THE CENTER
**FOR JUSTICE &
PEACEBUILDING**

A PROGRAM OF EASTERN MENNONITE UNIVERSITY

INSTRUCTOR INFORMATION:
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COURSE DESCRIPTION:

Nonviolence is the answer to the crucial political and moral questions of our time; the need for mankind to overcome oppression and violence without resorting to oppression and violence. ~ Martin Luther King Jr

That's all nonviolence is – organized love. ~ Joan Baez

Community organizing is fundamentally a project of power building within and among groups of people marginalized from existing power structures. Community building is a great example of non-violent mobilization for sustainable change. This course is an introduction to the history, theories, and tactics of community organizing in the United States since the early 20th century. Recent years have witnessed an unprecedented range and number of nonviolent campaigns and movements across the world. There is so much to learn from and contribute to! What does it take to create sustainable social change in the face of institutional and political resistance? What does it mean to work towards the vision of a nonviolent world? In this course, we look at the power of people to effect change through social movements using strategic nonviolence, direct action, community organizing, and advocacy. We examine the theory, practice, history, and research behind nonviolence; revisit and reframe classic debates; explore case studies and our own experiences; practice key assessment, planning, and tactical skills; and apply what we have learned to issues we care about. We also consider how nonviolence needs to synergize peacebuilding approaches to be effective.

The course is designed to deepen students' knowledge and skills in community development practice with an emphasis on learning skills to awaken power and build leadership. The course is grounded in the popular pedagogy of Paulo Friere to understand and honor the wisdom, knowledge, and experience of local communities. Popular education methods apply a problem-focused approach to action where community members reflect on a shared problem, plan a response to that problem and further reflect on the process and outcome of their action. To be able to successfully apply this method, this course will help students deepen their skills in critical social analysis, community engagement, popular education methodology, and group processes for community change.

In addition to engaging in classroom discussions and activities, readings and multimedia resources, and group research and presentations on real-life scenarios, opportunities to

contribute to planning and carrying out or participating in small campaigns (in Harrisonburg) will be built into the learning experience.

Note that this course is crosslisted with SOC 470 Community Organizing and Social Action.

COURSE GOALS AND OBJECTIVES:

This course is intended to ground participants in models, philosophies, experiences, stories, and skills that will make them more effective in using participatory strategies for social change.

Participants will:

- Discuss the meaning and significance of community
- Describe and evaluate the meaning and dimensions of power
- Build and practice key analysis, assessment, planning, and tactical skills
- Interpret the role of organizations and institutions, for example churches, civic associations, and community organizations, in local political mobilization
- Summarize key historical figures, eras, and strategies in community organizing
- Discuss and critique community organizing objectives and tactics
- Situate local political mobilization within larger democratic processes and social movements
- Examine the theory, practice, history, and research behind the nonviolent mobilization of social movements
- Explore nonviolence through case studies, discussions, and personal experiences
- To develop cultural competence in organizing with populations that are
- marginalized based on race, ethnicity, gender, sexual orientation, age, ability, and
- their characteristics
- Apply what they have learned to issues they care about

COURSE TEXTS AND OTHER RESOURCES:

The following books, chapters, videos, online modules, and other resources comprise both the assigned and suggested reference materials for this course as will be specified on Moodle before each class. They are all accessible free of cost. Those that do not have a link below will be uploaded on Moodle or placed on library reserves and electronic reserves.

1. Sharp, Gene (2005). *Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential.* Porter Sargent Publishing
   https://novact.org/wp-content/uploads/2012/09/Waging Nonviolent-Struggle-20th-Century-Practice-and-21st-Century-Potential.pdf

2. Staggenborg, Suzanne (2015). *Social Movements*. 2nd ed. New York, NY: Oxford University Press. (Chapter 2 –Theories of Social Movements and Collective Action).

3. Sharp, Gene (1973). "198 Methods of Nonviolent Action." In *The Politics of Nonviolent Action*. Boston, MA: Porter Sargent (republished by Albert Einstein Institute).
   http://www.aeinstein.org/wp-content/uploads/2013/09/198_methods-1.pdf

4. Glasberg, Davita Silfen, and Deric Shannon (2010). *Political Sociology: Oppression, Resistance, and the State*. 1st edition. Thousand Oaks, CA: SAGE Publications, Inc. (Chapter 6—From the Bottom Up? Social movements and the State).

5. Moore, Hilary, and Joshua Kahn Russell (2011). *Organizing Cools the Planet: Tools and Reflections to Navigate the Climate Crisis*. PM Press Pamphlet Series 0011. Oakland, CA: PM Press.
   https://climateaccess.org/system/files/Moore%20and%20Russell_Organizing%20Cools%20the %20Planet.pdf

6. Flaherty, Jordan (2016). *No More Heroes: Grassroots Challenges to the Savior Mentality*. Chico, CA: AK Press. (Chapter 1—The History of Saviors)

7. Vinthagen, Stellan, and Anna Johansson (2013). "'Everyday Resistance': Exploration of a Concept and Its Theories." *Resistance Studies* journal

8. Chenoweth, Erica and Maria J. Stephan (2008). "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security*, Vol. 33, No. 1 (Summer), pp. 7–44 https://www.belfercenter.org/sites/default/files/legacy/files/IS3301_pp007-044_Stephan_Chenoweth.pdf

9. Gelderloos, Peter (2013). *The Failure of Nonviolence: From the Arab Spring to Occupy.* Left Bank Books (Chapters 1-4).
   https://theanarchistlibrary.org/library/peter-gelderloos-the-failure-of-nonviolence#toc4

10. Schirch, Lisa and Nadine Bloch (2019). *Synergizing Nonviolent Action and Peacebuilding: An Action Guide.* USIP.
    https://www.usip.org/publications/2019/04/snap-synergizing-nonviolent-action-and peacebuilding

11. Srdja Poppvic, Djinovic, S., Milivojevic, A., Merriman, H. & Marovic, I. (2007). *CANVAS Core Curriculum: A Guide to Effective Nonviolent Struggle.* Serbia: CANVAS. https://www.nonviolent-conflict.org/resource/guide-effective-nonviolent-struggle-2/

12. King, M. & Miller, C. (2006). *Teaching Model: Nonviolent Transformation of Conflict.* Addis Ababa, Ethiopia & Geneva, Switzerland: University for Peace – Africa Programme https://maryking.info/wp-content/TeachingModelNonviolentTransformationofConflict.pdf

13. Garza, A. (2020). *The Purpose of Power: How to Build Movements for the 21st Century*. Random House.

14. Soundarajan, Thenmozhi. 2022. *The Trauma of Caste: A Dalit Feminist, Meditation on Survivorship, Healing, and Abolition*. Berkeley: North Atlantic Books.

15. Freire, P. (1970/2005). *Pedagogy of the Oppressed*. Continuum
    https://emu.textbookx.com/institutional/index.php?action=browse#books/3470522/

16. The Little Book of Transformative Community Conferencing : A Hopeful Practical Approach to Dialogue, Good Books.
    https://emu.textbookx.com/institutional/index.php?action=browse#books/3470450/

18. van Wormer, K., Kaplan, L., & Juby, C. (2012). Restoring justice through restorative justice. In *Confronting oppression, restoring justice: From policy analysis to social action*. Alexandria, VA: NASW Press

19. VeneKlasen, L. & Miller, V. (2007). *Power and Empowerment. In A New Weave of Power, People, and Politics*, Oklahoma City, OK: World Neighbors Publishing. Chapter 3.

20. US Institute of Peace Global Campus Nonviolent Action Courses:

- Civil Resistance 1: The Dynamics of Nonviolent Movements
  https://www.usip.org/academy/catalog/civil-resistance-1-dynamics-nonviolent-movements
- Civil Resistance 2: The Movement and the Message
  https://www.usip.org/academy/catalog/civil-resistance-2-movement-and-message
- Civil Resistance 3: Sustaining the Movement
  https://www.usip.org/academy/catalog/civil-resistance-3-sustaining-movement

19. Online nonviolence databases
   • Nonviolence International Tactics Database
     https://www.tactics.nonviolenceinternational.net/
   • Global Nonviolent Action Database
     https://nvdatabase.swarthmore.edu/

20. Sarah and Jonathan Nahar, "How nonviolent direct action creates change" video episodes produced by Stir Up Peace.
    https://www.mennonitemission.net/resources/peace/stir-up-peace

21. YouTube videos
    How Does Social Change Happen https://youtu.be/FHPbjGvH4bg (7 minutes) • Social Movements by Khan Academy https://youtu.be/y7YPTD7QwR4 (7 minutes)
    Angela Davis: How does change happen https://youtu.be/Pc6RHtEbiOA (59 minutes)

    Black Lives Matter explained: The history of a movement https://youtu.be/YG8GjlLbbvs (15 minutes)

    Zizek: First as Tragedy, Then as Farce

    https://youtu.be/hpAMbpQ8J7g (11 minutes)

REQUIRED PARTICIPATION & ASSIGNMENTS:

• **Classroom Participation and Discussion (25 %)** – expected of all students
This course relies heavily on everyone's active and thoughtful participation in discussions that draw on assigned readings, life experiences, and perspectives. Engage in all of the videos, readings, activities, forums, self-evaluations, and reflection exercises therein. Class participation points will attempt to reflect this, as well as punctual and consistent attendance. Please inform me ahead of time if you anticipate an absence or late assignment and make efforts to stay current on what you miss by watching the recording, speaking with classmates, and attending office hours. Each week, there will be a classroom discussion and students will submit their response to the discussion on Moodle.

• **Course Assignments:**
Students select a grassroots community organizing/development of their choice.

- **Book-Review (10 %)**

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The purpose of this exercise is for students to explore the popular work on community organizing or social activism and get familiar with leading community building practices. To accomplish this, students will read a latest book (of their choice) on social change that explores change strategies and write a short book review that summarizes their findings and observations. The book should be published in the last 5-7 years. Standard book reviews for academic journals range between 750-1000 words. Select a journal (or another publication outlet) that would be an appropriate forum to publish the book review. Your book review should be developed and formatted in accordance with your chosen publication's book review guidelines, which should be submitted along with your review. Due: March 30th.

Assignment 1 (15%):

Students will interview a community organizer about the process of developing relationships with and leadership from a community. Students will write up their interview and observations into a 5-7 page paper based on guidelines provided in class.

Assignment 2 (15%)

Based on the assignment 1, students will design and share a strategy they have prepared to help the organization, critically analyze, and plan an action to address the problem that emerges after interviewing the community. Student presentations and discussion will take place during the class sessions.

Provide a rationale for selecting this particular organization. Write a 3 page summary of the organizations' work and achievements.

Scholarly Paper Writing and Presentation (25 %) – expected of 2 and 3 credit students

Following assignment 1 & 2, Students may continue exploring the organization or they may select another one and read one case study about a grassroot community organizing/development initiative of their choice. Based on the interviews and observations, write a 12-15 page paper on this effort based on guidelines handed out in class. The observation should reflect your understanding of a community organizing and its particularities. Follow the guidelines for a scholarly paper, and get approval from the instructor on the angle from which you will be approaching the case analysis. [Specific guidelines will be shared on Moodle]

OR [the group-task]

Co-design and implement an action or campaign grounded in methods and principles of nonviolence that seeks to change an unjust social or environmental reality of importance to you. You may choose to work with classmates or individuals and organizations outside of the class. Scale your initiative to unfold over the course of the semester along a timeline that roughly corresponds with following elements of a portfolio documenting your efforts:

- A one-page proposal that includes the problem that you seek to address, the change you hope to bring about (goals), your theory of change, the general strategy you hope to use, and who you are working with
- A one-to-two-page assessment with appended graphics that uses different analysis tools to determine the who, what, when, why, and where of your initiative
- A two-to-three-page plan that includes a timeline of specific activities and any needed resources and supports

- Relevant documentation of the initiative including photos, posters, social media posts, etc.
- A two-page evaluation of your initiative, detailing evidence of outcomes against desired goals, lessons learned, challenges, and recommendations

- **Personal Statement: What Nonviolence Means to Me (10 points)**- expected of 2 and 3 credit students

  Develop a 2500 word statement (or use another creative medium) that incorporates your deepest values and principles, insights you have learned in and beyond the course, formative experiences and people, and salient doubts and critiques to articulate the nature of your personal relationship to nonviolence and social change. You may wish to include what ideas, actions, or further learning you are committed to undertaking, and how. If you would like to submit an arts or media-based alternative format, please reach out to me with your intended audience, goals, methodology, and project format (including details such as project length) for review at least three weeks before the due date to make sure it meets the learning goals of the assignment. **Due: April 20.**

Non-Credit/Professional Development

If you are taking this course for professional development, and not for academic credit, you will be expected to attend class and fully engage in the readings, class discussion, and in-class exercises (e.g. case studies, role-plays & simulations). No written assignments are required. However, you are welcome to supplement your learning experience by engaging in any assignments and/or attending the advocacy / lobby training options. This is up to your discretion.

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:

Date:	Topic (subject to change):	Notes:
January 12	Overview of syllabus Introducing nonviolent mobilization Building classroom community Understanding the value of non-violence	Watch a Video: Sarah and Jonathan Nahar, "How nonviolent direct action creates change" video episodes produced by Stir Up Peace. https://www.mennonitemission.net/resources/peace/stir-up-peace (On moodle)
January 16	**Martin Luther King Day**	No class, but you are encouraged to engage in meaningful service or activism
January 19	**Guest lecture:** Professor Linda Donaldson Associate Dean, College of Health and Behavioral Studies, James Madison University, VA	Basics of Community Work Strategies and tactics for community work

January 26	Methods and Mechanism of Building Communities Story-telling as a Mechanism of community building	**Readings:** Paulo Freire: Pedagogy of the Oppressed (introduction and ch. 1) "Cultivating Restorative Communities" Shostak, Marjorie. "What the Wind Won't Take Away" in Perks and Thompson (eds.) *The Oral History Reader*, London: Routledge, 1998. [on Moodle] [The Spirit of Rural Community Development](#)
February 2	Social movement History and Theory Understanding Power	**Theories of power and Nonviolence** Staggenborg, Suzanne (2015). *Social Movements*. 2nd ed. New York, NY: Oxford University Press. (Chapter 2) [On Moodle] Garza, A. (2020). *The Purpose of Power: How to Build Movements for the 21st Century*. Random House.

February 9	New Tactics, and Strategies of Community Organizing Analysis	Interaction with **Dr. Bharat Rathod** Assistant Director (Diversity) University of Massachusetts, Amherst
February 16	Non-violent Resistance Nonviolent Initiative planning • **Midterm review**	Vinthagen, Stellan, and Anna Johansson (2013). "'Everyday Resistance': Exploration of a Concept and Its Theories." *Resistance Studies* journal http://www.aeinstein.org/wp-content/uploads/2013/09/198_methods-1.pdf
February 23	Connecting through Art Theatre Music Writing Dance	Boal, Augusto. *Theater of the Oppressed,* New York: Theater Communications Group, 1970. Chapter 4, "Poetics of the Oppressed". Documentary by Jane Sapp https://www.janesapp.org/documentary Interaction with Ashok & Florina Xavier
March 2	Keeping the Social Justice Alive *"Who Owns, Who Labors, Who Benefits"*	**Guest Speaker:** Janaki Natrajan Professor and Community Builder Started school in 1950 https://www.youtube.com/watch?v=GuiXV04lY10

March 4-12	**Spring Break**	No class
March 16	Mobilizing Global Communities How to deal with **Trauma** in the field? ● Caste, Race and Gender ● Introduction to Caste	**Guest Speaker** Thenmozhi Soundarajan (Founder: Equality Labs) Readings: The Trauma of Caste Meditation II: The Source of Caste From Wounds to Liberation pp. 89-127 [Pdf uploaded on Moodle]
March 23	Analysis, tactics, and strategy Synergizing nonviolent action and peacebuilding	The Little Book of Transformative Community Conferencing : A Hopeful Practical Approach to Dialogue, Good Books.
March 29	"How to Organize" Online Session with Mark Rudd Classroom Discussion	**Mark Rudd** (Student Leader in 1964-68 at Columbia University) & **Marla Rudd** (Environmental Activist, New Mexico)
April 6	Critiques and dilemmas The Failures of Non-Violent Movements	Gelderloos, Peter (2013). *The Failure of Nonviolence: From the Arab Spring to Occupy.* Left Bank Books (Chapters 1-4). https://theanarchistlibrary.org/library/peter-gelderloos-the-failure-of-nonviolence#toc4
April 13	case study presentation	Student presentations & classroom Discussion
April 20	case study presentation	Student presentations & Classroom Discussion
April 27	case study presentation Wrap-up Session	[Personal statement due: April 20]

APRIL 20 IS THE ACE FESTIVAL AT EMU

SUPPLEMENTAL INFORMATION FOR COURSE SYLLABI: Last reviewed December 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.

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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.

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) <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 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
Goals & Audience *Are the goals or learning objectives of the project clear? Have they been met? Is the intended audience clearly specified?*	-audience & goals/learning objectives clearly identified. -project appropriate for, and likely to meet, its goals -project is appropriate for specified 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	

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Is the project appropriate for this audience? *Does the project communicate to the intended audience?*	-project understandable to & likely to engage and/or communicate to 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 specified goals and audience?* *Did it involve an appropriate amount of work?* *Does the final product have coherence and "resonance?"*	- level of craft is clearly adequate for the audience & to meet project goals (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	-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	
Content *Is the content appropriate & adequate, given the goals, audience & assignment?*	- information conveyed is clearly adequate for goals, audience & assignment -shows depth & breadth of content	-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	

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Is there evidence of insight, originality &/or creativity?	-shows insight, originality &/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).