

	<p style="text-align: center;">RESTORATIVE JUSTICE & WHOLE SYSTEMS APPROACHES PAX 677 Fall 2022</p> <p style="text-align: center;">Online: via Zoom Wednesdays, 1:30 p.m. – 4:30 p.m. ET</p>
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INSTRUCTOR INFORMATION:

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 (or virtually at another mutually agreed upon time)

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.

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. 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.
- 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.)
- 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.)

REQUIRED ASSIGNMENTS: (3 CR)

Classroom Participation (15 points)

This course relies heavily on participant's active and thoughtful involvement in discussions that draw on readings, research, life experiences, and perspectives. Weekly classes will be online with two opportunities for in person 'Field Trips' (described below).

Asynchronous Participation (20 points)

To supplement online classroom discussions, each student will share ten (10) Moodle entries regarding their research, reading summary and reactive responses to classmate's posts.

Field Trips (20 points)

To augment our online learning opportunities, two field trips are planned. Toward the beginning of the semester (August/September), participants will be asked to gather at EMJ/CJP for the opportunity to meet each other and interact in an in-person classroom setting. This interaction will include a visit to the Gemeinschaft Home to introduce the students to systemic challenges within the field of corrections. A second field trip to a prison in Pennsylvania such as SCI Phoenix or SCI Chester later in the semester (October/November?) will introduce students to a prison setting and introduce additional systemic issues within carceral settings. If participants are not able to attend either field trip, they will be asked to organize a local field trip to a correctional facility and report about their experience.

Case Portfolio (45 points total. See individual component point assignments below)

Through a case study, the class will work collaboratively to address systems change within a carceral setting to create adaptive change. Students will then select their own system of interest and design a plan for its change with a whole systems approach, identifying interacting parts of the whole and a specific transformation on which to focus. Hutchins defines a system as 'a group of interactive, interrelated, and interdependent parts that form a complex and unified whole with a specific purpose.' (Hutchins, Tip of the Iceberg, p. 59) Thus, the class will work on the project at times individually, in small groups and at a whole

class 'societal' level to reflect the interdependent yet interrelated parts of the whole system, while still ultimately being responsible for their own, independent portfolio.

The case portfolio components will be completed in 3 phases over the semester. Each phase will guide learning and help you gather information for the final integrated product. You will have the opportunity to present on each phase of the case portfolio development and receive direct input in the form of group analysis and brainstorming around each phase of your case portfolio.

Phase 1: Mapping the Problem of Practice (PoP) (10 points) – Participants will choose the system, or the part of a system that they would like to analyze and transform. They will identify its current parts, actors, and organization as well as its challenges, disparities, and disorganization. Students will identify who, what, and why change has not already occurred and what is preventing change. Students will introduce their transformational approach and detail how they will individually contribute to systems change. They will present this information during a 30–40 minute presentation during the Phase 1 Case Presentation Blocks noted in the Schedule and Topics section of the syllabus (below).

Phase 2: Nurturing Collaborative Practice (10 points) – Participants will create and build coalitions (small groups with classmates and outside networks) to discuss and address systems change. Consider this the heaviest relationship-building and research phase of the Case Portfolio. Participants will use literature, interviews, experiences, relationships, and collective thinking to “dig into” the issues and components identified in Phase 1. They will essentially work to diagnose the system, the adaptive challenge, and the political landscape relevant to their system. Students will identify disconnects between components within their chosen scenario and generate ways to bridge those disconnects. They will explore social issues, policies, legislation, institutions, injustices, and advocacy groups calling for change. They will uncover information and communication feedback loops that keep injustice in place, and who and how those ineffective feedback loops can be changed. They will identify the cultural norms and forces, default interpretations and behaviors, loyalties, losses at risk, and hidden alliances that drive and impact the current system. Students will identify what relational, cultural, and structural shifts must happen for change to occur. Students should ask themselves: What do I know? What do I want to learn about? How can I learn more? And who can help me learn more? Students should pursue answers to these questions in as many ways possible. Students will present this information during a 30-40 minute presentation during the Phase 2 Presentation Blocks noted in the Schedule and Topics section of the syllabus (below).

Phase 3: Guiding Emergent-Adaptive Systems (EAS) change (25 points) – This final phase includes two subparts (listed below) and will enable participants to coordinate all the individual and small group interactions into the plan to implement the desired emergent change.

- **Change – Presentations (10 points).** As with the prior phases, Phase 3 will culminate in a 30-40 minute in-class presentation during the Change – Presentations Blocks noted in the Schedule and Topics section of the syllabus (below). In this Phase, participants will describe the desired emergent change they want to see, including the relational, cultural, and structural shifts necessary for change to be sustainable. The diagnoses made in Phase 2 will be elaborated upon and “treated.” Participants will describe the anticipated result of their transformed system and anticipate further challenges that may be faced by the transformed system. Students will identify the qualities of an adaptive organization and specify how they will foster the development of an adaptive organization, and students will design effective interventions for

foreseeable challenges that may be faced within their transformed system. During Phase 3 Students should ask themselves the following questions:

- What kind of system will emerge from my applied approaches?
 - What are the pros/cons or strengths/weaknesses of the new system?
 - What are the essential parts of the whole of the system that I see emerging?
 - What will be the necessary inputs and outputs for this system change to be sustainable?
 - What are the feedback loops that will be required to keep the emerging system as adaptive as possible?
 - How can we measure this system’s success and adaptive qualities?
 - What might be the unintended consequences resulting from this system change? How could unintended or negative consequences be avoided or addressed?
- **Paper (25-pages written) or Art Equivalent (15 points)**
 - The final paper or Art Equivalent will be the compilation of the participant’s learning, research, and collaboration developed in each of the three phases. It should be organized to reflect each of the three developmental phases, including: the diagnosis of the systemic problems, the ultimate strategic plan for implementing the desired change, and the student’s vision of the outcome of implementing their changes. A complete analysis should also address how the new system will be sustained, how its success will be measured, what potential challenges the new system may introduce, and how those challenges can be addressed.

Public Presentation / Forum (Extra Credit TBD)

Students will be given the opportunity to present their final project in a public forum at EMU to receive extra credit. While this public presentation is not required, it affords students not only the opportunity to receive extra credit, but also the opportunity to build their experience in public presentations.

SCHEDULE AND TOPICS:

All classes will be online via Zoom except two in person sessions as noted in the schedule. Please note that the schedule is subject to change.

Session Dates:	Content / Topics Covered	Readings & Assignments Due:
Session 1: Aug. 31	Introductory & Opening Session Expectations conversation Overview of Syllabus Presentation of Course Framework Reading Discussion	Woolford, Ch 1 Hutchens, Tip of the Iceberg (Moodle) Crampton & Krygier, An Introduction to a Critical Cartography (Moodle)
Session 2: Sept. 9 - 10 (no class on Sept. 7)	<i>In Person Class at EMU</i> 9/9 - Opening Circle check-in RJ Videos Reading presentations & discussions 9/10 - Visit Gemeinschaft Home Exposure to the Reentry Experience	Heifetz, Part 1: Ch. 1, 2 & 3 Ginwright, Ch. 1 & 2

Session 3: Sept. 14	Opening Circle check-in Reading presentations & discussions Mapping the Problem of Practice – Case Presentations Block #1	Woolford, Ch. 2 & 3 Ginwright, Ch. 3 & 4 Acorn, Ch 1 (Moodle)
Session 4: Sept. 21	Opening Circle check-in Reading presentations & discussions Mapping the Problem of Practice – Case Presentations Block #2	Woolford, Ch. 4 & 5 Heifetz, Part 2: Ch. 4 & 5 Acorn, Ch 6 (Moodle)
Session 5: Sept. 28	Opening Circle check-in Reading presentations & discussions Mapping the Problem of Practice – Case Presentations Block #3	Woolford, Ch. 6 & 7 Ginwright, Ch. 5 & 6 Heifetz, Part 2: Ch. 6 & 7
Session 6: Oct. 5	Opening Circle check-in Reading presentations & discussions Guest Speaker: TCKC Staff & Residents	Woolford, Ch. 8 Ginwright, Ch. 7 & 8
Session 7: Oct. 12	Opening Circle check-in Reading presentations & discussions Nurturing Collaborative Practice – Presentations Block #1	Heifetz, Part 3: Ch. 8, 9, 10, 11 & 12 Nocella article on History & Theory of Transformative Justice (Moodle)
Session 8: Oct. 19	Opening Circle check-in Reading presentations & discussions Nurturing Collaborative Practice – Presentations Block #2	Heifetz, Part 4: Ch. 13, 14, 15, 16, 17 & 18 Greene article on Repeat Performance (Moodle)
Session 9: Oct. 26	Opening Circle check-in Reading presentations & discussions Nurturing Collaborative Practice – Presentations Block #3	Heifetz, Part 5: Ch. 19, 20, 21, 22 & 23
Session 10: Nov. 2	Opening Circle check-in Reading presentations & discussions Guest Speaker: ?	Boyes-Watson, Ch. 7 (Moodle) Kahane, Ch. 1 & 2 Riestenberg, Ch. 9 (Moodle)
Session 11: Nov. 11-13	<i>Field Trip to Prison – SCI Phoenix</i> <i>(more details to come during the semester)</i>	
Nov. 16	No Class - Independent Research	Rihani article on Complexity Frameworks (Moodle)
Session 12: Nov. 23	Opening Circle check-in Reading presentations & discussions Guiding Emergent-Adaptive Systems Change – Presentations Block #1	Kahane, Ch. 3 & 4 Zehr & Towes, Ch. 15 & 16 (Moodle) Sullivan & Tifft, Ch. 35 (Moodle)
Session 13: Nov. 30	Opening Circle check-in Reading presentations & discussions Guiding Emergent-Adaptive Systems Change – Presentations Block #2	Kahane, Ch. 5 & 6 Zehr & Towes, Ch. 17 & 18 (Moodle) Sullivan & Tifft, Ch. 38 (Moodle)
Session 14: Dec. 7	Opening Circle check-in Reading presentations & discussions Guiding Emergent-Adaptive Systems Change – Presentations Block #3	Kahane, Ch. 7, 8 & 9

Session 15: Dec. 14	Presentations at Public Forum (For those students who want to invite EMU Campus & Community or online guests to attend)	
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SUPPLEMENTAL INFORMATION FOR COURSE SYLLABI:

Last reviewed July 2022

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of [writing guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions (see page 3). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see CJP Student Resources Moodle page or request a copy from the Academic Program Coordinator), unless directed otherwise by the instructor. Criteria for Evaluating Arts-Based Peacebuilding Projects can be found at the end of this document.

Academic Accountability & Integrity:

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source (Adapted from the Council of Writing Program Administrators). This course will apply [EMU’s Academic Accountability Policy](#) to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University’s Plagiarism Tutorials and Tests](#) may be a useful resource.

Turnitin:

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

Moodle:

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

Technology Requirements and Communication/Zoom Best Practices:

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. Zoom will be used for synchronous online course sessions. Please review these [best practices](#) for online classes!

Graduate & Professional Studies Writing Center:

Please utilize the [writing program](#). They offer free individual sessions with a graduate student writing coach. Please visit the website to schedule an appointment or request additional information from CJP's Academic Program Coordinator.

Institutional Review Board (IRB):

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

Grading Scale & Feedback:

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

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

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

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

Library

The [Hartzler Library](#) offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. The library can help you acquire resources not held by EMU through the Interlibrary Loan (ILL) system. The link to ILL is on the left side of the library homepage.

Office of Academic Access:

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#). They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Class Attendance (for in-person and synchronous online courses):

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed. Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Religious Holidays

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

Student Health & COVID-19

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

Classroom Culture & Related Policies

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. *(Adapted from Margaret Sallee and Kathryn Roulston)*

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

Course Extensions and Outstanding Grades:

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

Inclusive, Community-Creating Language Policy:

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

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

Bias Response:

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

Title IX:

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

Academic Program Policies:

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

Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
<p>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></p>	<p>-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</p>	<p>-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.</p>	<p>-audience and goals inappropriate or inadequately identified -project unlikely to meet its goals and/or communicate to the audience</p>	
<p>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></p>	<p>-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</p>	<p>- 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</p>	<p>-methodology inadequate and/or inadequately articulated. -sources not appropriately identified -inadequate attention to implementation issues</p>	
<p>Analysis <i>Is there evidence of critical thinking and analysis?</i></p>	<p>- evidence of critical thinking about methods, sources,</p>	<p>- some evidence of critical thinking but could be stronger</p>	<p>-inadequate evidence of critical thinking</p>	

	information and analysis or editing. -uses analysis/editing methods appropriate for the project -method of analysis or editing is adequately articulated	-analytical approach and the analysis itself is basically appropriate but could be stronger and/or articulated better.	-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 of work? Does the final product have coherence and “resonance?”</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 with the intended audience -product shows an appropriate amount of effort for this assignment	-level of craft is minimally adequate for the audience and goals -project coherence could be stronger	-level of craft inadequate for purposes and/or audience -project is not coherent	
Content <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).