THE CENTER FOR JUSTICE & PEACEBUILDING

A PROGRAM OF EASTERN MENNONITE UNIVERSITY

**GLOBAL DEVELOPMENT
PAX 585/PXD 485**

Spring 2019
Mondays, 1:45-4:45 p.m.
Hartzler Library/LB 121

INSTRUCTOR'S INFORMATION:

Timothy Seidel, Ph.D.
Email: timothy.seidel@emu.edu
Phone: 540 432 4161

Office: Roselawn 223
Office hours: Wednesdays, 1-4 p.m. or by appointment

COURSE DESCRIPTION:

This course introduces you to the field of global development through examining both the history of the field and the current debates and challenges faced by development practitioners. The purpose is to explore and critically evaluate the basic assumptions underlying the major 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. The course focuses especially on who decides, how decisions are made, and what the impacts are of development strategies on the environment and on the most vulnerable members of society. With this 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. The course is primarily run in a seminar discussion format. Guest speakers as well as class participants will be invited to share their own stories from the field of global development and peacebuilding.

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. Peet, Richard and Elaine Hartwick. (2015). *Theories of Development: Contentions, Arguments, Alternatives*, 3rd ed. New York: Guilford Press.
3. Seligson, Michael and John T. Passé-Smith (Eds.). (2014). *Development and Underdevelopment: The Political Economy of Global Inequality*, 5th ed. Boulder, CO: Lynne Rienner.
4. Additional readings will be posted on Moodle (see "References" section below). **Some reading assignments may change over the course of the semester**.

Recommended Texts:
5. Anderson, Mary B. (1991). *Do No Harm: How Aid Can Support Peace—Or War*. Boulder, CO: Lynne Rienner Publishers.
6. Easterly, William. (2006). *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin.
7. McMichael, Philip. (2016). *Development and Social Change: A Global Perspective*, 6th ed. London: Sage.
8. Moyo, Dambisa. (2009). *Dead Aid: Why Aid Is Not Working and How There Is a Better Way or Africa*. New York: Farrar, Strauss, and Giroux.
9. Sachs, Jeffrey. (2005). *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin.
10. Wainwright, Joel. (2008). *Decolonizing Development: Colonial Power and the Maya*. Malden, MA: Blackwell.

REQUIRED ASSIGNMENTS:

Course evaluation will be based on students' demonstration of critically engaging, analyzing, and applying the course material. The final grade will be based on the following course requirements:

    - 10% Class participation and discussion   - 30% Mid-term analysis paper
    - 10% Presentation and facilitation   - 10% Policy debate paper
    - 10% Small group work   - 30% Final 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 paper. Students auditing the course are not required to complete the mid-term analysis paper, policy debate paper, or final paper.

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, MLA, Chicago). Assignments are due at the beginning of class on the due date. Late assignments will result in a deduction of half a grade for each day late.

Class participation and discussion (10%): This class will be in a seminar format, therefore student participation is essential. Students are expected to come to class on time, to participate fully in the discussions and exercises, and to constructively support the learning and skills development of others in the course. Any sessions missed will result in a reduced grade. It is the responsibility of any student who misses a session to contact the instructor. Readings must be completed in advance of class. Students are also encouraged to consult news sources, websites, and other media related to global development. Evaluation will be based on students' demonstration of critically engaging, absorbing, comprehending, and analyzing the course material (see the participation rubric).

Because of this interactive format, we want to ensure a healthy, safe space for conversation and learning. Among other things, this includes active listening, asking questions respectfully, openness to multiple voices, finding your own perspective while respecting others' perspectives, and being aware of the room; in other words participating in ways that invite the participation of your colleagues. Please turn off and put away all cell phones, tablets, and laptops when they're not being utilized for the course.

Presentation and facilitation (10%): Students will be divided into pairs to present a summary of the readings and facilitate a class discussion. Each pair will prepare a 45-minute presentation: 20 minutes to critically evaluate the readings, connect the ideas to contemporary issues or life experiences, and 25 minutes to facilitate a class discussion. Creative visuals and participatory learning methods are encouraged. Each group should collaboratively make an outline of their presentation, including discussion questions, and *post to Moodle by Sunday 5pm*. Along with these in-class presentations, you should email me a response paper on that week's readings (500-750 words) also due by Sunday 5pm. Response papers should focus on a critical evaluation of the readings, highlighting something that either perplexed or enlightened you.

Small group work (10%): As this course is reading-intensive in design, student feedback has consistently expressed appreciation for some kind of structured time to talk about the readings with each other before class. To this end, students will be placed in a small group that will meet in between class sessions to discuss and debate the readings for that week's topic. From those conversations, small groups are required to *post to Moodle each Sunday by 5pm* your group's responses to three questions: 1) What are three key points or insights you learned from the reading? 2) What are two question for class discussion/ debate? 3) What is one concrete application of these key points and insights? These contributions will be collated and referred to as part of the class content each week.

Mid-term analysis paper (30%): 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. Students will select a development project report or article 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 and can also serve as a point for re-focusing and syllabus modification. *Due date: March 11.*

Policy debate paper (10%): In week 11 we will debate the merits of foreign aid in class. The proposition is the following: "Development aid from wealthy nations to poor 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 words max) which synthesizes your thoughts on the question: "What, if any, are the merits of giving foreign aid for international development?" *Due date: April 1.*

Final paper (30%): As a final exercise, students will be asked to select a topic from their own life experience and/or fieldwork and write an analysis of this topic based on the various themes, concepts and readings covered in class. The paper should make connections to class topics covered during the semester and their previous work. This final paper should be seen as representing the capstone of student thinking on the course. Additionally, graduate students will be asked to give an individual presentation on their paper 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.*

These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the "Guidance Notes" that will be provided in class.

SCHEDULE AND TOPICS:

Date	Topic	Readings
Part 1. Basic Concepts		
Week 1 Jan 14	Introduction: The History and Object of Development	Peet & Hartwick (ch. 1) | Mittelman | Berger & Weber.
Week 2 Jan 21	*Martin Luther King, Jr. Day – NO CLASS*	
Week 3 Jan 28	Colonial Legacy of Development	Acemoglu & Robinson | Fanon | Wainwright | Silver.
Week 4 Feb 4	Measurements of Development	Sen | Chambers | Passé-Smith | Wade | Banerjee & Duflo | Alkire.
Part 2. Approaches and Theories		
Week 5 Feb 11	Modernization Theories	Peet & Hartwick (ch. 4) | Inkeles & Smith | Rostow | Easterly.
Week 6 Feb 18	Marxism, Dependency, and World-Systems Theories	Peet & Hartwick (ch. 5) | Lenin | Gunder-Frank | Freire.
Week 7 Feb 25	Neoliberalism and Globalization	Peet & Hartwick (ch. 3) | Harvey | Appadurai | Broad & Cavanagh | Chakravarty & da Silva.
Week 8 Mar 4	*Spring Break – NO CLASS*	
Week 9 Mar 11	Post-Development and Feminist Theories ***Mid-Term Analysis Paper Due**	Peet & Hartwick (chs. 6-7) | Pieterse | Kapoor.
Week 10 Mar 18	Religion, Development, and Justice	Tomalin et al. (various).
Part 3. Policy Debates, Challenges, and Successes		
Week 11 Mar 25	Institutions, Actors, and Agency	Mac Ginty & Williams (chs. 2-3) | Diamond | Rodrik et al. | Przeworski & Limongi.
Week 12 Apr 1	Foreign Aid ***Policy Debate Paper Due**	Sachs | Easterly | Moyo | Morgenthau.
Week 13 Apr 8	Alternative Development Approaches: Microfinance, Ethical Trade, Rights-Based, Human Scale, & CCT's	Various.
Week 14 Apr 15	Conflict, Development, and Peacebuilding	Mac Ginty & Williams (chs. 4-6).
Week 15 Apr 22	Gender, Health, and the Environment	Simmons | Bade | Banerjee & Duflo | Farmer | McRay.
Week 15 Apr 22	Urban and Rural Development: Inequality, Property, and Informality	Davis | Berner | Chambers | Pascal | Scott.
Week 16 Apr 29	The Future of Development: Crises and Opportunities *Please note that we will meet on the regular day/time during final exam week. **Undergraduate students**, please contact me if this conflicts with other exams.* ***Final Paper Due**	Peet & Hartwick (ch. 8) | Mac Ginty & Williams (conc.) | Haddad | UN.

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.

Academic Integrity Policy (AIP):
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 AIP to any events of academic dishonesty. For more information see https://emu.edu/cms-links/writing-program/docs/Student_Academic_Integrity_Policy.BB.9-16.pdf. If you have doubts about what is appropriate, one useful website is https://www.indiana.edu/~academy/firstPrinciples/index.html.

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. For more information about Turnitin, with instructions for using it see: https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides.

Moodle:
Moodle (https://moodle.emu.edu/) 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 (if joining a class by zoom):
Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching or fumbling with them as it creates unwanted noise in the class space.

Institutional Review Board:
All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: http://www.emu.edu/irb/.

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.

Graduate & Professional Studies Writing Center:
Please utilize the writing center! They offer free individual tutoring from a graduate student tutor. Please see http://www.emu.edu/writing-program/ for more information, including how to schedule appointments.

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. These resources are accessible from the library home page: https://emu.edu/library/.

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 in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. See http://www.emu.edu/academics/access/ for more information.

Class Attendance:
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.

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 (see CJP Student Resources moodle page or request a complete copy along with best practices from the Academic Program Coordinator).

Title IX:
The following policy applies to any incidents that occur (on or off campus) <u>while you are a student registered at EMU.</u> It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Irene Kniss, Title IX Coordinator, can be reached at 540-432-4302 or irene.kniss@emu.edu. Additionally, you can also report incidents or complaints through the online portal at http://emu.edu/safecampus/. 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 Student Handbook which can be found at https://resources.emu.edu/confluence/display/LancHandbook/Graduate+and+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 https://helpdesk.emu.edu/confluence/display/gradcatalog/Graduate+Catalog+Home.

Writing Standards –Graduate Level *(revised Spring 2016)*

Criteria	A *excellent*	B *adequate expectations*	C *below expectations*	Comments
Content *(quality of the information, ideas and supporting details)*	• shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content	• shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content	• shows minimal clarity of purpose • offers minimal depth of content or incorrect content • applies minimal insight and original thinking • does not follow guidelines for content	
Structure *(logical order or sequence of the writing)*	• shows coherence, and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion	• shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas & sections • shows some construction of appropriate introduction and conclusion	• shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion	
Rhetoric and Style *(appropriate attention to audience)*	• is concise, eloquent and rhetorically effective • effectively uses correct, varied and concise sentence structure • is engaging to read • writes appropriately for audience and purpose	• is somewhat concise, eloquent, and rhetorically effective • generally uses correct, varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose	• shows minimal conciseness, eloquence, and rhetorical effectiveness • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés	
Information Literacy *(locating, evaluating, and using effectively the needed information as appropriate to assignment)*	• uses academic and reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully	• uses mostly academic and reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas	• lacks academic and reliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity *(appropriate acknowledgment of sources used in research)*	• correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments	• correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments	• provides minimal sources for quotations • sometimes cites paraphrases correctly and credibly, • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • lacks incorporation of feedback given in previous written assignments	
Conventions *(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)*	• makes virtually no errors in SEE conventions • makes accurate word choices	• makes some errors SEE conventions • almost always makes accurate word choices	• makes many errors in SEE conventions • makes many inaccurate word choices	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				

Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
Goals & Audience *Are the goals or learning objectives of the project clear? Have they been met? Is the intended audience clearly specified? Is the project appropriate for this audience? Does the project communicate to the intended audience?*	-audience & goals/learning objectives clearly identified. -project appropriate for, and likely to meet, its goals -project is appropriate for specified audience -project understandable to & likely to engage and/or communicate to audience	-audience and goals identified though not as clearly as they could be - project may meet its goals but this is not entirely clear - project is at least somewhat appropriate for, and likely to communicate to audience.	-audience and goals inappropriate or inadequately identified -project unlikely to meet its goals and/or communicate to the audience	
Methodology *Is the overall methodology clear and appropriately used? Has the project incorporated specific methods required by the assignment? If intended as a form of intervention, has thought be given to how it will be implemented?*	-project incorporates inquiry methods required by the assignment -all methodologies & technologies have been appropriately used, with attention to ethical and methodological issues -if intended as intervention or advocacy, project has given adequate thought to implementation -sources & methods are adequately identified	- methodology basically appropriate to the project and appropriately used, but could be strengthened -sources and methods identified but not as fully as they could be -more thought should be given to implementation issues	-methodology inadequate and/or inadequately articulated. -sources not appropriately identified -inadequate attention to implementation issues	
Analysis *Is there evidence of critical thinking and analysis?*	- evidence of critical thinking about methods, sources, information and analysis or editing. -uses analysis/editing methods appropriate for the project -method of analysis or editing is adequately articulated	- some evidence of critical thinking but could be stronger -analytical approach and the analysis itself is basically appropriate but could be stronger and/or articulated better.	-inadequate evidence of critical thinking -analysis lacking or inadequate -analytic approach inappropriate or inadequately specified	
Craft & Coherence *Is the level of artistic and/or technical craft adequate for the specified goals and audience?*	- level of craft is clearly adequate for the audience & to meet project goals (whether or not it meets "artistic" standards)	-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	

PAX 585/PXD 485
Spring 2019

Did it involve an appropriate amount of work? Does the final product have coherence and "resonance?"	-project is coherent & likely to resonate with the intended audience -product shows an appropriate amount of effort for this assignment			
Content *Is the content appropriate & adequate, given the goals, audience & assignment? Is there evidence of insight, originality &/or creativity?*	- information conveyed is clearly adequate for goals, audience & assignment -shows depth & breadth of content -shows insight, originality &/or creativity	-information conveyed is adequate but could be strengthened -some evidence of insight, originality, or creativity	-inadequate information -little or no evidence of insight, originality and/or creativity	
				Grade

Criteria for Evaluating Arts-Based Peacebuilding Projects

Background notes:
• Arts approaches can be used in several different stages of a project:
1. To gain or create knowledge. (For example, research "subjects" or participants might be engaged in an arts-based project as a way of soliciting information or encouraging insight.)
2. To add complexity or nuance to created knowledge. (For example, an arts practice may serve as one method in a multi-method research project, creating an integrated, reflective methodology for the project. Alternatively, an arts practice could be used to analyze and/or interpret data collected by conventional methods.)
3. To test knowledge. (For example, researchers might verify their interpretation of findings from a more traditional research process by creating a play or exhibit and testing it for resonance with their subjects.)
4. To share findings. (For example, a play or exhibit might be created to (re)-present data collected or analyzed via conventional methods in order to impart the particular kinds of meaning the researcher considers important, and as a way to reach and engage a broader audience.)
5. As a form of intervention. (For example, a project might be designed to raise awareness of an issue or conflict, to promote dialogue on a contested issue, or to advocate for a cause.)

• Arts-based products often do not specify methodologies used. Thus it may be important for a project to be accompanied by a short paper discussing analysis, theory of change, audience, goals, and methods used.

• Patricia Leavy, *in "Method Meets Art: Arts-based Research Practice" (New York: Guilford Press) 2009, argues that "[t]raditional conceptions of validity and reliability, which developed out of positivism, are inappropriate for evaluating artistic inquiry." (p. 15).* She suggests that authenticity, trustworthiness, and validity can be assessed through attention to such elements as aesthetics, resonance, and vigor.

• For a discussion of standards, see "Method Meets Art" (Leavy, 2009: 15ff and Chapter 8).