| | **ANALYSIS: UNDERSTANDING CONFLICT PAX 533**<br><br>**Fall 2023**<br><br>*Lib 121 JAMAR Classroom and Online*<br><br>Tuesdays, 1:45 - 4:45 pm EDT/EST |
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| THE CENTER<br>FOR JUSTICE &<br>PEACEBUILDING<br><br>A PROGRAM OF EASTERN MENNONITE UNIVERSITY | |

## INSTRUCTOR INFORMATION:

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Office Hours: Thursday 9-11:30, and by appointment

## COURSE DESCRIPTION:

Analysis focuses on understanding the factors that cause and contribute to conflict, violence, and instability and those that restrain violence and support peacebuilding. Good analysis skills are a central component of designing effective strategies for transforming conflict and building peace.

Course participants will use lenses (visual or mental models or deductive research frameworks) including those related to identity (gender, religion, nationality, etc.), human needs, narratives, social power, power asymmetry, domination and oppression, culture, worldview, and others to understand conflict and propose possibilities for change. They will also consider the "built-in" lenses they carry with them and how these affect their perception and action. Case studies of conflicts at multiple levels will provide an opportunity to practice analysis skills individually and in small groups. The class will consider research strategies for gathering and organizing data for practical use and theories of change as an intermediate step to designing effective social change.

This 3 SH course meets a requirement for the MA or GC in Conflict Transformation, the MA or GC in Restorative Justice and the MA in Transformational Leadership. Everyone is expected to attend and participate in every session, and complete reading/viewing, activities and assignments outside of class. Further details on course requirements will appear in the course schedule document, and will be provided during the course and online on Moodle. *This course cannot be taken for reduced credit.*

## COURSE GOAL:

The goal of the course is to prepare critically reflective practitioners who skillfully and ethically integrate careful analysis and assessment into the process of addressing violence and injustice in order to build durable peace. The course aims to provide analysis skills that can be employed whether peacebuilding and justice work is undertaken in personal or professional contexts and regardless of field, position or career path.

## COURSE PHILOSOPHY:

At CJP, we seek the creation of a dynamic learning community in which everyone is a teacher and a learner. Our personal and professional lives, social identities, cultural heritage and spiritual beliefs impact the way we, as instructors, understand the course content and how we present it. Likewise, we invite all course participants to bring the multiple dimensions of your experience and identity into the course. In order to encourage this stance, we ask that we all work to:

1. Respect others' points of view (even when you think and believe differently),
2. Listen to gain insights, fresh ideas, and new perspectives,
3. Accept that we are here to learn with and from one another, and
4. Give each other the benefit of the doubt – each of us is on a different journey, with different life experiences, identities, and educational paths. Joining a new learning community (and for some, geographical community) causes uncertainty and necessary readjustment. Some of us deal with this by going with the flow, some of us deal with it by creating cocoons of certainty around ourselves. And most of us are somewhere in between. Let's give each other as much grace and flexibility as possible.

These principles are even more important as we engage with each other in a hybrid learning environment (blended online and in-person classes) where engagement must be intentional and scheduled. You will be asked to interact with each other and the instructors individually inside and outside of the synchronous sessions. We hope that you will share what you know, help us all to learn by listening with curiosity to others, help to hold us all accountable to our values, and find ways to share your constructive criticism, your concerns about process or content, and help us all to be at our best together.

## COURSE OBJECTIVES:

Participants will:

1. Build a vocabulary for social analysis and a repertoire of theoretical and practical analytical models for understanding conflict and violence.

2. Develop a basic understanding of practical issues in conflict transformation and peacebuilding considered through basic theories and frameworks.

3. Apply theoretical and analytical models to case studies, including the possibility of a range of interpersonal, community and organizational conflicts in various contexts.

4. Practice moving from analysis to theories of change with the ultimate goal of planning, designing and implementing peacebuilding and social change programming (professionally or personally).

5. Use self-assessment tools to understand the factors affecting personal responses to conflict and personal impact on research and the conflict situation (eg. Research ethics training, genogram, enneagram, personal conflict styles etc.).

*Course Dates and Location*

Classes will be held synchronously online and in the Library ground floor classroom (LB 121) known affectionately as JAMAR, between 1:45-4:45 pm Eastern Time on Tuesdays.

## REQUIRED ASSIGNMENTS TO BE COMPLETED FOR THE FIRST DAY

If possible, you are encouraged to read/become familiar with the following resources and come to our first class with your insights and questions:

**Fisher**, 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. **Chapters 1-3 available in pdf form on Moodle.**

Lederach, J. P., Neufeldt, R., & Culbertson, H. (2007). **Reflective peacebuilding**: A planning, monitoring, and learning toolkit. Mindanao, Philippines: Joan B. Kroc Institute for International Peace Studies and Catholic Relief Services (East Asia Regional Office). Download from http://kroc.nd.edu/sites/default/files/crs_reflective_final.pdf **Read pgs. 3-16 for the first day**.

Docherty and Lantz-Simmons. **(**2016). *A Genealogy of Ideas: What is old is new again.* https://emu.edu/cjp/resources/genealogy#1 Eastern Mennonite University, Volume 1. **Link also Available on Moodle.**

## REQUIRED TEXTS AND OTHER RESOURCES:

You will be required to read the following resources, and you are encouraged to come to class with your insights and questions. The name, title, or keywords in **BOLD** below will be how each resource is referred to on the course schedule for assignments and reading due dates.

**Core Texts to be purchased or accessed regularly:**

**Demmers**, Jolle. 2016. Theories of Violent Conflict: An Introduction. New York: Routledge. ISBN-13: 978-1138856400. Approximate price: $25-35 (e-book or paperback).

Trujillo, Mary Adams and S. Y. Bowland.  2008.   *Re-Centering: Culture and Knowledge in Conflict Resolution Practice.*  Syracuse, NY:  Syracuse University Press. $20

Schirch, Lisa. 2013. Conflict Assessment and Peacebuilding Planning Toward a Participation Approach to Human Security. Boulder, CO: Kumarian Press. ISBN: 978-1565495791. Approximate price: $20. **CAPP Handbook** (available for purchase and as eBook on EMU Library).

**Core Texts available online:**

**GPPAC** and CDA *Conflict Analysis Framework: Field Guidelines and Procedures, 2016* https://www.cdacollaborative.org/wp-content/uploads/2016/03/Conflict-Analysis-Framework-Field-Guidelines-and-Procedures-2016.pdf

*GSDRC Conflict **Analysis Topic Guide**, 2017. https://gsdrc.org/wp-content/uploads/2017/05/ConflictAnalysis.pdf*

Lederach, J. P., Neufeldt, R., & Culbertson, H. 2007. **Reflective peacebuilding**: A planning, monitoring, and learning toolkit. Mindanao, Philippines: Joan B. Kroc Institute for International Peace Studies and Catholic Relief Services (East Asia Regional Office). Download from http://kroc.nd.edu/sites/default/files/crs_reflective_final.pdf

**Additional Required Readings Available on Moodle or online:**

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

Docherty and Lantz-Simmons. 2017. *A **Genealogy 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.

**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).

**Firchow,** Pamina and Harry Anastasiou, eds. 2016. Practical Approaches to Peacebuilding: Putting Theory to Work. Boulder, CO: Lynne Reinner Publishers. (Chapter 1 and 5)

**Fisher**, 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. Chs. 1-3.

**Freire**, Paulo. *Pedagogy of the Oppressed.* Seabury Press: New York. Chapter 1.

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

**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.

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

**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 University 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.

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

**Rhodes 1**, Gloria. 2010. Mennonites and Peace.  *International Encyclopedia of Peace*.  New York: Oxford University Press.

Rhodes, G., & Akram, M. (2023). Conflict analysis, learning from practice. *Conflict Resolution Quarterly*, 40(3), 333–355. https://doi.org/10.1002/crq.21371.

Trask, Haunani-Kay. The Color of Violence. In **Color of Violence**: *The INCITE! Anthology.* INCITE! Women of Color Against Violence*,* eds. Durham, NC: Duke 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.

**Optional Supplemental Reading**

*Additional Books and Readings that may be mentioned in class for background and further information if you have interest.  These items are not required for purchase or class participation.*

Church, Cheyanne and Mark Rogers.  *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*.  Washington, DC: Search for Common Ground and U.S. Institute of Peace.  Available at: http://www.sfcg.org/programmes/ilr/ilt_manualpage.html

*CIS Analysis Tools Tip sheet 2005* https://css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-securities-studies/pdfs/Conflict-Analysis-Tools.pdf

Harris, Collette and Uganda Land Alliance**.**  *Gender Analysis Toolkit.* June 2016. Saferworld. Available from: https://www.saferworld.org.uk/downloads/.../gender-analysis-of-conflict-toolkit.pdf

Hicks, Donna. 2011. *Dignity: The Essential Role it Plays in Resolving Conflict.* New Haven: Yale University Press. $15.

Levinger, Matthew. 2013.  *Conflict Analysis: Understanding Causes, Unlocking Solutions* (USIP Academy Guides). Washington DC: United States Institute of Peace; United States Institute of Peace Academy Guides edition.

MCC Office on Justice and Peacebuilding. (2008). *Conflict transformation and restorative justice manual,* 5th edition. Akron PA: MCC.  NOTE: A downloadable PDF version of this manual can be purchased on the MCC website for $40 at: https://resources.mcc.org/content/conflict-transformation-and-restorative-justice-manual-pdf-download-version

Ricigliano, Robert. 2012. *Making Peace Last: A Toolbox for Sustainable Peacebuilding*. Boulder, CO: Paradigm Publishers.

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).

Other supplemental reading options will be provided in Moodle.

## REQUIRED ASSIGNMENTS:

Students are expected to complete all of the listed readings and written assignments. Much of the learning from the on-campus time is supplemented and enriched by reading the selected materials. This will need to be done outside of class. Due dates listed below are a suggestion for realistic course completion. Every effort will be made to follow through on Analysis paper deadlines and feedback. Feedback on Genograms and Reading Responses will be delayed to August or September.

**Course Participation:** Students are expected to attend every class session prepared to participate in exercises, role-plays, and simulations. You can expect to complete ungraded assignments such as assigned small group work, various assigned activities and more. You are expected to:
- attend every scheduled class session prepared to participate actively
- read assigned texts and articles each week and be prepared to engage in activities that may be related to them (see Responding assignments below)
- complete ungraded assignments such as Introductions, the Enneagram Assessment, Kraybill Conflict Styles, assigned small group work between classes, and more.
- participate in pair or group meetings with classmates outside of synchronous class hours to discuss readings, practice research and analysis exercises, get feedback, or complete other joint assignments. You should expect to participate in approximately 1 hour of group work outside of class each week.
- watch or listen to video lectures posted by faculty or classmates as assigned. Assigned videos will be listed in the course schedule and on Moodle.

**Representation of a Family System: 15%** You will develop and submit a visual representation of a small group relational system that you are familiar with based on an initial research question. For many people, family of origin/adoption/choice is an easy system to represent. However, other options could include a family or group of people from a familiar story, popular TV show, movie or other option (if other than immediate family, please clear ideas with Dr. Rhodes). The total number of people included

can vary however, 3 generations of people at minimum should be included. Many students completing the assignment choose to complete a genogram using free GenoPro software. However, the assignment can be done in any medium, pen and paper, electronic media (paint, draw etc.), other visual tool (paint, marker, etc.), or could be represented spatially using objects and connectors (think Tinkertoys, PlayDoh, toothpicks, or spaghetti -- or other children's toys). Whether or not you use the GenoPro software, you must include a key or legend, create a very clear visual, and a written reflection. GenoPro is not available for Apple computers/tablets, but students have sometimes found other free options for Apple. Please be aware that GenoPro and genograms in general only provide for creation of a traditional family system. Additional critical approaches and models are available on Moodle. More information is provided in the guidance notes for this assignment.

**Group Reading Facilitation: 20%** Each group will summarize the reading and facilitate a conversation on a chapter from the Demmers text, *Theories of Violent Conflict*. Responses will be graded based on the following criteria: Preparation, Participation of each member, Engagement with Content, Class Discussion. Full descriptions with prompts for responses are available on the Moodle site.

**Case Study: 50%** You will choose an interpersonal, small group, or organizational conflict or situation of tension or injustice. You will gather data about the situation. The situation should be something others are writing about (you can find textual sources of information) and/or a situation where you can interview stakeholders (either in person or by online means). The case study will be undertaken through three assignments, an Analysis Paper, a paper considering Theories of Change and suggesting a Course of Action and Presentation:

1. **Analysis Paper (35%)** You will write one paper including visual and conceptual models analyzing the situation you've chosen. The paper is constructed as an investigation of a situation within a context. The paper should include an introduction with a clear research question, a body that helps the reader to see the conflict from 7 viewpoints, a clear conclusion that summarizes the learning and the key ideas from which a theory of change can arise, and a complete reference or sources list, and an appendix that includes a personal self-assessment (who are you as researcher and/or practitioner). The analysis assignment is a baseline indicator for writing at CJP, so it must be submitted in writing. However, many alternative methods may be used for preparing and submitting visual models.

   A complete **rough draft of the Analysis paper**. This draft is usually a minimum of 15 pages plus Sources Cited (References) list. A rough draft will allow for feedback on writing, supporting models, adequate evidence, and bias before the final draft is due. The rough draft will be graded if it is complete. If you are satisfied with the grade, then you do not need to submit a final draft. If you miss the rough draft deadline, you will need to submit your final draft without feedback from the instructors.

   A **final draft of the analysis paper.** Completed final analysis papers are usually 25-30 single-spaced pages minimum with graphic components embedded and Sources list (Reference List) in APA Style. Rubrics with criteria for grading the paper will appear as part of the final course syllabus and appear in the Guidance Notes.

2. **Case Study Theory of Change and Plan of Action Paper (10%)**: Based on your research and analysis and the conclusions you provide, you will write and submit a theory of change paper for the situation you are addressing. You are asked to describe your overall goal, how you might address

this goal, and one theory of change that may help you meet the goal. This paper is usually 2-3 single-spaced pages minimum. You may propose alternative media or structure for presenting your work. Your paper will conclude with an action that you or others could take (or could help make happen) in this situation. Prompts and suggested outline are available in the Guidance Notes for this assignment. There is no rough draft or re-write option for this paper.

3. **Final Presentation (5%):** Present case in class. See guidance notes.

**Final Examination 15%** In this comprehensive exam, you will be presented with several conflict scenarios at the personal, interpersonal, small group, or organizational level. You will choose one scenario to analyze, and for which to propose theories of change, and design an action or intervention. You will have one week to complete the exam. Guidance Notes will provide further detail.

SUPPLEMENTAL INFORMATION FOR COURSE SYLLABI:                    Last reviewed July 2023

**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. Criteria for Evaluating Arts-Based Peacebuilding Projects can be found at the end of this document.

**Academic Accountability & Integrity:**
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 Academic Accountability Policy 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. You should be familiar with EMU's Academic Integrity Policy (see link 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. <u>Please be sure to download resources from Moodle that you wish to have ongoing access to.</u>

**Technology Requirements and Communication/Zoom Best Practices:**
Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. Zoom will be used for synchronous online course sessions. <u>Please review these</u> [best practices](#) <u>for online classes!</u>

**Graduate & Professional Studies Writing Center:**
Please utilize the [writing program](#). They offer free individual sessions with a graduate student writing tutor. Please visit the website to schedule an appointment or request additional information from CJP's Academic Program Coordinator.

**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.*

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| 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. The library can help you acquire resources not held by EMU through the Interlibrary Loan (ILL) system. The link to ILL is on the left side of the library homepage.

**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](#). They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

**Class Attendance (for in-person <u>and</u> synchronous online courses):**
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. 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.

**Religious Holidays**
EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

**Classroom Culture & Related Policies**
EMU's Life Together statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group.  Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

**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.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the LGBTQIA+ Student Support Policy.

**Bias Response:**
Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to report incidents of bias.

**Title IX:**
*The following policy applies to any incidents that occur (on or off campus or online) 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 they will keep the information as private as they 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.

**Academic Program Policies:**
For EMU graduate program policies and more CJP-specific graduate program policies, please see the complete Graduate Catalog.

## Criteria for Evaluating Arts-Based Peacebuilding Projects

| CRITERIA | A – Excellent | B – Minimal expectations | C – Below expectations | Comments |
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| **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 -project is not coherent | |

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| *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 | | | |
| **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).