THE CENTER FOR JUSTICE & PEACEBUILDING

A PROGRAM OF EASTERN MENNONITE UNIVERSITY

GLOBAL DEVELOPMENT
PAX 585

Spring 2024

Mondays, 1:45-4:45 p.m. ET
Roselawn/RLN 221

INSTRUCTOR INFORMATION:

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Phone | Zoom ID: 540 432 4161   Office: Roselawn/RLN 223
Office hours: Wednesdays, 1:30-4 p.m. or by appointment

COURSE DESCRIPTION:

This course introduces you to the field of global development through examining both the history of the field and the current debates and challenges faced by development practitioners. The purpose is to explore and critically evaluate the basic assumptions underlying the competing theories and current approaches towards alleviating poverty and global inequality. This course approaches the phenomenon of development in its broadest sense as the study of change, with attention to global justice, equity, and the historical links between development, colonialism, and global capitalism. In the course, we will explore what development means, how to measure it, and how to understand attempts to balance between economic, ecological, and equity concerns. The course engages the key propositions that emerge in contemporary development debates, and offers frameworks for evaluating theories, interventions and policies. With attention to power relations, we will consider critiques of the development project sensitive to race, gender, ecology and other political economy traditions, in dialogue with the dominant understanding of development as technical interventions for enhancing the market mechanism. This will provide a foundation for uncovering and assessing social and political structures, institutions, inequalities, and development policies as theories meet practice. [This course is cross-listed with undergraduate course PXD-485.]

COURSE GOALS AND OBJECTIVES:

1. Develop an understanding of the central concepts of global development, including measurements of development, actors, theoretical approaches, and the history and trajectory of the field.
2. Identify critical overlaps and intersections between peacebuilding, development, and social change.
3. Learn to apply theory, knowledge, and critical analysis to specific development contexts, cases, and policies.
4. Learn to evaluate the strengths and limitations of different development approaches and policies, including ethical, political, social, environmental, and economic effects.
5. Learn to read about and research conflict, development, and peacebuilding in discerning ways and write about it in clear, analytically cogent prose.

REQUIRED TEXTS AND OTHER RESOURCES:

1. Mac Ginty, Roger and Andrew Williams. 2016. *Conflict and Development* (2nd ed.). London: Routledge.

2. McMichael, Philip. 2016. *Development and Social Change: A Global Perspective* (6th ed.). London: Sage.
3. Peet, Richard and Elaine Hartwick. 2015. *Theories of Development: Contentions, Arguments, Alternatives* (3rd ed.). New York: Guilford Press.
4. Additional readings will be posted on Moodle (see "References" section). **Some reading assignments may change over the course of the semester.**

Recommended:
5. Anderson, Mary B. 1999. *Do No Harm: How Aid Can Support Peace—Or War*. Boulder, CO: Lynne Rienner.
6. Chari, Sharad and Stuart Corbridge (Eds.). 2008. *The Development Reader*. New York: Routledge.
7. Rodney, Walter. 2018 [1972]. *How Europe Underdeveloped Africa*. London: Verso.
8. Seligson, Michael and John T. Passé-Smith (Eds.). 2014. *Development and Underdevelopment: The Political Economy of Global Inequality* (5th ed.). Boulder, CO: Lynne Rienner.
9. Wainwright, Joel. 2008. *Decolonizing Development: Colonial Power and the Maya*. Malden, MA: Blackwell.

REQUIRED ASSIGNMENTS:

Course evaluation will be based on students' demonstration of critical engagement, analysis, and application of the course material. The final grade will be based on:

- 25% Class participation, reading responses, and facilitation
- 10% Policy brief
- 25% Mid-term analysis paper
- 40% Conflict & development symposium

Students taking the course for 3 credits are required to complete all assignments. Students taking the course for 2 credits are not required to complete the mid-term analysis paper. Students auditing the course (taking the course for professional development) are not required to complete the policy brief or mid-term analysis paper.

Class participation, reading responses, and facilitation (25%): This class will be in a seminar format, so student participation is essential. Our readings will provide much of the content for our class meetings. I will take time to expand on particular topics via "mini-lectures" in class, then we will spend the rest of our time in discussion with one another.

For this format to be successful, ***students are expected to attend all classes having completed the readings, take an active and constructive role in class discussions and presentations, and support the learning and skills development of others in the course.*** You are allowed one absence in this course; each absence thereafter will be a reduction in your participation grade. And please be on time. Ten minutes late is an absence. It is the responsibility of any student who misses a session to contact me ahead of time.

Above all, this class should be fun, interesting, and provocative! You will be challenged to re-examine many of your assumptions about the world. An open mind and willingness to engage deeply with difficult ideas and concepts are must-haves for this course. To help with this, students are responsible for the following two activities:

Active reading and written reflection: Course readings including written materials, podcasts and videos will expose you to conceptual and analytical frameworks, issues, theories, and approaches. Completing

the readings and taking careful notes on key concepts, theories, and ideas, will be crucial to effective participation in the class and for achieving the learning objectives. Student written reflection should include responses to three questions: 1) What are three key points or insights you learned from the reading? 2) What are two questions for class discussion? 3) What is one application of these key points and insights to the practices of justice and peacebuilding? These questions will inform that week's student group presentation and facilitation (more on this below). Students are expected to post these Reading Responses to the weekly Discussion Forum on Moodle for at least **eight weeks** over the course of the semester. You can choose which weeks to share your written reflections, which will also be a resource for others. As you interact with the content, pay attention to your thoughts and reactions as well as situations and stories that come to mind. ***Reading responses are due at the beginning of class.***

Presentation and facilitation: Beginning with week 3, students will kick off our collective discussion by sharing insights and questions from their Reading Responses for that week's assigned readings. Groups should plan to collectively spend no more than 15 minutes talking, raising questions for class discussion, and 30-45 minutes facilitating a fruitful discussion among your classmates. Creative visuals and participatory learning methods are encouraged (e.g. this could be large group or small group conversations, world cafe, chalk talks, or arts-based approaches). Each group should collaboratively make an outline of their presentation, including discussion questions and ***schedule a time to meet with me the week before to go over your outline***. This could be during my student hours or at the end of class the week prior.

Mid-term analysis paper (25%): At the mid-point of the semester, students will have the opportunity to demonstrate their grasp of the course material by making connections to the development literature. The instructor will select a topic for students to explore and write an analysis making connections to class materials and discussions, generate insights, and discuss implications. This exercise is intended to be a mid-point transition between the history and theory sections and the policy debates section. ***Due date: Mar 1***

Policy brief (10%): In week 12 we will debate the merits of foreign aid in class. The proposition is the following: "Development aid from wealthy nations to poorer nations should be significantly increased so as to ultimately improve conditions for the world's poor." [Last name A-L argues affirmative. Last Name M-Z argues negative.] Along with the in-class debate preparation, you will prepare a policy brief paper (500-750 words) on the question: "What are the merits of giving foreign aid for international development?" ***Due date: Apr 8***

Conflict & Development Symposium (40%): For the final assignment, students will organize and lead a Conflict & Development Symposium for the PXD and CJP learning community. A symposium is a formal meeting where presentations are delivered on a topic, with opportunity for analysis, application, and discussion. This is an opportunity to dig more deeply into a contemporary case study and struggle with the question, "how do we respond?" For this assignment, students will be placed in groups that will focus on a contemporary case of conflict and apply theories and analyses that we have learned in this course. Groups are responsible for developing a resource guide for the conflict that will be made available to the class the week before the scheduled symposium, and will serve as the course materials for that week. Groups are then responsible for organizing and facilitating the symposium in coordination with the instructor. ***Due date: various***

Assignment	Due Date
Proposal: one-paragraph describing your case, how it relates to global development, and an initial bibliography.	Week 4, Monday, February 5 at 11:59 p.m. ET.

Progress report: including an abstract, presentation and facilitation outline, and bibliography and resource guide.	Week 9, Monday, March 11 at 11:59 p.m. ET.
Symposia.	Mondays throughout April.
Final report.	Week 15, Friday, April 26 at 11:59 p.m. ET.

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.

Please note: Assignments should be double-spaced, 12-point, Times Roman Numeral font, one-inch margins, and include a word count. All references should be properly cited using a consistent reference style (e.g. APA, Chicago). Late assignments will result in a deduction of half a grade for each day late, unless an extension has been requested and approved in advance.

AI is not to be used on any of your assignments and will be treated as plagiarism per our Academic Accountability policy and documented via Maxient.

SCHEDULE AND TOPICS:

Date	Topic *(*there may be adjustments to the schedule of topics; updates will be reflected on Moodle)*	Readings *(*tentative; see Moodle for the most up-to-date list)*
Part 1: Basic Concepts		
Week 1 Jan 15	*Martin Luther King, Jr. Day – NO CLASS*	Terry et al. (various).
Week 2 Jan 22	Introduction: the history and object of development.	McMichael (ch. 1) | Peet & Hartwick (ch. 1) | Mittelman | Enloe.
Week 3 Jan 29	Colonial legacies, decolonial possibilities.	McMichael (ch. 2) | Rodney | Acemoglu & Robinson | Sajed.
Week 4 Feb 5	Measurements of development: representation and reality. ****Symposium Proposal Due***	McMichael (ch. 5) | Sen | Hickel | Weber | Wade | Doty.
Part 2: Approaches and Theories		
Week 5 Feb 12	Modernization, dependency, and world-systems theories.	Peet & Hartwick (chs. 4-5) | Shilliam.
Week 6 Feb 19	Post-development and feminist theories.	Peet & Hartwick (chs. 6-7) | Kapoor.
Week 7 Feb 26	Religion, development, and justice. ****Mid-term Analysis Paper Due Mar 1***	Tomalin et al. (various).
Week 8 Mar 4	*Spring Break – NO CLASS*	
Part 3: Policy Debates, Challenges, and Successes		
Week 9 Mar 11	Institutions, actors, and agency. ****Symposium Progress Report Due***	McMichael (ch. 6) | Mac Ginty & Williams (chs. 2-3) | Rodrik et al. | Bratman.
Week 10 Mar 18	Conflict, development, and peacebuilding.	Mac Ginty & Williams (chs. 4-6) | Jantzi & Jantzi.
Week 11 Mar 25	TBD.	TBD.

Week 12 Apr 1	Foreign Aid. *ISA 2024 Annual Meeting Apr 2-6*	Sachs | Easterly | Moyo | Morgenthau.
Week 13 Apr 8	Conflict & Development Symposium #1. *Policy Brief Due*	TBD.
Week 14 Apr 15	Conflict & Development Symposium #2. *ACE Festival*	TBD.
Week 15 Apr 22	Conflict & Development Symposium #3. *Symposium Final Report Due Apr 26*	TBD.
Week 16 April 29	Conclusion. *Note that we will meet on the regular day/time during final exam week. Please contact me if this conflicts with other exams.*	Peet & Hartwick (ch. 8) | Mac Ginty & Williams (conc.) | Haddad | UN.

There may be adjustments to the schedule of topics. Updates will be reflected on Moodle.

APRIL 8-14 IS THE *TENTATIVE* COMPREHENSIVE EXAM DATE FOR MARJ/MACT STUDENTS
APRIL 17-18 IS THE ACE FESTIVAL AT EMU

CLASSROOM CULTURE & GUIDELINES FOR CONVERSATION AND LEARNING:

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. In this class, we commit to learn from each other, trust that people are always doing the best they can, challenge the idea and not the person, "step up, step back," stay engaged, lean into discomfort, and remember with gratitude that the Spirit of God is in each person in our circles (please see the section on "classroom culture and guidelines for conversation and learning" in the full syllabus and in a discussion forum on Moodle).

We want to ensure a healthy, constructive space for conversation and learning. Among other things, this includes active listening, asking questions respectfully, openness to multiple voices, finding your own perspective while respecting others' perspectives, acknowledging your proximity to the issues and experiences being discussed, and being sensitive to others' needs and concerns. In other words, participating in ways that invite the participation of your colleagues. Be mindful and observe in-person as well as online decorum and uphold privacy and confidentiality in our class (e.g. do not audio or video record without consent). Please put away all cell phones, tablets, and laptops. If you want to petition for laptop use, please fill out this form.

Finally, as we navigate these trying times with *flexibility*, *adaptability*, and *grace*, we will discover together our needs for being a learning community this semester. This course will at times explore ideas and experiences that have caused harms and traumagenic responses in people's lives and communities. If you find yourself struggling with your mental, emotional, or physical health this semester, please feel free to approach me and let me know about your needs. Also, check out the ideas for grounding techniques on Moodle. You can always contact counseling services at 540-432-4317 and student life at 540-432-4135.

ON PEDAGOGY, LEARNING GOALS, AND COLLABORATIVE LEARNING:

In all my classes, I foreground learning goals such as *self-reflexivity*, *critical thinking*, *intellectual curiosity*, and *critical humility*. I think these goals (and practices) are really important and help us to listen better with particular attention to uncovering the relationship between power and knowledge. This is why one of my teaching strategies is to redirect your attention away from my voice to the voices of others, including your own voices. This is not to say that I am not a part of this—that I am not here in body, mind, heart, spirit, or that I don't have power and authority in the classroom. But rather to say that the dominant teaching method of "I lecture, you listen" is not what I am aiming for.[1] Yes, I will lecture at times, but only for the purpose of actively engaging you in conversation, which then gives you the opportunity to develop not only your listening skills but your skills of facilitation and engagement. This also means you all are responsible for your own learning. Or perhaps more appropriately, we are responsible for our learning. In *Teaching to Transgress*, bell hooks writes: "It's not just my job to make this class work. It's everyone's responsibility" (p. 155). The idea is that when students see themselves as mutually responsible for the development of a learning community, they get invested and offer constructive input. "Education can only be liberatory when everyone claims knowledge as a field in which we all labor" (p. 14).[2]

This is related to my understanding that all space—including the classroom—is politicized, racialized, gendered (etc.) in particular ways. A critical pedagogy is willing and ready to name this and reflect on the social and political construction of learning spaces. This is part of the learning process and part of preparing students for critical engagement outside of the classroom.

My explorations and reflections on pedagogy and collaborative learning are ultimately trying to answer the question, "what is the classroom for?" It is my hope that we can pick up hooks' challenge, who writes that the classroom, "with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom" (p. 207).

This is probably why, in the end, I understand teaching (and research and writing) as a vocation and a calling. I believe teachers must be passionate not only about content but about pedagogy and learning as critical elements of constructive change in the world, which is why the classroom needs to be connected to (our) lived experiences, and to movements on the street, conceiving the work of education as doing social movement, not just professionalization.[3]

ADDENDUM: STUDY AND STRUGGLE IN THE MIDST OF CRISIS

We are living in the midst of multiple social, political, economic, and ecological crises. The impact of a global health pandemic continues to be felt, though its social and economic effects are felt most sharply by those marginalized and made vulnerable in our communities. Racial injustice continues to impact all of us, while the burdens and costs are disproportionally felt by communities of color. *And*, in the midst of all of this, individuals and communities are demonstrating tremendous care, resilience, and resistance in response to these historic events. This has real and clear (as well as not-so-clear) implications for learning individually and as a community. Much of what is happening in this moment

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[1] See Paolo Freire, *Pedagogy of the Oppressed* (New York: Continuum, 2000) for more on this in a discussion on "banking" vs. "conscientization" approaches to teaching.

[2] bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (New York: Routledge, 1994).

[3] See James Baldwin, "A Talk to Teachers," in *James Baldwin: Collected Essays*, edited by T. Morrison (New York: Library of America, 1998).

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relates in significant ways to what we are learning in this course. And I believe our learning together can aid in our efforts to deal with and process all that is going on around us—both individually and collectively. Given our course objectives, we will constantly be looking for ways to connect current events to our learning. For example, this includes 1) more direct engagement with media reports and 2) more direct engagement with your community. What are you learning about justice and peacebuilding, collective action, and public institutions in these engagements? What are you learning about yourself? What are you reading (news, social media, music, art, etc.) that is interesting and illuminating regarding this historic moment? And how does it relate to the questions, theories, analyses, and frameworks we are learning about in this class? We are whole people and part of what justice and peacebuilding formation means is discovering ways to *integrate*, not dis-integrate. This is why the key words this semester will be *flexibility*, *adaptability*, and *grace*. We need to be flexible, adaptable, and gracious with each other because we are all walking this path and figuring it out as we go along. Our course learning objectives and community expectations will guide us as we navigate these trying times and find our way together!

POLICIES, INFORMATION, AND RESOURCES:

Please review the policies described in the full syllabus found on Moodle. This section of the syllabus highlights several key items including classroom culture and guidelines for conversation and learning; inclusive, community-creating language; academic accountability and integrity; academic access and student support; academic tutors; and Title IX. The Student Handbook (https://emu.edu/studentlife/) provides an overall list of policies, information, and resources.

I have also created different forums on Moodle for guidelines and expectations around conversation and learning and practices for being present, alongside EMU's "Life Together" statement. These are living documents and something we need to take seriously as we discern together how to address issues of equity and access in the classroom.

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 tutor. Students can visit the website to schedule an appointment.

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

Grading Scale & Feedback:
In most courses grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course (several CJP courses are graded pass/fail). Assignments will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent	85-89 = B+ very good
80-84 = B good	76-79 = B- satisfactory	73-75 = C+ passing
70-72 = C unsatisfactory	Below 70 = F failing	

Graduate students are expected to earn A's & B's. A GPA of 3.0 for MA students and 2.75 for GC students is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Library
The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. 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.

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 acknowledge and welcome differences amongst us in backgrounds, skills, interests, and values, as well as in *proximity* to the issues and experiences being discussed. 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.** We will give each other the benefit of the doubt.
3. **Challenge the idea and not the person.** We debate ideas, not the individual sharing this idea or practice.
4. **Step up, Step back.** Be mindful of your "air time," taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
5. **Lean into discomfort.** Push yourself to be open to new ideas and experiences even if they initially seem uncomfortable to you. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
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.
7. **Remember with gratitude** that the Spirit of God is in each person in our circles.

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.

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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
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 specified goals and audience?*	- 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	-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	

	with the intended audience -product shows an appropriate amount of effort for this assignment			
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).