25 THE CENTER FOR JUSTICE & PEACEBUILDING	**FOUNDATIONS FOR JUSTICE AND PEACEBUILDING 1 PAX 534** Fall 2020 *Online – Thursdays* *10 a.m.-12 p.m. & 2-4 p.m. ET*

INSTRUCTORS' INFORMATION:

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COURSE DESCRIPTION:

Foundations 1 and 2 give an overview of social justice and peacebuilding practice and its multi-disciplinary, multi-level aspects. This course, Foundations 1, addresses personal, interpersonal, small group, and organizational-level conflict transformation and social change. **Foundations 1** will center on personal formation, basic action research, analysis for understanding conflict and injustice, peacebuilding and justice practice, theories of change, practitioner roles, essential skills and processes in our work, and basic process design. **Foundations 2** focuses on communal and societal levels of conflict and social change, centering on critical theory, analysis, power, structural and macro-level engagement, larger group processes, process design and more. Whether you take one or both courses, you will integrate personal formation including self-awareness, critical self-assessment, self-management and self- and communal care, 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 1 is constructed to assist you to integrate these vital elements - personal formation, 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

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conflict and injustice, and experience the practice of peacebuilding through reading and discussions, video lectures and other engagements, group work, and interactive case study. Skills competencies are emphasized in the areas of personal formation, conflict analysis and assessment, communication, construction of theories of change, strategies for intervention in interpersonal, intra-and intergroup conflicts, and basic process design. Basic processes that help structure conversations (such as negotiation, mediation and facilitation), nonviolent social action, accompaniment and coaching strategies as well as informal and other transformative processes are highlighted and can be practiced. This course employs the action-reflection learning cycle as the undergirding educational framework throughout the semester. Foundations 1 cannot be taken for reduced credit or for professional education/training.

Course Delivery and Dates

This online course will be conducted through an online learning platform called Moodle and through Zoom, an audio/visual communication platform for synchronous sessions. These platforms are made available by EMU upon registration for the course.

Synchronous online Zoom sessions will take place Thursdays, 10 a.m.-12 p.m. and 2-4 p.m. US Eastern Time (US ET) beginning September 3 and ending December 17, 2020. Attendance at these sessions is required. Please notify the instructors if you encounter unavoidable problems in joining us.

Asynchronous engagement, activities, and assignments will need to be completed outside of synchronous times. These sessions will be recorded. Expectations for online etiquette (guidelines or norms for participating online) will be discussed in class.

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 -- we are in an unusual time with much uncertainty and the unexpected. Some of us deal with this by going with the flow, some of us deal with it by creating cocoons of certainty around us. 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 in an online learning environment where engagement must be intentional and scheduled. You will be asked to interact with each other and the instructor individually outside of the synchronous sessions. We hope that you will share what you know, and 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 GOALS AND OBJECTIVES:

By the end of the course, successful students will:

1. Build a vocabulary for social analysis and a repertoire of theoretical and practical analytical models for understanding social injustice, conflict and violence.
2. Define and use practical concepts in conflict transformation, justice and peacebuilding including basic models, theories, theories of change and analytical frameworks.
3. Apply theoretical and analytical models to case studies, including interpersonal, community and organizational conflicts in various contexts, and practice understanding situations of conflict, violence, and injustice.
4. Practice moving from analysis to theories of change with an ultimate goal of planning, designing and implementing peacebuilding and social change programming (professionally or personally). And identifying theories of change in use by organizations and individuals seeking to bring about social change.
5. Focus on personal formation for justice and peacebuilding practice by:
   - Practicing *self-awareness* through reflecting on values, personal characteristics, abilities and areas for growth, and the factors (identity, power, personality, leadership and conflict styles, training, and experience etc.) affecting personal responses to conflict, injustice and violence.
   - Deepening *self-assessment* and understanding of others in relation to our social identity, culture, needs, systems, and power. And, considering personal impact and suitability for action in the situations we seek to transform and how these affect actions we take as participants, practitioners, and social change leaders (among other roles). Self-assessment includes Identifying and practicing needed skills and processes to gain experience in facilitating effective communication, decision-making, and team-building.
   - Practicing *self-management* by choosing appropriate actions or interventions and roles to play that are ethically sound, non-destructive, and have built-in accountability structures.
   - Attending to *self and communal care* by establishing regular reflective practice, developing communal support, establishing boundaries, and building resilience by focusing on cognitive, physical, emotional, social, and spiritual well-being.

REQUIRED TEXTBOOKS (AVAILABLE AT EMU UNIVERSITY BOOKSTORE (FOLLETT) OR ELSEWHERE):

The **bolded** words below will be used to refer to these resources in the course schedule.

See the course schedule at the end of the syllabus and moodle for due dates for readings. Please be in touch with instructors if you have difficulty accessing any of these textbooks.

Demmers, Jolle. 2012. **Theories of Violent Conflict**: An Introduction. New York: Routledge. ISBN: 978-0415555340. Approximate price: $42. E-book also available. Please use most recent edition.

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. PDF 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. PDF available on Moodle for this course.

Kelsey, Dee and Pam Plumb. 2004. **Great Meetings**! Great Results! Hanson Park Press. Revised and Expanded Edition. PDF Available without charge on Moodle.

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

Mitchell, Sherri. 2018. *Sacred Instructions***:** Indigenous Wisdom for Living Spirit-Based Change. Berkeley, CA: North Atlantic Books.

Neufeldt, Reina C. ***Ethics*** *for Peacebuilers: A Practical Guide.* 2016. Lanham, MD: Rowman & Littlefield.

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**)

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

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REQUIRED RESOURCES AVAILABLE ON MOODLE

The **bolded** words below will be used to refer to these resources in the course schedule.
See the course schedule at the end of the syllabus and moodle for due dates for readings.
All resources listed below are available to you through the Moodle site (available after August 28, 2020).

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.

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 (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. First three chapters are on Moodle.

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

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)

King, Ruth. 2018. ***Mindful of Race****: Transforming Racism from the Inside Out.* Boulder, CO: Sound True Inc. [Selected pages] available in Moodle.

Lang, Michael D. 2019. ***Reflective Practice*** *in Conflict Resolution.* Lanham, MD: Rowman & Littlefield. Selected chapters.

Lederach 1, John Paul. 2001. **Five Qualities of Practice in Support of Reconciliation Processes**. In *Forgiveness and Reconciliation: Religion, Public Policy and Conflict Transformation*, edited by Raymond Helmick and Rodney Petersen. Philadelphia: Templeton Foundation Press.

Lederach , 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. Chapters 1-4. Available on Moodle.

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

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.

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.

Rhodes, Gloria. 2020. **Personal Formation** for Peacebuilding Practice. *Unpublished Manuscript Chapter.* (Forthcoming)

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).

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. Chapter 23 and conclusion.

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 (out of 100%):

These are brief descriptions of required graded assignments for the course with assessment worth (percentage). More details for most assignments can be found in the "Guidance Notes" section that will be provided on Moodle.

 Course Participation: No points are given for class participation, but 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 **Reading Responses** below)
- complete ungraded assignments such as Introductions, the Enneagram Assessment, Personal 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. Because this is a 6 semester hour class, and we are only meeting synchronously for 4 hours each week, you may have up to 2 hours of required video lectures or other materials (input from online sources) each week. Assigned videos will be listed in the course schedule and on moodle.

Reading Responses: 30% (10 @ 3% each) You are asked to reflect on the readings or other inputs listed for each week and submit a response through the Discussion Forum for that week **by Thursday 8 a.m**. on the dates that responses are due. One reading response submission includes a response to instructor prompts and one response to a classmate's post. The prompts will be on moodle for your consideration in providing a reflection. Reading Responses will be graded Pass/Fail. To receive an A for this assignment, all 10 responses need to receive a Pass. If all 10 responses are not submitted, the final grade for this assignment will be reduced by a letter grade for each missing response.

You do not need to respond to every question posed by the instructors, but use the questions as a starting point for your response. In general, 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 -- provide an example from your life and work experience, and what contribution do the readings make to your understanding of content for the week? What gaps are there in the readings themselves or in assignments overall? What questions do you have? Full descriptions with prompts for writing are available on the date the response is due on the Moodle site.

Personal Reflections 15% (5 of these at 3% each) After reading and participating in the assigned activities each week, participants will be asked to respond personally in some way. Students may choose to create a personal journal, a series of reflective essays, or a forum response. Occasionally students will be asked to have a conversation with a classmate. This reflection will be composed of your thoughts and feelings and guided reflection. Your responses will not be shared with the class. Rather, reflections will be reviewed by instructors 5 times throughout the semester to confirm completion. See weekly prompts on Moodle. Reflections will be graded Pass/Fail.

Relational System Visual and Paper: 10% 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, or 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 options (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 by representing their family choose to complete a formal genogram using free GenoPro software. Or, 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. More information is provided in the guidance notes for this assignment.

Demonstration/Presentation of a facilitation method 10% With a partner, you will research a facilitation process or action idea that is new to you. Please consult with faculty to choose a resource from those listed below (or propose your own). You will create and record a presentation about the process using a demonstration, a role play, or video elements as appropriate. Full instructions are provided in the Guidance notes for this project. The recording will be posted, and all students will be asked to view and give feedback on each of the presented process tools. You are asked to read the Great Meetings book plus one additional resource listed below (or propose your own) in preparation for this assignment.

Required for all: Kelsey, Dee, Pam Plumb and Beth Braganca. (2004.) ***Great Meetings!*** *Great Results!* Hanson Park. ISBN: 978-0965835411. This resource is fully available online. Link will be provided in Moodle.

 Plus choose one of the following (or propose your own)

Allen, Will. 2005-2019. ***Facilitation Tools & Techniques*** from Learning for Sustainability*. Available from:* https://learningforsustainability.net/facilitation/

Brown, Juanita with David Isaacs. 2005. *The **World Café:** Shaping Our Futures Through Conversations That Matter.* San Francisco: Berrett-Kohler.

Cloke, Kenneth. 2018. *Politics, Dialogue and **the Evolution of Democracy**: how to discuss race, abortion, immigration, gun control, climate change, same sex marriage, and other hot topics.* Dallas, TX: Good Media Press.

Corrigan, Chris. ***Facilitation Resources***. Really excellent guide for various group process tools. Read the bio, Chris works primarily with aboriginal groups. Available from: http://www.chriscorrigan.com/parkinglot/facilitation-resources/

DeWolf, Thomas and Jodie Geddes. 2019. *The **Little Book of Racial Healing**: Coming to the Table for Truth-Telling, Liberation, and Transformation.* New York, New York: Good Books.

Kraybill, Ron and Evelyn Wright. (2006). *The Little Book of **Cool Tools for Hot Topics**: Group Tools to Facilitate Meetings When Things Are Hot.* Intercourse, PA: Good Books. ISBN: 9781561485437.

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

Pranis, Kay. 2005. *The **Little Book of Circle Processes.*** New York, NY: Good Books. ISBN: 978 156148-5512.

SeedsforChange.org.uk. 2019. ***Facilitation tools for meetings and workshops***: A compilation of tools and techniques for working in groups and facilitating meetings or workshops. Available from: https://seedsforchange.org.uk/tools.pdf

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

Stone, Douglas and Patton, Bruce, and Sheila Heen. 2000. ***Difficult Conversations***: How to discuss what matters most. New York: Penguin. 10th anniversary edition.

Spinks, David. 2020. A Comprehensive List of **Tips, Tools, and Examples for Event Organizers During the Coronavirus Outbreak**. Accessed 4/7/2020 at https://cmxhub.com/a-

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30% Individual Case Study (A social change that you would like to see in your context)

15% Formal Analysis paper You will choose an interpersonal, small group, or organizational conflict or situation of tension or injustice that you are familiar with and within which you could help bring about change. You will gather data about the situation from existing sources, or by generating data (through interviews, focus groups, surveys, observation, etc.). The situation should be something others are writing about (for which you can find textual sources of information) or a situation where you can interview stakeholders (either in person, Skype, or by e-mail, etc.). You may choose a personal (eg. family), professional (eg. workplace), or community (eg. faith community or other communal group) case.

You will write one paper including visual and conceptual models analyzing the situation you've chosen, for each of the following categories: Stakeholders (WHO the parties are including their behaviors and attitudes in relation to the situation); Identity (WHO the stakeholders are in terms of identity, empowered and disempowered identities, or social capital etc.) 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 level that surrounds and supports the parties and you), and the Narratives of the History, Timing and Escalation factors (WHEN has this situation been happening, for how long, and what are the important timing factors to consider and according to whom?). Papers will include final conclusions based on what was learned from the analysis about what changes are needed and how those might happen. Important considerations:

● Completed papers are usually 25-30 single-spaced pages minimum with graphic components embedded and Sources list (Reference List) in APA Style. You may propose alternative media or arts-based approaches for presenting your work such as a formal presentation or artwork with presentation.

● More directions for the project are given in guidance notes for this paper. Rubrics with criteria for how the paper will be graded are found at the end of this syllabus and in Guidance Notes.

5% Theory of Change Paper: Based on your research and analysis and the conclusions you provide, you will write and submit a theories 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. See Guidance Notes for full description.

5% Plan and Action: Action that you could take (or could help make happen) in this situation. For example, you might respond to questions like these. Specific guidelines will be provided in guidance notes.

Introduction/Transition – provide a paragraph to connect your analysis to your plan

Who – Who should/can take action? If you are not able to take direct action, what supporting roles could you play? What roles are needed and who will play them?

What – What should/could be done? What processes will be used? Suggest one concrete action you could take toward the change you would like to see.

Why – Why do you think this would be the appropriate action? This is the rationale for your plan?

How – How will the plan be carried out? Include the steps to be taken. Discuss, if appropriate, how power will affect the process. Do you have enough power to carry out the intervention? If not, who does, or how will you gain adequate power?

When – When would be the right time for action? Provide a timeline of the steps to be completed.

Where – Where will the intervention take place? Provide suggested location(s). What cultural characteristics do intervenors need to take into consideration? How will these shape the intervention? Include any other concerns/considerations before the plan can be implemented. Submit your paper (2-4 pages double-spaced) through Moodle.

5% Reflection on Action paper or video (individual) Write and submit a paper (2-3 pages double spaced)or a video discussing your reflections based on the prompts in A or B below.

A. If you have the ability to attempt any steps of your intervention plan, try it. Then reflect on your efforts. What went well? What worked? How did the other party(ies) respond to your intervention efforts? What will you do next given the outcomes of your first steps? What skills, roles or processes did you use? What skills, roles or processes did/do you need to acquire, develop, or refer to others?

OR

B. Or describe one experience in your work or in your life where you have intervened effectively or you have observed someone else in an effective third-party intervention. Analyze the third party's role, the process of intervention, and your criteria for his/her success. What would you recommend that the intervenor do differently next time? What would you recommend that the intervenor could do now?

Final Examination 10% 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.

TOTAL of Assignments 100% or 100 points

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:

An updated Course Schedule and Topics will be provided in Moodle by the time of the first synchronous class. Instructions for week 1 will be provided on Moodle by August 28, 2020. The final draft of the schedule will include topics, due dates for assignments, and reading requirements. Please see the Moodle page regularly throughout the semester to find the most up-to-date information.

SUPPLEMENTAL INFORMATION FOR COURSE SYLLABI: Last updated August 2020

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.

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

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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) <u>while you are a student registered at EMU.</u> 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]().

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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).				

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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	

	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	
specified goals and audience? *Did it involve an appropriate amount of work?* *Does the final product have coherence and "resonance?"*				
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).