

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>GLOBAL DEVELOPMENT PAX 585</p> <p>Spring 2022</p> <p>Mondays, 1:45-4:45 p.m. ET <i>Hartzler Library/LB 121</i></p>
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INSTRUCTOR'S INFORMATION:

Timothy Seidel, Ph.D.

Phone | Zoom ID: 540 432 4161

Office hours: Wednesdays, 1:30-4 p.m. or by appointment

Email: timothy.seidel@emu.edu

Office: Roselawn/RLN 223

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. Define and understand central concepts of global development, including measurements of development, actors, theoretical approaches, and the history and trajectory of the field.
2. Gain greater ability to apply knowledge and analysis to specific development contexts and cases in order to evaluate the strengths and limitations of theoretical approaches, programs, projects, and policies.
3. Gain greater ability to evaluate the strengths and limitations of different approaches to development in normative terms, including ethical, political, social, environmental, and economic effects.
4. Develop a skill set in the areas of theory, critical analysis and methodology that is suitable for thinking, researching and writing about inequality, development, and intervention strategies.

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 Texts:

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:

The final grade will be based on the following course requirements:

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|--|---------------------|
| - 20% Class participation and facilitation | - 10% Policy brief |
| - 20% Reading responses | - 30% Final project |
| - 20% Mid-term analysis paper | |

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 final project. Students auditing the course (taking the course for professional development) are not required to complete the policy brief or final project.

Class participation and facilitation (20%): This class will be in a seminar format, so student participation is essential. Students are expected to attend all classes, 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 after that will be a reduction in your participation grade. And please be on time. It is the responsibility of any student who misses a session to contact me ahead of time.

Presentation and facilitation: Starting 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 minutes facilitating a class discussion, moderating 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 other movement or arts-based approaches).

Forming our learning community: We want to ensure a healthy, constructive space for conversation and learning by promoting practices that include 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, being aware of your impact on others, and being sensitive to others’ needs and concerns; in other words participating in ways that invite the participation of your colleagues. As these are critical skills in justice and peacebuilding, they are also key factors in your evaluation. Please put away all devices when they are not being utilized for the course. If you are taking notes on your device, please refrain from engaging in other activities (e.g.

social media). This course will at times explore ideas and experiences that have caused harms and trauma responses in people's lives and communities. Check out the section on trauma-informed classroom care as well as ideas for [grounding techniques](#) on Moodle. If you find yourself struggling with your mental, emotional, or physical health this semester, please feel free to let me know or you can contact the Campus Care Team at careteam@emu.edu. You can also always contact counseling services at 540-432-4317 and student life at 540-432-4133.

Reading responses (20%): 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. All participants are asked to share with the class some of their key "take home points," critical questions, and potential implications and applications that emerged for them from the readings. 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. Students are also encouraged to consult news sources, websites, and other media related to global development (see Moodle for recommended websites). 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.**

Mid-term analysis paper (20%): 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. The mid-term class period will involve debriefing with each other and reflecting on your papers. This exercise is intended to be a mid-point transition between the history and theory sections and the policy debates section. **Due date: Feb 28**

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, if any, are the merits of giving foreign aid for international development?" **Due date: Apr 4**

Final project (30%): We will address a number of issues in this course. The final project is an opportunity to not only dig more deeply into one of those issues but struggle with the question, "how do we respond?" For this project, students will select an issue, which can include a topic from their own life experience or fieldwork, that deals with a particular aspect of development and 1) write an analysis of this topic based on the various themes, concepts and readings covered in class, 2) decide on a plan for actively addressing that issue in some public way, and then 3) actually fulfill that plan before the semester ends. Your final paper will include your analysis, a discussion of your plan, and a reflection on your action—why it feels important to you, what you did about it, and how your actions affected you. Students are expected to submit a project proposal early in the semester and a progress report after spring break. Additionally, students will give a presentation on their project during the final class period. This in-class sharing is to provide an opportunity for group reflection and analysis of the various life experiences individuals have in the fields of Global Development and Peacebuilding. **Due date: Apr 29**

Assignment	Due Date
<i>Proposal:</i> one-paragraph describing your topic,	Week 4, Monday, February 7 at 11:59 p.m.

how it relates to global development, and why it matters to you.	ET.
<i>Progress report:</i> including an abstract, outline, and bibliography.	Week 9, Monday, March 14 at 11:59 p.m. ET.
<i>Final project paper.</i>	Week 15, Friday, April 29 at 11:59 p.m. ET.
<i>Final project presentations.</i>	Week 16, Monday, May 2 (in class).

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.

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). Assignments are due at the beginning of class on the due date, submitted as hard copy and uploaded to Moodle. 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.

SCHEDULE AND TOPICS:

Date	Topic	Readings
Part 1. Basic Concepts		
Week 1 Jan 17	<i>Martin Luther King, Jr. Day – NO CLASS</i>	Taylor
Week 2 Jan 24	Introduction: the history and object of development.	McMichael (ch. 1) Peet & Hartwick (ch. 1) Mittelman Enloe.
Week 3 Jan 31	Colonial legacy of development.	McMichael (ch. 2) Rodney Acemoglu & Robinson Silver.
Week 4 Feb 7	Measurements of development: representation and reality. <i>*Final Project Proposal Due</i>	McMichael (ch. 5) Sen Weber Wade Doty Alkire.
Part 2. Approaches and Theories		
Week 5 Feb 14	Modernization theories.	Peet & Hartwick (ch. 4) Inkeles & Smith Rostow Shilliam.
Week 6 Feb 21	Marxism, dependency, and world-systems theories.	Peet & Hartwick (ch. 5) Gunder-Frank Freire.
Week 7 Feb 28	Post-development and feminist theories. <i>*Mid-term Analysis Paper Due</i>	Peet & Hartwick (chs. 6-7) Pieterse Kapoor.
Week 8 Mar 7	<i>Spring Break – NO CLASS</i>	
Week 9 Mar 14	Religion, development, and justice. <i>*Final Project Progress Report Due</i>	Tomalin et al. (various).
Part 3. Policy Debates, Challenges, and Successes		
Week 10 Mar 21	Alternative development approaches: microfinance, ethical trade, rights-based, and human scale.	Various.
Week 11 Mar 28	Institutions, actors, and agency. <i>*ISA 2022 Annual Meeting Mar 28-Apr 2</i>	McMichael (ch. 6) Mac Ginty & Williams (chs. 2-3) Rodrik et al. Bratman.

Week 12 Apr 4	Foreign aid. *Policy Brief Due	Sachs Easterly Moyo Morgenthau.
Week 13 Apr 11	Conflict, development, and peacebuilding.	Mac Ginty & Williams (chs. 4-6) Jantzi & Jantzi.
Week 14 Apr 18	Sustainability, resilience, and resistance: the significance of political struggle in development. *ACE Festival /**Comp. Exam Week	McMichael (ch. 7, 9) Gaillard Brown Scott.
Week 15 Apr 25	Rethinking the “subject” of development: indigenous conceptions and alternative politics. *Final Project Due Apr 29	McMichael (ch. 10) Casas De La Cadena.
Week 16 May 2	Conclusion. <i>*Please note that we will meet on the regular day/time during final exam week.</i>	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 18-24 IS THE COMPREHENSIVE EXAM FOR MARJ/MACT STUDENTS****
APRIL 20-21 IS THE ACE FESTIVAL AT EMU

ADDENDUM: STUDY AND STRUGGLE IN THE MIDST OF A PANDEMIC

We are living in the midst of multiple social, political, economic, and ecological crises. A health pandemic continues to disrupt all of our daily lives, though its 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 disproportionately 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 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 really 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 and adaptable because we simply do not know what to expect two months or even two weeks from now. We need to be 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!

ON PEDAGOGY, LEARNING GOALS, AND COLLABORATIVE LEARNING

In all of 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 "banking" (vs. "conscientization") 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

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 why 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—to be integrated, not dis-integrated—conceiving the work of education as doing social movement, not just professionalization.³

SUPPLEMENTAL INFORMATION FOR COURSE SYLLABI:

Last reviewed December 2021

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

¹ See Paolo Freire, *Pedagogy of the Oppressed* (New York: Continuum, 2000) for 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).

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. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using [Turnitin](#), a learning tool and plagiarism prevention system. For CJP classes, you may be asked to submit your papers to Turnitin from Moodle.

Moodle:

[Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication/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 (from EMU Graduate Catalog). Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

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.

Please refer to the [Graduate & Seminary Student Handbook](#) for additional policies, information, and resources available to you.

Academic Program Policies:

For EMU graduate program policies and more CJP-specific graduate program policies, please see the complete [Graduate Catalog](#).

Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
Goals & Audience <i>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?</i>	-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 <i>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?</i>	-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 <i>Is there evidence of critical thinking and analysis?</i>	- 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 <i>Is the level of artistic and/or technical craft adequate for the specified goals and audience? Did it involve an appropriate amount</i>	- 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	

<i>of work? Does the final product have coherence and “resonance?”</i>	with the intended audience -product shows an appropriate amount of effort for this assignment			
Content <i>Is the content appropriate & adequate, given the goals, audience & assignment? Is there evidence of insight, originality &/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	
				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).