

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>RESTORATIVE JUSTICE & WHOLE SYSTEMS APPROACHES PAX 677</p> <p>Fall 2023</p> <p>Online: via Zoom Wednesdays, 8:45 a.m. – 11:45 a.m. ET</p>
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INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

The reemergence of Restorative Justice (RJ) in the last 40+ years initially focused on interpersonal harm and violence, yet, more recently, is expanding to include collective harms caused by governments, corporations, or institutions against marginalized people. Rather than conceiving it as a method of ‘social reform’, if we understand RJ as a ‘social movement’ and study and apply it in that context, there is a greater potential for both serious interpersonal and structural transformation. This course is designed to empower RJ practitioners and theorists who are prepared to position themselves as change agents for justice systems shifts. This course will examine the relationship between institutional and interpersonal harms and dissect systemic harm that is an end result. Through case study research and discussions, we will explore the potential benefits and limitations of restorative and transitional justice principles and practices in building areas of accountability for systemic harms. Students will work collaboratively through a specific case study to identify and create theories of change for systemic transformation of a carceral system. The knowledge gained from the case study will then be applied to areas of personal interest through a three-phase process, culminating in a final project and presentation.

This is one of several seminar courses that are geared primarily to second year graduate students in the Center for Justice & Peacebuilding. These seminar courses will be capped at 15 students, with up to 18 students with special instructor permission. This course satisfies a core requirement for MA in RJ students. Students from other graduate programs should meet with the professor to determine the suitability of the course for their learning goals. In order to participate in this advanced seminar, students will be required to have completed either PAX 571 Restorative Justice OR, for MAED students, EDRJ 551 Foundations of Restorative Justice in Education. In addition, it is strongly recommended that students take PAX 533 Analysis or PAX 534 Foundations 1 OR, for MAED students, EDRJ 581 Analyzing Conflict in Educational Settings prior to enrolling in this course.

COURSE GOALS AND OBJECTIVES: This course will equip participants to:

- Apply critical theory, principles and practices from the fields of Restorative and Transformative Justice (RJ/TJ) to addressing systemic harm and violence

- Discover and discuss how restorative justice approaches might be applied to impact intersectional social inequalities as they interact in single, small group and societal levels in individual, interpersonal and societal levels
- Identify limitations of existing frameworks and approaches, and develop and articulate new frameworks and approaches of institutional accountability
- Develop theories of change to be applied within systems to effect and influence structural transformation
- Improve professional skills in researching, critically assessing, writing, presenting and dialoging on complex issues around systems change

REQUIRED TEXTS AND OTHER RESOURCES:

1. Heifetz, R., Grashow, A., & Linsky, M. (2009). *The Practice of Adaptive Leadership*. Boston: Harvard Business Press. \$21.99 – ISBN: 978-1-4221-0576-4.
2. Woolford, A. (2009). *The Politics of Restorative Justice: A Critical Introduction*. Fernwood Publishers, (176pp.). \$19.95 – ISBN: 978-1-5526-6316-5
3. Kahane, A. (2012). *Transformative Scenario Planning*. San Francisco, CA: Berrett-Koehler Publishers. Inc. (126 pp.). \$17.95 – ISBN: 978-1-60994-490-2
4. Ginwright, S. (2016). *Hope and Healing in Urban Education*. London & New York: Routledge Publishers. (161 pp.). \$42.00 – ISBN: 978-1-138-79757-4
5. Hooker, D.A. (2016) *The Little Book of Transformative Community Conferencing: A Hopeful, Practical Approach to Dialogue*. (126 pages) \$5.99 — ISBN: 9781680991666
6. Davis, F. (2019) *The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation*. (96 pages) \$5.99 — ISBN: 9781680993431
7. DeWolf, T. & Geddes, J. (2019) *The Little Book of Racial Healing: Coming to the Table for Truth-Telling, Liberation, and Transformation*. (120 pages) \$5.99 — ISBN: 9781680993622
8. And supplemental readings, videos and other sources posted on Moodle.

Supplemental Reading Materials –

- Acorn, A. (2004). *Compulsory Compassion - A Critique of Restorative Justice*. Vancouver, BC, Canada: University of British Columbia Press, (164 pp.)
- Alexander, M. (2010). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY, USA: The New Press, (312 pp.)
- Boyes-Watson, C. (2008). *Peacemaking Circles & Urban Youth - Bringing Justice Home*. St. Paul, MN, USA: Living Justice Press, (230 pp.)
- Braswell, M., Fuller, J., & Lozoff, B. (2001). *Corrections, Peacemaking and Restorative Justice*. Cincinnati, OH: Anderson Publishing Co. \$27.95 – ISBN: 978-1-583-60519-6
- Brubaker, D. & Zimmerman, R. (2009). *The Little Book of Healthy Organizations*. Intercourse, PA: Good Books. ISBN: 978-1-56148-664-9.
- Butcher, H., Banks, S., Henderson, P. & Robertson, J. (2007). (Eds.) *Critical Community Practice*. Bristol, UK: Policy Press, (184pp.). \$31.46 – ISBN: 978-1-86134-791-6
- Crampton, J. & Krygier, J. (2006). *An Introduction to Critical Cartography*. ACME: An International E-Journal for Critical Geographies, 4 (1), 11-33.
- DeValve, M. (2015). *A Different Justice - Love and the Future of Criminal Justice in America*. Durham, NC, USA: Carolina Academic Press, (200 pp.)
- Greene, D. (2013). *Repeat performance: is restorative justice another good reform gone bad?* *Contemporary Justice Review: Issues in Criminal, Social and Restorative Justice*, 16:3, 359-390.

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- Hutchens, D. (2001). *The Tip of the Iceberg*. Waltham, MA: Pegasus Communications, Inc. ISBN: 978-1-883823-51-1.
- London, R. (2006). *Paradigms Lost: Repairing the Harm of Paradigm Discourse in Restorative Justice*. *Criminal Justice Studies*, 19:4, 397 - 422.
- London, R. (2011). *Crime, Punishment and Restorative Justice - A Framework for Restoring Trust*. Eugene, OR, USA: Wipe & Stock Publishers, (326 pp.)
- Miller, R. (2021). *Halfway Home: Race, Punishment and the Afterlife of Mass Incarceration*. New York, NY, USA: Little, Brown and Company, (341 pp.)
- Nocella II, A. (2011). *An Overview of the History and Theory of Transformative Justice*. *Peace & Conflict Review*, 6:1, 1-10.
- Riestenberg, N. (2012). *Circle in the Square - Building Community and Repairing Harm in School*. St. Paul, MN, USA: Living Justice Press, (218 pp.)
- Rihani, S (2002). *Implications of adopting a complexity framework for development*. *Progress in Development Studies*, 2:2, 133-143.
- Sered, D. (2019). *Until We Reckon: Violence, Mass Incarceration, and A Road to Repair*. New York, NY, USA: The New Press, (305 pp.)
- Stroh, D. (2015). *Systems Thinking for Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results*. White River Junction, VT: Chelsea Green Publishing, (264 pp.).
- Sullivan, D. & Tiff, L. (eds.) (2008). *Handbook of Restorative Justice*. London, UK / New York, USA: Routledge Press, (566 pp.)
- Van Ness, D. & Strong, K. (2015). *Restoring Justice: An Introduction to Restorative Justice, 5th Ed.* New York: Routledge. ISBN: 978-1-4557-3139-8.
- Zehr, H. & Towes, B. (eds.) (2010). *Critical Issues in Restorative Justice*. London, UK / Boulder, CO, USA: Lynne Rienner Publishers, (409 pp.)
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REQUIRED ASSIGNMENTS:

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.

This course is offered for 2, 3, or no credits in the case of purely professional education or training. The different expectations of those taking the course for credit or auditing are indicated below.

Students are expected to complete all of the readings and written assignments and watch assigned videos listed in the Course Schedule (and posted on Moodle). Due dates listed below are a suggestion for realistic course completion and meaningful learning. Contact me in advance of due dates if you need more time or flexibility.

Course Participation: (15 points) [expected of all participants]

Students are expected to attend each class session and be ready to participate in exercises and discussions:

- Read assigned texts and articles in advance each week and be prepared to engage in related activities
- Attend every scheduled class session and participate actively
- Complete ungraded assignments such as small group work, worksheets, and more
- Participate in pair or group meetings with classmates outside of synchronous class hours to discuss readings, practice exercises, get feedback, or complete other joint assignments

- Watch or listen to videos and audios listed in the course schedule and on Moodle

Field Trip (5 points) [expected of all participants receiving 3 credits]

Write a brief Reflection Paper responding to our field trip, which will involve a visit to the Gemeinschaft Home to introduce the students to systemic challenges within the field of corrections. If participants are not able to attend the field trip, they will be asked to organize a local field trip to a correctional facility or transition facility and report about their experience. Full description and instructions are available in Guidance Notes on the Moodle site.

Interview (20 points) [expected of all participants receiving 3 credits]

By the middle of the semester, complete an interview with someone connected to your Case Study, and write a reflection paper on the interview experience. Full description and instructions are available in Guidance Notes on the Moodle site.

Reading Presentation and Discussion Facilitation (10 points) [expected of all participants receiving 3 credits]

Students will summarize and facilitate a class conversation on one of the required readings on the Presentation List posted on Moodle. Presentations will be graded based on the following criteria: Preparation, Engagement with Content, Clarity and Creativity, and Quality of Class Discussion. Students may do more than one presentation for extra credit. Full description and instructions are available in Guidance Notes on the Moodle site.

Case Study Portfolio (40 points) [expected of all participants receiving credits]

Students will develop a case study that analyzes a system in need of transformational change, and propose a pathway for change that draws from restorative justice theories, practices, and critiques. The case study may focus on an aspect of the criminal legal system, the educational system, or another institutional/organizational context where RJ can support adaptive and whole system change, address social inequalities, and improve institutional accountability for harm. Students will design a plan for change with a whole systems approach, diagnosing the system and its interacting elements, identifying challenges and resistance to change, and proposing a specific plan for transformation on which to focus. Throughout the semester, students will complete Phases of work for the Case Study to be added to a final portfolio. Students will present and discuss their plans on the last day of class, and turn in their final portfolio and paper during finals week. Full description and instructions are available in Guidance Notes on the Moodle site.

Share Your Case Study Work: (10 points) [expected of all participants receiving credits]

Students will have two opportunities to share their progress on their case study work during class time (counts as 5/10 points), where they can solicit feedback and talk through questions and challenges that they are encountering. In addition, towards the end of the semester, students should create some form of “public presentation” (counts as 5/10 points) to share their work with a group or organization that would find it meaningful: this could be a slideshow, a video, a public presentation and discussion, a social media post, or some other creative form of presentation. During class, students will report on how the public presentation went, the kind of feedback they received, and what they learned from the experience. Full description and instructions are available in Guidance Notes on the Moodle site.

SUPPLEMENTAL INFORMATION FOR COURSE SYLLABI:

Last reviewed July 2023

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. 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 good	80-84 = B good C+ passing	90-94 = A- excellent 76-79 = B- satisfactory	85-89 = B+ very 73-75 =
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 welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

Course Extensions and Outstanding Grades:

For fall and spring semesters, all coursework is due by the end of the semester. **If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator.** If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy:

Eastern Mennonite University expects all its faculty, staff, and students to adopt [inclusive written and spoken language](#) that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

Bias Response:

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

Title IX:

The following policy applies to any incidents that occur (on or off campus or online) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination they will keep the information as private as they can, but is required to bring it to the attention of the institution's [Title IX Coordinator](#). You can also report incidents or complaints through the [online portal](#). You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal & external support resources.

Academic Program Policies:

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

Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
Goals & Audience <i>Are the goals or learning objectives of the project clear? Have they been met?</i> <i>Is the intended audience clearly specified?</i> <i>Is the project appropriate for this audience?</i> <i>Does the project communicate to the intended audience?</i>	-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?</i> <i>Has the project incorporated specific methods required by the assignment?</i> <i>If intended as a form of intervention, has thought be given to how it will be implemented?</i>	-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</i>	- level of craft is clearly adequate for the audience & to meet project goals (whether or not it	-level of craft is minimally adequate for the audience and goals	-level of craft inadequate for purposes and/or audience	

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