Systematic Framework for Action.* Tani Marilena Adams, (Article posted on Moodle).
2. *Identity and Violence: The Illusion of Destiny,* Amartya Sen. W.W. Norton & Company, New York, 2006. ISBN 978-0-393-32929-1 (Chapters posted on Moodle)
3. *Mental Health, Psychosocial Support and Peacebuilding.* Recent documentation about a 'new' field currently being called, Psychosocial Peacebuilding. Documents will be provided by the instructor and posted on Moodle.
4. *Cultural Trauma and Collective Identity.* Jeffrey C. Alexander, Ron Eyerman, Bernhard Giesen, Neil J. Smelser and Pirtr Sztompk. University of California Press, 2004. ISBN 978-0-520-23595-3 (Selected chapters posted on Moodle)
5. *Trauma, Peace and Development: An African Perspective.* Mike Wessells. September 2008. <http://www.incore.ulst.ac.uk/pdfs/IDRCwessells.pdf>
6. Psychosocial Peacebuilding in Bosnia and Herzegovina: approaches to relational and social change, B. Hart & E. Colo. In *Intervention: Journal of Mental Health and Psychosocial Support in Conflict Affected Areas.* Volume 12, Number 1, March 2014. (Posted on Moodle)
7. *Reaching the Water despite piling up stones—Encouragements and challenges for North Caucasian trauma recovery from the perspective of international psychosocial trauma work.* Lindorfer, S and Druey, C., 2009 (Article posted on Moodle)
8. *From Violence to Blessings: How an understanding of deep-rooted conflict can open paths of reconciliation.* Vern Neufeld Redekop. Novalis, Toronto, 2002. ISBN 2-89507-309-0. (Selected chapters posted on Moodle)
9. *Mapping the Margins: Intersectionality, Identity Politics and Violence.* Kimberly Crenshaw. 1994 (Posted on Moodle)
10. *Dignity: The Essential Role it Plays in Resolving Conflict,* Donna Hicks, Yale University Press, New Haven. 2011. ISBN 978-0-300-16392-6 (Posted on Moodle)

11. *Leading with Dignity: How to Create a Culture that Brings Out the Best in People*. Donna Hicks, Yale University Press. New Haven. 2018. ISBN 978-0-300-22963-9 (EMU Book Store)
12. Dignity in Negotiation: Its Transforming Power, Barry Hart. In *Handbook of International Negotiation: Interpersonal, Intercultural, and Diplomatic Perspectives*. M. Galluccio (ed). Springer 2015. ISBN 978-3-319-10687-8. (Posted on Moodle)
13. *Blind Trust: Large Groups and Their Leaders in Times of Crisis and Terror*, Volkan, V., Pitchstone, 2004. ISBN 0-9728875-3-9. (Selected chapter posted on Moodle)
14. *Protecting Indigenous Knowledge and Heritage*, Marie Battiste. Purich Publishing Ltd., 2000. ISBN 1-895830-15-X. (Selected chapters posted on Moodle)
15. *The Master's Tools Will Never Dismantle the Master's House*. Andre Lorde. 1984. Sister Outsider: Essays and Speeches. Ed. Berkeley, CA: Crossing Press. 110-114. 2007. (Posted on Moodle)
16. *Explaining National Identity: From Group Attachment to Collective Action*. Daniel Druckman, 2006. (Article posted on Moodle)
17. A New Definition of Patriarchy: Control of Women's Sexuality, Private Property and War. Carol P. Christ, in *Feminist Theology, 2016 Vol.24(3)*, 214-225. Sage Publications. (Posted on Moodle)
18. *Trustbuilding: An Honest Conversation on Race, Reconciliation, and Responsibility*. Rob Corcoran. University of Virginia Press. 2012. ISBN 978-0-8139-2875-3. (Selected chapters posted on Moodle)
19. *Collective Memory and Social Identity: A social psychological exploration of the memories of the disintegration of former Yugoslavia*. Marja Kuzmanic. *Horizons of Psychology*, 17,2,5-26 (2008). ISSN 1318-187. (Posted on Moodle)
20. *Emergent Strategy: Shaping Change, Changing Worlds*. adrienne maree brown. AK Press. 2017. (Select sections of the book posted on Moodle)

Other articles (from journals and newspapers, as well as from social media and the web), will be handed out and/or presented in class. There is also an expectation that students will bring relevant articles (and videos) to the attention of the class.

(This long list of "Required Readings" is also meant to be a resource for the course. What you are required to read relates to total pages: 1000-1,500 for 3-credit students. 500-1000 pages for 2 credit students are the standard requirements at CJP. You will not be asked to read every page of each book, chapter or article.)

Supplemental Reading:

1. *Rethinking Reconciliation: Concepts, Methods, and an Empirical Study of Truth Telling and Psychological Health in Rwanda*. Karen Brouneus, Uppsala University Report 81, 2008.
2. *Beyond Trauma*. Kebler, R., Figely C, Gersons B, eds. New York: Plenum, 1995.
3. *The Lived Experience of Conflict: Neuroscience, Attachment theory and Conflict Resolution*. Christian Early & Annmarie Early. 2011
4. *The Human Potential for Peace: An Anthropological Challenge to Assumptions about War and Violence*. Douglas P. Fry. Oxford University Press 2006.

5. *European Anabaptist History and Current Reconciliation Efforts: Reflections Through a Collective Trauma Theory Lens*. Carolyn Yoder. April 2007.
6. *Trauma and Transitional Justice in Divided Societies*. Judy Barsalou, Special Report No. 135, April 2005, United States Institute of Peace.
<http://www.usip.org/pubgs/specialreports/sr135.html>
7. *Training to help Traumatized Populations*, Judy Barsalou, Special Report No. 79.
<http://www.usip.org/pubgs/special reports/sr79.html>
8. *The Power of Identity: Politics in a New Key*. Kenneth Hoover. Chatham House, 1997.
9. *Transforming Societies after Political Violence*, Brandon Hamber. Springer 2009.
10. *The Role of Identity Construction in Promoting Reconciliation*. Donna Hicks. In "Forgiveness and Reconciliation," Helmick, R. and Peterson, R. eds. Templeton Foundation Press, 2001.
11. *Human Dignity and Human Rights*. J. Donnelly. 2009.
(http://www.udhr60.ch/report/donnely-HumanDignity_0609.pdf)
12. *Emotional Reconciliation: Reconstituting Identity and Community after Trauma* by E. Hutchison and R. Bleiker, in *European Journal of Social Theory* 2008 11:385. (On Moodle)
13. *Transforming Historical Harms*. David Anderson Hooker and Amy Potter Czajkowski. EMU (n.d.)
14. *Humiliation, Trauma and Trauma Recovery in a Globalizing World*. Evelin G. Linder. In "Peacebuilding in Traumatized Societies." Hart, B. (ed) University Press of America, 2008.

REQUIRED ASSIGNMENTS:

1. **Full participation in class.** Regular attendance is essential.
2. **Reading all assigned material.** Total pages: 1000-1,500 for 3-credit students. 500-1000 pages for 2 credit students.

Weekly Assigned Reading Exercise: All course participants are expected to read one or two *assigned* articles or book chapters prior to each class (unless otherwise stated in the Weekly Schedule). The first reading is *How Chronic Violence Affect Human Development, Social Relations, and the Practice of Citizenship? A Framework for Action* by Tani Marilena Adams (See Required Reading list above). It is posted on the PAX 669 Moodle site. Please read pages vii-83. Everyone taking the course for credit is required to post their response to the article(s) on the PAX 669 Moodle discussion page. This is an opportunity to develop an approximately 250-word critical response to the text for your colleagues to read and respond to. This response is not a summary of the document, but an insight or set of insights you are drawing from it. You may want to pose a question as well which colleagues may decide to address in their responses to what you've posted. (Subsequent weekly reading assignments are found in the **Weekly Agenda** which will be handed out the first day of class.) The instructor will monitor this process on Moodle and from time to time post comments and responses. Your postings will help in our class discussion about the subject. This will be done in both small group settings and in plenary.

3. Bi-Weekly Class Presentations: For each these classes, two persons (a pair) will be assigned to find *related* articles or videos or other resources pertinent to the assigned readings. The articles or videos should relate to contemporary issues of the day. The pair will present the readings and/or videos/other resources in class—having developed a set of questions for discussion related to these resources and their relationship to the *original assigned reading(s)* for that class. The questions for discussion may be given to the entire class (in plenary format) or designed for group work. The presentation and subsequent discussion time is 45 (with a 15-minute extension if needed). Divide that time as you wish. Two credit students are required to participate in this bi-weekly process.

4. Case Study, Comprehensive Reflection Paper or Arts/Social Media Presentation: The assumption of this class is that peacebuilding includes important psychosocial trauma, identity and dignity components. Keep this in mind as you choose one of the following for a final/near-end of course presentation:

Case Study: To help transform conflict and build a just peace in communities and societies, there needs to be a determination of the root causes of the conflict, development of theories of change as well as practical mechanisms (analytical tools, methods and processes, etc.) that address trauma and psychosocial well-being at all levels of the society, leading to a strategic intervention plan of transformation/change. This is best achieved through a multi-disciplinary and multi-sectoral process.

Of course, complexity doesn't always allow for such a 'linear' approach to change. This does not negate doing the analysis, but it does necessitate the need to engage the imagination and find creative means to deal with emergent issues and emergent insights.

Some Indigenous and First Nations friends and teachers have patiently listened to my "discoveries" around being humble in the face of the unknown, listening closely to all that is within and beyond human ways of knowing. Honoring the changes that come through longing, honoring the very small things that create the largest shifts in the world.

Adrienne maree brown

You will be asked to do a presentation of the process(es) you used, the thinking and feelings you went through in doing this assignment and the outcomes of findings and recommendations your making. This study will be presented toward the end of the semester. Some suggestions include the following:

- A. A situation grounded in your own context (or interest area), e.g., white supremacy and patriarchy in the U.S. or elsewhere (where colonialism was the dominate factor); ethnic and/or religious division.

- B. War or large-scale violence, resultant traumatic responses, impact on identity and its manipulation and how this was dealt with or could have been more completely addressed.
- C. Build on to/expand the work you are already doing in one or more of these fields (trauma, identity, dignity). Deepen the connection between them for your ongoing or future work.
- D. Any other avenue you want to pursue within the framework of the course topic areas.

Arts/Social Media: If you decide to use this approach, your work should convey elements noted in the Final Paper sections (below), but presented through an arts-based or social media lens. Please select the audience to whom you want to present your work. Discuss ideas beforehand with instructor and class members, then write a 250-word proposal, which will be followed by further discussion with the instructor.

Final Paper: The paper should capture either an overall reaction to the course materials and class discussions or a specific course topic that changed your way of thinking as well as how you or a team you are part of will practice peacebuilding and/or anti-oppression work that include trauma, identity and dignity issues. (Length of paper: 15-18 pages double spaced for 3 credit students; 10-12 pages for 2 credit students.) Three-credit students should consider an academic journal ready writing style—therefore think about the audience you wish to address.

The instructor is also willing to discuss alternatives to the above, which might involve a class project done on campus or in the community.

Except for the Final Paper, you may work in pairs or groups re: Case Study; Arts/Social Media project—or another project you decide upon.

Finally, there will be a field experience—location to be determined by course participants, but could include the African American Museum in Washington, D.C. or the ‘new’ Civil War museum and Slave Trail walk in Richmond, Virginia. Two course participants will lead a discussion about the experience upon our return. (This will count as a “pair presentation” explained in #3 above.)

Professional/Education/Training. The course is open to persons within these categories by permission of the instructor. The requirements of those who join the class include the following: Regular class attendance, reading assignments for each class (posting on the Moodle discussion page is an option and encourages), and participate fully in in-class discussions. Also, you are asked to write a short reflection paper mid-way and the end of the class. One can choose to reflect on a specific topic area, or write a reflection regarding the meaning of the subjects for you and/or your work. The paper(s) should be between 3 and 5 pages, double spaced

Student Evaluation - 100 Total Points

Class Participation	15 points: Attendance and full engagement in class discussion is expected.
Assigned Reading(s) & Weekly Postings	20 points (See #2 above)
Bi-Weekly Presentation	25 points per presentation: Pairs will present twice during the semester—unless otherwise noted in the Weekly Agenda . Depending on numbers, an individual may be asked to present twice during the semester—not part of a pair.)
Cases Study, Final Paper/Arts Project or full class project	40 points: Case Study will involve a 30 to 40-minute presentation of your work, plus leading a 15 to 20-minute discussion with your colleagues. If a paper: 15-18 double-spaced pages for 3 credits and 10-12 double-spaced pages for 2 credit students. A 10 to 15-minute summary of your paper will be presented in class. Art/Media projects will be negotiated with the instructor and require a 30 to 40-minute presentation in class with discussion.

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 <http://emu.edu/writing-program/student-resources/Student Academic Integrity Policy.BB.9-16.pdf>. If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>.

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.

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.

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/>.

Graduate & Professional Studies Writing Center:

Please utilize the writing center! They offer free individual tutoring from graduate student tutors. 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.

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).

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.*

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 <http://emu.edu/cms-links/graduate-and-professional-studies/docs/graduate-student-handbook.pdf> for additional policies, information, and resources available to you.

Academic Program Policies: For more CJP-specific graduate program policies, please see <http://www.emu.edu/cjp/graduate-programs/academic-policies/>. For EMU graduate program policies see <http://emu.edu/cms-links/graduate-and-professional-studies/docs/2017-18-grad-catalog.pdf>.

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
<p>Goals & Audience <i>Are the goals or learning objectives of the project clear? Have they been met? Is the intended audience clearly specified? Is the project appropriate for this audience? Does the project communicate to the intended audience?</i></p>	<p>-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</p>	<p>-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.</p>	<p>-audience and goals inappropriate or inadequately identified -project unlikely to meet its goals and/or communicate to the audience</p>	
<p>Methodology <i>Is the overall methodology clear and appropriately used? Has the project incorporated specific methods required by the assignment? If intended as a form of intervention, has thought be given to how it will be implemented?</i></p>	<p>-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</p>	<p>- 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</p>	<p>-methodology inadequate and/or inadequately articulated. -sources not appropriately identified -inadequate attention to implementation issues</p>	
<p>Analysis <i>Is there evidence of critical thinking and analysis?</i></p>	<p>- 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</p>	<p>- 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.</p>	<p>-inadequate evidence of critical thinking -analysis lacking or inadequate -analytic approach inappropriate or inadequately specified</p>	
<p>Craft & Coherence <i>Is the level of artistic and/or technical craft adequate for the specified goals and audience?</i></p>	<p>- level of craft is clearly adequate for the audience & to meet project goals (whether or not it meets “artistic” standards)</p>	<p>-level of craft is minimally adequate for the audience and goals -project coherence could be stronger</p>	<p>-level of craft inadequate for purposes and/or audience -project is not coherent</p>	

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