INSTRUCTORS' INFORMATION:

Gloria Rhodes, Phd, Anchor
Office: Martin Store 105
Office Hours: Wednesdays 1:30-4:30 p.m., or by appointment

rhodesg@emu.edu
gloria.rhodes1(Skype)
540-432-4270

Carl Stauffer, Phd
Office: Martin Store 110
Office Hours: Tuesdays 9 a.m. – 12 noon, or by appointment

carl.stauffer@emu.edu
stauffers.inc (Skype)
540-432-4462

COURSE DESCRIPTION:

Foundations I and II give an overview of social justice and peacebuilding practice and its multi-disciplinary, multi-level aspects. This course, Foundations I, addresses personal, interpersonal, small group, and organizational-level conflict transformation and social change. **Foundations I** will center personal formation, basic action research, analysis for understanding conflict and injustice, theoretical underpinnings of practice, theories of change, practitioner roles, essential skills and basic processes in our work, and process design. **Foundations II** focuses on communal and societal levels of conflict and social change, centering critical theory, analysis, power, structural and macro-level engagement, larger group processes, process design and more. Throughout the two courses, you will integrate critical self-assessment, ethical application of theory, technical utilization of research and analysis tools, and systematic processes of planning and implementation for intervention or action across many sectors and at different levels of society.

Foundations I is constructed to assist you to integrate these vital elements - theory, research, analysis and practical skills and processes – into your justice work and peacebuilding practice. You will be introduced to basic literature and theory of the fields; explore conflict transformation from an individual, interpersonal and organizational level; consider the dynamics of conflict and injustice, and experience the practice of peacebuilding through reading and discussions, intensive teamwork, interactive case study, role-plays, and simulated practice exercises. Skills competencies are emphasized in the areas of self-awareness, team-building, conflict analysis and assessment, communication, construction of theories of change, strategies for intervention in interpersonal, intra-and intergroup conflicts, and process design. Basic processes that help structure conversations (such as negotiation, mediation and

facilitation), nonviolent social action, accompaniment and coaching strategies and other transformative processes are highlighted.   This course employs the action-reflection learning cycle as the undergirding educational framework throughout the semester. Foundations I cannot be taken for reduced credit or for professional education/training.

COURSE GOALS AND OBJECTIVES:

1. To present **theoretical and practical understandings** of justice, conflict transformation and peacebuilding. Students will:
- Read and discuss relevant literature.
- Use a repertoire of theoretical and practical analytical models for understanding injustice, conflict and violence and develop theories of change to address these.
- Consider schools of thought related to justice, conflict transformation and peacebuilding through various frameworks and theories.

2. To provide opportunity for **personal formation** through self-awareness, self-management, self-assessment and self-care/compassion. Students will
- Use self-assessment tools to understand the factors affecting current and past personal responses to conflict and injustice (e.g. genogram, enneagram, personal conflict styles etc.).
- Create a growth plan for self-management.
- Reflect on how personal values, personality, habits, self-identity, biography, spirituality, and other factors may positively or negatively affect justice and peacebuilding practice.
- Participate in team building experiences.

3. To prepare **reflective practitioners** who skillfully and ethically integrate theory, research/analysis and practice into the process of building durable peace with justice in their contexts. Students will:
- Develop analysis skills by applying models for understanding systems of conflict and injustice and social dynamics to a case, individually and as part of a group.
- Reflect on their values, strengths and challenges and develop and practice a menu of personal skills (e.g. observing without judgment, listening and speaking, providing feedback, attending, and practicing self-management).
- Demonstrate knowledge of a range of processes that can be used to facilitate effective communication and decision-making.
- Examine their own identities, abilities and sources of power and practice choosing appropriate roles (accompaniment, coaching, direct intervention, advocacy, activism, mediation, facilitation, etc.) in relation to their analysis and their proposed practice.

4. To ensure that CJP graduates are **well-equipped practitioners** who can engage the processes of project planning, design, and implementation at a personal, interpersonal and organizational level. Students will:

- Facilitate at least one activity for the class as part of a team.
- Practice making intervention choices that arise from their analyses, and are context and resource appropriate.
- Complete a case study through analysis, development of theories of change, and design.
- Complete a mock-comprehensive final exam that asks them to analyze, develop theories of change, and design appropriate intervention for a case.

REQUIRED TEXTS:

Demmers, Jolle. 2012. Theories of Violent Conflict: An Introduction. New York: Routledge. ISBN: 978-0415555340. Approximate price: $42.

Docherty, Jayne. 2005. Strategic Negotiation. Intercourse, PA: Good Books. ISBN: 978-1561484287. Approximate price: $5.

Docherty and Lantz-Simmons. 2017. *A Geneology of Ideas 1: What is old is new again.* Center for Justice and Peacebuilding, Eastern Mennonite University, Volume 1. Available on Moodle for this course.

Docherty and Lantz-Simmons. 2017. *A Geneology of Ideas 2: Conflict Analysis,Tools for Asking Better Questions.* Center for Justice and Peacebuilding, Eastern Mennonite University, Volume 2. Available on Moodle for this course.

Kelsey, Dee and Pam Plumb. 2004. **Great Meetings**! Great Results! Hanson Park Press. Revised and Expanded Edition. $20.

Lederach, J. P., Neufeldt, R., & Culbertson, H. 2007. **Reflective peacebuilding**: A planning, monitoring, and learning toolkit. Download from http://kroc.nd.edu/sites/default/files/crs_reflective_final.pdf

Schirch (2), Lisa. 2013. Conflict Assessment and Peacebuilding Planning: Toward a Participatory Approach to Human Security. Boulder, CO: Kumarian Press. ISBN: 978-1565495791. Approximate price: $20. (**CAPP Handbook**)

Seligman, Rahel and Montgomery. 2015**. Living with Difference**: How to Build Community in a Divided World. Oakland, CA: University of California Press.

Trujillo, Mary Adams and S. Y. **Bowland**. 2008. Re-Centering: Culture and Knowledge in Conflict Resolution Practice. Syracuse, NY: Syracuse University Press. Selected Chapters.

Tuso, H., & Flaherty, M. P. 2016. Creating the third force : indigenous processes of peacemaking. Lanham, Maryland : Lexington Books, an imprint of The Rowman & Littlefield Publishing Group, Inc. Selected Chapters.

The **boldface** words above and below will appear in the course schedule when required reading is due from these resources.

REQUIRED RESOURCES AVAILABLE ON MOODLE

Azar, E. (2002). Protracted Social Conflicts and Second Track Diplomacy, in Davies, J. & Kaufman, E. (eds.) *Second Track / Citizen's Diplomacy – Concepts and Techniques for Conflict Transformation*. Lanham, MD: Rowman & Littlefield Publishing Group.

Allen Nan, Susan and Mary Mulvihill. June 2010. *Theories of Change and Indicator Development in Conflict Management and Mitigation*. United States Agency for International Development (**USAID Theories of Change**), Bureau for Democracy, Conflict, and Humanitarian Assistance (DCHA), Office for Conflict Management and Mitigation (CMM). Available from: http://pdf.usaid.gov/pdf_docs/Pnads460.pdf

Biko, S. (1978, 2004). *I Write What I Like*. Johannesburg, SA: Picador Africa – An Imprint of Pan Macmillan south Africa, (Essays 9,11,14 & 15).

CDA Collaborative Learning Projects. 2012. *Conflict Analysis Framework: Field Guidelines and Procedures. Reflecting on Peace Practice Project.* CDA Collaborative Learning Projects, Global Partnership for the Prevention of Armed Conflict and Norwegian Church Aid. Second Draft for Review and Field Testing. **RPP Field Guidelines -** Available from http://www.kpsrl.org/browse/download/t/conflict-analysis-framework-field-guidelines.

Dugan, Maire. 1996. "A Nested Theory of Conflict." *Women in Leadership: Sharing the Vision*. Vol. 1.

Fanon, F. (1961, 2001). *The Wretched of the Earth*. New York & London: Penguin Books, (Ch.1).

Fisher (et al), Simon, Dekha Abdi, Jawed Ludin, Richard Smith, Steve and Sue Williams. 2000. Working with Conflict: Skills and Strategies for Action. London: Zed Books. ISBN: 978-1856498371. Approximate price: $30. First three chapters are on Moodle.

Folger, Joseph, Marshall Scott Poole, and Randall Stutman. 2012. Third-Party Intervention. And Power. In *Working through Conflict: Strategies for Relationships, Groups, and Organizations*, 7th Edition. New York: Routledge.

Harris, Collette and Uganda Land Alliance**.** *Gender analysis of Conflict Toolkit.* June 2016. Saferworld. Available from: http://www.saferworld.org.uk/resources/view-resource/1076-gender-analysis-of-conflict

Hicks, Donna. 2011. *Dignity: The Essential Role it Plays in Resolving Conflict.* New Haven: Yale University Press. (required chapters available on Moodle)

Laue, James and Gerald Cormick. 1978. The Ethics of Intervention in Community Disputes. *The*

Ethics of Social Intervention, edited by Gordon Bermant, Herbert C. Kelman, and Donald P. Warwick. Washington, DC: Halsted Press.

Lederach 1, John Paul. 1997. *Building Peace: Sustainable Reconciliation in Divided Societies.* Washington, DC: United States Institute of Peace Press. (Selected chapters 4-6)

Max-Neef, M., Elizalde, A., Hopenhayn, M., et al. (1989). Human Scale Development: An Option for the Future. In *Development Dialogue*, published by Dag Hammarskjold Foundation, Vol.1.

Mayer, Bernard. 2012. The Dynamics of Conflict: A guide to engagement and intervention. 2nd Ed. San Francisco: John Wiley & Sons, Inc. Approximate price: $40. Chapters 1-4.

Miall, H., Ramsbotham, O., and Woodhouse, T. 2010. *Contemporary Conflict Resolution*, 3rd Edition. Malden, MA: Blackwell. (Selected chapters – Chs 1-2). **(CCR)**

Miller 1, Joseph S. 2000. A History of the Mennonite Conciliation Service, International Conciliation Service, and Christian Peacemaker Teams. In *From the Ground Up: Mennonite Contributions to International Peacebuilding*. New York: Oxford Univ. Press.

Miller 2, Joseph S. 2000. Appendix A: Who Are the Mennonites? In *From the Ground Up: Mennonite Contributions to International Peacebuilding*. New York: Oxford University Press.

Mohr, Bernard **and** Jane **Magruder Watkins**. (2002). *The Essentials of Appreciative Inquiry: A Roadmap for Creating Positive Futures.* Pegasus Communications.

Powercube: understanding power for social change. Available from http://www.powercube.net/

Rhodes, Gloria. 2010. Mennonites and Peace. *International Encyclopedia of Peace*. New York: Oxford University Press.

Rosenberg, Marshall. (2003). *Nonviolent Communication: A Language for Life*: *Life-Changing Tools for Healthy Relationships.* 3rd ed. Encinitas, CA: PuddleDancer Press. ISBN: 978-1892005281 Approximate price: $20.00. [selected pages]

Sen, A. (2009). *The Idea of Justice*. Oxford, UK: Oxford University Press.

Stauffer, C. (2015). Formative Mennonite Mythmaking in Peacebuilding and Restorative Justice, in Klager, A. (ed.) *From Suffering to Solidarity – The Historical Seeds of Mennonite Interreligious, Interethnic, and International Peacebuilding*. Eugene, OR: Pickwick Publications, (Ch.7).

Washira, G., Kamungi, P., & Sillah, K. (2014). *Stretching the Truth – The Uncertain Promise of TRCs in Africa's Transitional Justice*. Nairobi, Kenya: Nairobi Peace Initiative-Africa (NPI-Africa) and the West African Network for Peacebuilding (WANEP).

REQUIRED ASSIGNMENTS:

Assignments (out of 100%)

Course Participation: No points are given for class participation, but you are expected to attend every class session prepared to participate in activities and to discuss readings for the day. We will regularly have discussions from the readings. You should be prepared to discuss the following: What you think about the author's perspectives and theories, what points in the readings make the most sense to you given your experiences, and what contribution the readings make to your understanding of content for the week? And, what gaps are there in the readings themselves or in assignments overall?   In addition, you can expect to complete ungraded assignments such as the I am From Introduction, the Enneagram Assessment, Personal Conflict Styles, assigned small group work between classes, and more.

As part of the Team Project, you will be expected to participate in team meetings outside of class (can be in person or online) to discuss readings, and complete research and writing. You should expect approximately 1 ½ to 2 hours in team meetings per week.

Genogram and Personal Reflection Paper: 10% You will develop and submit a visual representation of your family (of origin, adoption, or choice). Many students choose to complete a formal genogram for this assignment using GenoPro software, pen and paper, electronic media (paint, draw etc.) **or** other visual tool (paint, marker, etc.). You must include a key or legend and a written reflection. You should be prepared to turn in a hard-copy representation of your genogram or other representation if not using GenoPro or if you cannot scan or photograph your genogram. More information on genograms can be found on Moodle. GenoPro is not available for Apple computers/tablets, but students have sometimes found other free options for Apple. More information is provided in the Genogram guidance notes.

Forum Reading Responses: 15% (5 @ 3% each) You are asked to reflect on the readings listed for 5 selected weeks and to submit a discussion board contribution **by Thursday 8 a.m**. on the dates that responses are due, including one response to the instructor's questions, and one response to a fellow student on at least one question or thread. Failure to meet these deadlines will result in a grade reduction for the discussion board on that given week. You do not need to respond to every question posed by the instructors, but use the questions as a starting point for your response. The following rubric is provided to help you monitor your discussion forum contributions, and will be used by the instructor(s) in grading your participation.

Full descriptions with prompts for writing are available on the date the response is due on the Moodle site.

	Excellent	Good	Adequate
Quality of post	Appropriate comments: thoughtful, reflective, and respectful of other's postings.	Appropriate comments and responds respectfully to others' postings.	Responds, but with minimum effort (e.g. "I agree with Bill").
Relevance of post	Posts topics related to discussion topic; prompts further discussion of topic.	Posts topics that are related to discussion content.	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks.
Contribution to the learning community	Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic.	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely.	Does not make effort to participate in learning community as it develops.

Class Facilitation: 10% Together with one or two classmates, you will facilitate one session (1 hr) of the class. Facilitated sessions include reading discussions, evaluation, decision-making, and dialog. Students will sign up for a date to facilitate.

Team Project (Teambuilding, Analysis, and Action Planning): 45% (as divided below) Together with your working group/team, you will choose a situation of conflict, tension, or injustice with an **appropriate scope** (an interpersonal, small group, organizational, or small community) for your research, analysis, theory of change and design of action this semester. You will jointly gather information about the situation. The situation must be one in which you have (or can get) **significant access to data**. It should be something others are writing about/documenting (**existing data** in documents, text, or video) or a situation where you can use **generated data** by interviewing key stakeholders (either in person, Skype or by e-mail). Each member of the group is expected to spend time reading background about the case (context, history, and related information) and researching, interviewing, and interpreting data each week. The data you present as a group should be compiled from your research (with appropriate citation). Your individual knowledge about a topic can be factored into the analysis, but to establish legitimacy, you must include other authors or speakers who provide evidence upon which to base your conclusions (remember the ladder of inference).

In addition to analysis and action planning a major part of this project is focused on **Teambuilding** including convening and working in teams. Instructors will check in with teams throughout the first semester to help facilitate student team work and content creation relevant to this semester-long project. Coaches will be available if teams need support with group process.

The project itself will be due in increments. Due dates are included in the daily schedule. Some project components will be turned in individually, and some will be turned in jointly as a team. For each component that you submit either individually or jointly, you must **include a complete bibliography of all your research sources**. Citations will be expected in APA style (unless you can demonstrate knowledge of another citation style). More information can be found in the guidance notes for this project.

Analyze: 25% You will write one formal **individual** analysis paper including visual and conceptual models analyzing the situation you've chosen with your group. Include each of the following categories: Stakeholders and Identity (WHO the parties are including their behaviors and attitudes in relation to the situation and WHO you are); Issues, drivers, and mitigators (WHAT the issues are in conflict and what you bring); Motivations (WHY the parties are involved in conflict and WHY you want to be involved); Power and Tactics (HOW the parties are engaging in conflict and the power that each party holds in relationship to each other and to you); Context (WHERE the situation is happening including the relational and cultural context as well as the structural system that surrounds and supports the parties and you); and the History, Timing and Escalation factors (WHEN has this situation been happening, for how long, and what are the important timing factors to consider). Each Team will jointly develop a stakeholder map (WHO) and individually, you will create one additional visual model/analytical tool for each question (WHO, WHAT, WHEN, WHY, WHERE, HOW). These will be compiled into one individual paper to include an introduction, a self-assessment and conclusion.

Theorize: 10% Based on your research and analysis, you will write and submit an individual theories of change paper. Complete a theories of change paper for the situation you are addressing, and provide supporting text to describe your overall goal, how you might address this goal, and one theory of change that may help you meet the goal. The goal will be shared by everyone in the group, the theory of change you select will represent one way to work toward the goal. This paper is usually 2-3 single-spaced pages minimum. You may propose alternative media or structure for presenting your work. See Guidance Notes

Design: 10% As a working group, you will jointly create a plan (as an organization, individual or team) for intervening or planning action in/for the situation you have chosen. Given your analysis and theory of change, WHO needs to be involved, who are you, and are you the right person(s) to do this? WHO are the other actors and organizations and what are they doing? WHAT should be done and what are the strategic places for intervention? What theories of change are possible? What theory of change will your organization use to organize planning? WHY do you want to get involved and why should you be involved? HOW should the intervention be done? What are the skills needed and the appropriate processes for an intervention? How will this be paid for? WHERE is this occurring and what is culturally appropriate and what is appropriate for your ability to enter the situation and given your abilities/skills. WHEN should an intervention take place? This paper is usually 3-4 single-spaced pages minimum. You may propose alternative media or structure for presenting your work.

Working Group/Team Presentation: 10% Each small group will give a formal presentation about the semester-long project including a summary of the analysis (with a minimum of 4 lenses per group), identified theories of change, an outline of planned action, and a summary of the group's teambuilding process and insights.

Final Examination 10% In this mock-comprehensive exam, you will be presented with a choice of a particular conflict scenario at the personal, interpersonal, small group, or organizational level. You will analyze the situation, develop theories of change, then design an intervention for that particular conflict. The paper needs to provide: solid analysis and can include the questions (Who, What, Why, Where, How, When), self-analysis, identification of relevant theory(ies)-of-change and an intervention plan (describing the proposed skills, roles, and processes). You will have one week to complete the exam.

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 in class.

SCHEDULE AND TOPICS:

Provided separately.

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. If you have doubts about what is appropriate, Indiana University's Plagiarism Tutorials and Tests may be a useful resource.

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.

Moodle:
Moodle 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.

Graduate & Professional Studies Writing Center:
Please utilize the writing program! They offer free individual tutoring from a graduate student tutor. Please visit the website to schedule an appointment.

Institutional Review Board (IRB):
All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety.

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.

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.

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.

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. You can also report incidents or complaints through the online portal. 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 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 the complete graduate catalog.

Writing Standards –Graduate Level *(revised Spring 2016)*

Criteria	A *excellent*	B *adequate expectations*	C *below expectations*	Comments
Content *(quality of the information, ideas and supporting details)*	• shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content	• shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content	• 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 *(logical order or sequence of the writing)*	• shows coherence, and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion	• shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas & sections • shows some construction of appropriate introduction and conclusion	• 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 *(appropriate attention to audience)*	• is concise, eloquent and rhetorically effective • effectively uses correct, varied and concise sentence structure • is engaging to read • writes appropriately for audience and purpose	• 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	• 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 *(locating, evaluating, and using effectively the needed information as appropriate to assignment)*	• 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	• 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	• 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 *(appropriate acknowledgment of sources used in research)*	• 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	• 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	• 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 *(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)*	• makes virtually no errors in SEE conventions • makes accurate word choices	• makes some errors SEE conventions • almost always makes accurate word choices	• makes many errors in SEE conventions • makes many inaccurate word choices	
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).				

Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
Goals & Audience *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?*	-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 *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?*	-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 *Is there evidence of critical thinking and analysis?*	- 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 *Is the level of artistic and/or technical craft adequate for the*	- level of craft is clearly adequate for the audience & to meet project goals (whether or not it	-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	

PAX *534*
Fall 2019

specified goals and audience? *Did it involve an appropriate amount of work?* *Does the final product have coherence and "resonance?"*	meets "artistic" standards) -project is coherent & likely to resonate with the intended audience -product shows an appropriate amount of effort for this assignment		-project is not coherent	
Content *Is the content appropriate & adequate, given the goals, audience & assignment?* *Is there evidence of insight, originality &/or creativity?*	- 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).