



## TRANSFORMATIONAL LEADERSHIP FOR SOCIAL CHANGE FALL 2022

**PAX 568**

Wednesdays 1:45pm - 4:45pm, via Zoom and in LB 121

### INSTRUCTOR INFORMATION:

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### COURSE DESCRIPTION:

The complex, dynamic, and frequently chaotic contexts of the 21st century call for approaches to leadership that go beyond the individualistic, competitive and exclusive leadership paradigm after which many roles are often modeled. Social change in fast-paced and interdependent contexts requires a concerted collective effort to identify problems, envision new scenarios, articulate networks and set forth movements that inspire more just and flourishing societies. The challenges of social change demand new approaches to leadership.

In this course, we look at some of the challenges facing communities, such as increasing inequality, climate change, discrimination and oppressive power dynamics, and explore leadership approaches that can be transformational in leading social change. We discuss and experiment with leadership skills such as empathy, inclusivity, fairness, adaptability and creativity, vulnerability, curiosity, and reflect how transformational leaders can foment sustainable change in different areas, from the intra-personal to the communitarian, organizational (for-profit and not for profit), and society.

### COURSE GOALS AND OBJECTIVES:

Course activities are tailored towards diverse learning styles and the achievement of the following objectives:

-  To gain knowledge regarding the nature of complex environments and the adaptive/emergent skills needed to lead effectively in these contexts.
-  To critically evaluate leadership responses to turbulent conditions, assessing their ethics, efficacy and potential impacts under a variety of circumstances.



To practice Appreciative Inquiry in order to utilize organization-specific assets available for addressing change.



To exhibit awareness of Critical Theory and key equity drivers facing contemporary leaders, and to relate these principles to change processes in practice settings.



To apply strategies and “strength-based approaches” to human-rights based approaches for personal and organizational renewal that build on leadership self-care practices and the principles of learning organizations.

### REQUIRED COURSE TEXTS:

Brubaker, D. R., Brubaker, E. N., Yoder, C. E., & Haase, T. J. (2019). *When the center does not hold: leading in an age of polarization*. 1517 Media. <https://doi.org/10.2307/j.ctvc5bsq>

Burke, T. (2021). *Unbound: My story of liberation and the birth of the me too movement*. Flatiron Books. ISBN 978-1250621733

Cooperrider, D. & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. Berrett-Koehler Publishers. ISBN 1-57675-356-5

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Harvard Business Press. ISBN 978-1-4221-0576-4

Other readings will be posted on Moodle.

### ADDITIONAL COURSE RESOURCES (THESE DO NOT NEED TO BE PURCHASED):

Docherty, Jayne Seminare. 2001. ***Learning Lessons from Waco: When Parties Bring Their Gods to the Negotiation Table***, New York: Syracuse University Press.

H. Eric Schockman, Vanessa Alexandra Hernandez, Aldo Boitano. 2019. ***Peace, Reconciliation and Social Justice Leadership in the 21st Century: The Role of Leaders and Followers***, Emerald Publishing Limited: UK (ISBN 978-1-83867-193-8)

Lederach, John Paul. 2003. ***The Little Book of Conflict Transformation: Clear Articulation of the Guiding Principles by a Pioneer in the Field***. New York: Good Books.

Miller, Rueben Jonathan. 2020. ***Halfway Home: Race, Punishment, and the Afterlife of Mass Incarceration***, Little Brown and Company: New York. ISBN-13: 978-0316451512

Jennifer Moss Breen, Haytham Abduljawad and Jacqueline Font-Guzman. 2019. ***Running with Scissors: Leading in Uncertainty***, Information Age Publishing: USA.

Ahmed, S. (2012). ***On Being Included: Racism and Diversity in Institutional Life***. Durham, NC: Duke University Press. (ISBN: 978-0-8223-9532-4)

Cooperrider, D., Whitney, D. & Stavros, J. (2008). ***Appreciative Inquiry Handbook for Leaders of Change***. San Francisco: Berrett-Koehler Publishers. (ISBN: 978-1-57675-493-1)

Crenshaw, K., Gotanda, N., Peller, G., & Kendall, T. (1996). ***Critical Race Theory: The Key Writings that Formed the Movement***. The New Press. (ISBN-10: 1565842715; ISBN-13: 978-1565842717)

Delgado, R., & Stefancic, J. (2001). ***Critical Race Theory: An introduction***. New York: New York University Press. (ISBN-10: 0814721354; ISBN-13: 978-0814721353)

Zuberi, T. (2001). ***Thicker Than Blood: How Racial Statistics Lie***. MN, USA: University of Minnesota Press. (ISBN-10: 0816639094; ISBN-13: 978-0816639090)

Wells, Ida B., & Duster, Alfreda M. (1970). ***Crusade for Justice: The Autobiography of Ida B. Wells***. Chicago and London: University of Chicago Press

Behar, Ruth. 1996. ***The Vulnerable Observer: Anthropology that Breaks Your Heart***, Boston: Beacon Press

## **REQUIRED ASSIGNMENTS FOR 3 GRADUATE CREDITS: (TOTAL COURSE POINTS = 100)**

### **1) Leadership Self-assessment reflection paper (15%)**

Based on the leadership self-assessment exercise done on week 2, prepare a 2 to 3 pages reflection paper on your “why”, the beliefs that inspire you to lead. Consider your leadership styles and values, visions and purposes, identifying points of strength and setting a plan to work on aspects where you identified room for improvement.

### **2) Formulating and communicating your why (15%)**

**Part 1)** Formulate a short statement that conveys the “why” of your engagement with peace and justice.

**Part 2)** Present your (or your group’s) “why” in a format chosen by you.

See: ted talks suggested week 1.

### **3) Leading difficult conversations – Presentations (20%)**

During our synchronous sessions, students will lead a discussion of key themes and questions that emerged from designated course readings and texts, anchoring them in a specific context and change they want to see. The format of these discussions can be creative (slide, podcasts,

videos, poetry and other artistic means). The presentations will be debriefed with the group during class.

#### 4) Two Appreciative Inquiry Interviews – Coded Transcripts (20%)

Students will conduct Appreciative Inquiry (A.I.) interviews with leaders of two (2) different organizations who are responding to Critical Theory issues in proactive ways. This assignment involves recording and transcribing the content of these 2 interviews and coding content for primary themes. Additional guidelines for these interviews will be posted on Moodle.

#### 5) FINAL: Appreciative Inquiry Findings - Executive Summary & Presentation (30%)

Based on an analysis of content from their 2 Appreciative Inquiry interviews, students will write up a 10-12 page Executive Summary. The Executive Summary will report on key metrics used to indicate the operationalization of each organization's transformative justice change agenda. Students will then conduct a class presentation based on their A.I. Executive Summary for classmates. Additional instructions for these two assignment segments (report and presentation) will be provided on Moodle.

This is an emerging syllabus. Students will be involved in the decision-making process if the content or assignments change in the semester.

### CLASS SCHEDULE:

The class will meet in a hybrid format for 3 hours weekly from 1:45am -4:45am EDT over zoom and in the JAMAR classroom.

#### Week 1: Introducing Yourself :

Briefly describe yourself or organization where you have worked or volunteered in the past, and what you did in that organization. Then think of the kinds of events causing trust to be gained or lost in that workplace. Based on what you have experienced yourself or have heard from others, how do you envision an organization?

#### **Introducing Organizational Studies**

- Types of Organizations and leadership
  - Culture(s) of Organization
  - Theory of Organizations and Leadership
- Readings: Chapter 2

#### **Aug 31st**

Introduction to syllabus and course material

Reading:

Simon Sinek - Start With Why Ch 3 - The Golden Circle

Nanci Duarte <https://www.youtube.com/watch?v=1nYFpuc2Umk>

Mallika Sarabhai: Dance to change the world: [https://www.youtube.com/watch?v=3LzX36s\\_hcs](https://www.youtube.com/watch?v=3LzX36s_hcs)  
<https://www.business.com/articles/management-theory-of-max-weber/>

#### **Week 2: Connecting Our Bodies to Leadership & Transformational Leadership Values: Empathy, Vulnerability, Curiosity September 7th**

Readings:

- Amy C. Edmondson & Tomas Chamorro-Premuzic - Today's Leaders Need Vulnerability, Not Bravado
- Marco Iacoboni & Roger W. McHoney - Applying Empathy and Mirror Neuron Concepts to NeuroLeadership
- Stephynie Malik - [Curiosity: A Leadership Trait That Can Transform Your Business To Achieve Extraordinary Results](#)
- Michael Bungay Stanier - [Curiosity Is A Leadership Superpower](#)
- [Rachel Powers - Curiosity As A Core Leadership Value](#)
- [?](#)

[Practices:](#)

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**Week 3: Transformational Leadership Values: Inclusivity, Diversity & Skills: Negotiation, Critical Consciousness**

**September 14th**

Readings:

- Freire
- Jayne Docherty - Learning Lessons from Waco Ch 4 Managing a Crisis Between "Citizens of Separate Worlds"

Practices:

- Negotiation

**Week 4 : Transformative Leadership Values: Well-being, Balance, Connection to the Earth & Skill: Appreciative Inquiry**

**September 21st**

Appreciative Inquiry: Chapter 2 & 3

**Week 5: Understanding the Landscape**

**September 28th**

Lecture: Qualitative Inquiry (Reading on Moodle)

**Week 6: Transformational Leadership & Wicked Contexts**

**October 5th**

Readings:

- Grint, K. 2008. Wicked Problems and Clumsy Solutions: The Role of Leadership
- Berger, J.G. 2019. Unlocking Leadership Mindtraps: How to Thrive in Complexity Ch 2 Trapped by Simple Stories

**Week 7: Adaptive/Emergent Organizational Contexts**

**October 12th**

Building Adaptive/Emergent Cultures

**Week 8: Organizational Culture: Polarization and Transformational Leadership**

**October 19th**

Guest Presenter: David Brubaker, Dean of SSP at EMU

Readings:

- Adaptive Leadership: Chapter 7 & 8
- When the Center Does Not Hold: Leading in the time of Polarization Chs 1 & 2

### **Week 9: Leadership and Followership**

**October 26th:** Understanding Strength, Weaknesses and Articulation of Leadership

Guest speaker: **Sidney Morgan**

Adaptive Leadership: Chapter 16, 17 & 18

Reading: Article by Hinshaw Stephanie

### **Week 10:**

**November 2nd: Power Structures and Social Justice**

**Book: Peace, Reconciliation and Social Justice Leadership in the 21st Century**

Introduction and Chapter 1

**Reading:**

- “Dinosaur and a Duck with a Smartphone: Transcending Strategies to Win over Millennials” in Jennifer Moss Breen, Haytham Abduljawad and Jacqueline Font-Guzman. 2019. *Running with Scissors: Leading in Uncertainty*, Information Age Publishing: USA.

Guest talk: **Jacqueline N. Font-Guzman** (Executive Director of Diversity, EMU)

(Possible guest speaker: [Josefina Echavarría Alvarez](#))

### **Week 11:**

**November 9th:** Guest Lecture on **“How to Organize” ?**

Can Leadership offer sustainable change?

*Guest Speaker: Mark Rudd [Student Leader, Free Speech Movement 1968]*

### **Week 12 :**

**November 16th: Gender and Social Transformation**

[I Dissent: What Ruth Bader Ginsburg Taught me About Feminism and Social Change](#)

**Week 13:** (asynchronous)

**November 23rd: Innovation and Social Change**

Does Technology Bring Transformational Change ?

<https://whoseknowledge.org/>

### **Week 14:**

**November 30th: Community Leadership, Participation and Change**

How to Build a Community and direct change at the Grassroot

Video: [Community Based Participatory Research](#)- by Nina Wallerstein

Readings on Moodle : Critical Educational Transformational Leadership

Guest lecture by **Professor João Paraskeva (UMASS-Dartmouth)**

### **Week 15:**

**December 7th:** Final Presentations

### **Week 16 :**

**December 14th:** Final Presentations

**Disclaimer:** Any views, thoughts, and opinions expressed by the guest speakers belong solely to the speaker; they are not representative of the course, faculty, or the University.

**Please contact me if you have any concerns, questions, or suggestions about any aspect of this course.**

### **Case Study/Analysis**

The case method is an exciting way of learning. It recognizes the importance of each individual's experience as it is shared in the discussion. It also shows that the real world is a complicated place where ready-made solutions do not work. Participants are placed in the middle of the action and forced to be analytical while using management concepts rather than reiterating them.

In case analyses there are no "right" answers to management problems. Cases bring a small chunk of the real world into the academic setting, where instructor and students can examine it, determine which problems exist, discuss optional approaches to dealing with the problems, and decide upon a course of action.

### **SUPPLEMENTAL INFORMATION FOR COURSE SYLLABI:**

Last reviewed July 2022

#### **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. Please be sure to download resources from Moodle that you wish to have ongoing access to.

### **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. Please review these [best practices](#) for online classes!

### **Graduate & Professional Studies Writing Center:**

Please utilize the [writing program](#). They offer free individual sessions with a graduate student writing coach. 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.*

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 and 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.

### **Student Health & COVID-19**

As Eastern Mennonite University monitors the emerging variants of Covid, students who are attending classes *in-person* must adhere to the university's protocol in regard to the pandemic. Students can find more information about EMU's current and past pandemic protocols at <https://emu.edu/coronavirus/>. You will also receive emails from university as decisions involving student wellbeing and safety in relation to the virus are made. Please note that during the school year, EMU Health Services is open and available for in-person full-time students to seek medical advice and treatment (and part-time students who choose to fill out the health form in order to access services). To learn more about the services available, and how to schedule an appointment, go to <https://emu.edu/studentlife/health/>.

### **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
<p><b>Goals &amp; Audience</b>  <i>Are the goals or learning objectives of the project clear? Have they been met?</i>  <i>Is the intended audience clearly specified?</i>  <i>Is the project appropriate for this audience?</i>  <i>Does the project communicate to the intended audience?</i></p>	<ul style="list-style-type: none"> <li>-audience &amp; goals/learning objectives clearly identified.</li> <li>-project appropriate for, and likely to meet, its goals</li> <li>-project is appropriate for specified audience</li> <li>-project understandable to &amp; likely to engage and/or communicate to audience</li> </ul>	<ul style="list-style-type: none"> <li>-audience and goals identified though not as clearly as they could be</li> <li>- project may meet its goals but this is not entirely clear</li> <li>- project is at least somewhat appropriate for, and likely to communicate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>-audience and goals inappropriate or inadequately identified</li> <li>-project unlikely to meet its goals and/or communicate to the audience</li> </ul>	
<p><b>Methodology</b>  <i>Is the overall methodology clear and appropriately used?</i>  <i>Has the project incorporated specific methods required by the assignment?</i>  <i>If intended as a form of intervention, has thought be given to how it will be implemented?</i></p>	<ul style="list-style-type: none"> <li>-project incorporates inquiry methods required by the assignment</li> <li>-all methodologies &amp; technologies have been appropriately used, with attention to ethical and methodological issues</li> <li>-if intended as intervention or advocacy, project has given adequate thought to implementation</li> <li>-sources &amp; methods are adequately identified</li> </ul>	<ul style="list-style-type: none"> <li>- methodology basically appropriate to the project and appropriately used, but could be strengthened</li> <li>-sources and methods identified but not as fully as they could be</li> <li>-more thought should be given to implementation issues</li> </ul>	<ul style="list-style-type: none"> <li>-methodology inadequate and/or inadequately articulated.</li> <li>-sources not appropriately identified</li> <li>-inadequate attention to implementation issues</li> </ul>	
<p><b>Analysis</b>  <i>Is there evidence of critical thinking and analysis?</i></p>	<ul style="list-style-type: none"> <li>- evidence of critical thinking about methods, sources, information and analysis or editing.</li> <li>-uses analysis/editing methods appropriate for the project</li> <li>-method of analysis or editing is adequately articulated</li> </ul>	<ul style="list-style-type: none"> <li>- some evidence of critical thinking but could be stronger</li> <li>-analytical approach and the analysis itself is basically appropriate but could be stronger and/or articulated better.</li> </ul>	<ul style="list-style-type: none"> <li>-inadequate evidence of critical thinking</li> <li>-analysis lacking or inadequate</li> <li>-analytic approach inappropriate or inadequately specified</li> </ul>	
<p><b>Craft &amp; Coherence</b>  <i>Is the level of artistic and/or</i></p>	<ul style="list-style-type: none"> <li>- level of craft is clearly adequate for the audience &amp; to meet project goals</li> </ul>	<ul style="list-style-type: none"> <li>-level of craft is minimally adequate for the audience and goals</li> </ul>	<ul style="list-style-type: none"> <li>-level of craft inadequate for purposes and/or audience</li> </ul>	

<i>technical craft adequate for the specified goals and audience?</i> <i>Did it involve an appropriate amount of work?</i> <i>Does the final product have coherence and “resonance?”</i>	(whether or not it meets “artistic” standards) -project is coherent & likely to resonate with the intended audience -product shows an appropriate amount of effort for this assignment	-project coherence could be stronger	-project is not coherent	
<b>Content</b> <i>Is the content appropriate &amp; adequate, given the goals, audience &amp; assignment?</i> <i>Is there evidence of insight, originality &amp;/or creativity?</i>	- information conveyed is clearly adequate for goals, audience & assignment -shows depth & breadth of content -shows insight, originality &/or creativity	-information conveyed is adequate but could be strengthened -some evidence of insight, originality, or creativity	-inadequate information -little or no evidence of insight, originality and/or creativity	
				<b>Grade</b>

## 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).