FOUNDATIONS FOR JUSTICE AND PEACEBUILDING II  
PAX 634/PXD 495  
Spring 2018  
Thursdays, 8:45 a.m.- 4:45 p.m.  
Hartzler Library/LB 121

INSTRUCTOR’S INFORMATION:

Johonna Turner, Ph.D.  
Email: johonna.turner@emu.edu  
Phone: 540 432 4461  
Office: Martin Store 102  
Office hours: Tuesdays, 1-4 p.m. or by appointment

Timothy Seidel, Ph.D.  
Email: timothy.seidel@emu.edu  
Phone: 540 432 4161  
Office: Roselawn 223  
Office hours: Wednesdays, 8:30 -11:30 a.m. or by appointment

Myriam Aziz, M.A.  
Email: myriam.aziz@emu.edu  
Phone: 540 432 4435  
Office: Roselawn 224  
Office Hours: Mondays and Wednesdays 10 a.m.-12 p.m. or by appointment

COURSE DESCRIPTION:

Foundations I and II give a comprehensive overview of peacebuilding and justice practice and its multi-disciplinary, multi-level aspects. Foundations I centered on personal, interpersonal, small group and organizational transformation analysis, theory and practice. Foundations II focuses on communal, societal and global processes of transformation, with particular attention to the relationship between power and the production of justice and peacebuilding theories and practices. Throughout the two courses, you will be required to understand and integrate ethical application of theory, technical utilization of analysis tools, and systematic processes of planning and implementation for practice interventions across a myriad of sectors in society.

In this course, faculty continue to coach students as they further develop their knowledge and skills for dealing with conflict and situations of injustice and building sustainable peace, with increased sensitivity to race, gender, ecology, and political economy. Students work individually and in teams to learn new theories and concepts and to apply these ideas and skills to cases that progress in complexity from the community to the national and global levels (and back again). Throughout the course, we also examine the intersections and overlaps among the local and the global.

Students continue to develop their self-awareness as well as their capacity for professional judgment and reflective practice. Students become familiar with theories and frameworks that help explain the causes and dynamics of larger-scale conflicts, injustice and structural violence. They explore the roles of social-movement organizations, practitioner groups and policy engagement for dealing with such situations. Students prepare for future employment by completing assignments that develop professional skills, including but not limited to: communicating complex ideas clearly and succinctly, working in teams on difficult projects, researching strategies and moving from analyzing a situation of injustice or conflict to designing and preparing strategies to impact that situation.
COURSE GOALS AND OBJECTIVES:

1. Develop a working understanding of key theoretical schools of thought in the social sciences.
2. Use social science theories to analyze the causes and consequences of complex and protracted conflict and structural violence (explanatory theories) and to develop strategies to mitigate or transform those situations (prescriptive theories).
3. Critically assess analytical models (‘lenses’ or ‘tools’) and processes, identify the assumptions behind these models, and choose models that will enable all involved to reconsider typical narratives about the situation.
4. Develop the commitment and know-how to engage in the research and analysis process collaboratively and, where possible, with a variety of stakeholders from the situation.
5. Demonstrate increased skill and sophistication in conducting all stages of peacebuilding assessment, design and planning processes: self-assessment; situation analysis and research; developing and testing relevant theories of change and theories of practice; designing and planning action, monitoring and evaluation.
6. Strengthen capacity for analytic empathy and sensitivity to the competing understandings of ‘reality’ that exist in any conflict situation – including due to cultural and worldview differences – and a willingness to try to perceive the world or situation as it appears to others.
7. Heighten awareness of one’s personal values framework and an ability to think ethically about one’s engagement in the field and for responding to dilemmas with integrity and skill.
8. Increase skill for working collaboratively in teams and habits of being a reflective practitioner through engaging in personal and group assessment of practice as well as critical reflection on identity and culture.
9. Enhance capacities for narrative negotiation and facilitation, combined with knowledge of methods for fostering collaborative learning, dialogue and deliberation.
10. Greater familiarity and skill in non-academic writing of complex ideas and practices of our field for professional and public audiences.

REQUIRED TEXTS AND OTHER RESOURCES:


Recommended Texts:

Additional readings will be posted on Moodle (see “References” section below). Some reading assignments may change over the course of the semester.
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:

- Class participation and discussion: 10%
- Blog and online discussion: 15%
- Group project and reflection paper: 15%
- Thematic research project: 30%
- Comprehensive exam: 30%

Note: Most course assignments are due on Fridays by 11:59 p.m. OR Mondays by 9 a.m. Assignments will be submitted via Moodle unless otherwise indicated. 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 the reference style stipulated in the Guidance Notes, or a consistent reference style of your choice (e.g. APA, MLA, Chicago) when a specific style is not specified. Late assignments will result in a deduction of half a grade for each day late.

Class participation – 100 Points, or 10% of final grade
Active participation in class discussions and exercises will be an important part of this course. You will periodically need to complete short assignments or tasks to prepare for the course or to carry out roles needed for the class. Completing the readings and taking careful notes on key concepts, theories, and ideas, will be crucial to effective participation in the class and for achieving the learning objectives. All participants will be regularly asked to share with the class some of their key ‘take home points’ and critical questions that emerged for them from the readings.

Blog and online discussion in the class ‘blogosphere’ – 150 points, or 15%
This assignment is aimed at helping you (a) to integrate and synthesize the theories explored and (b) to become familiar with the art and technique of communicating complex ideas simply and clearly to non-specialist audiences, participating constructively in the ‘public’ debate around those ideas. Write a short analytical essay (a ‘blog’) of 800-1,000 words that advances a specific idea original to you in connection to the issues, theories, concepts and practices explored in Part 1 of the course (weeks 1-3). Your blog must be posted no later than Friday, February 9 at 11:59 p.m. You will then have 5 days to participate in the blogosphere, commenting on classmates’ blogs and online discussion. The class blogosphere ‘closes’ on Wednesday February 14 at 11:59 p.m. There will be up to 100 points for the contents and form of your blog post and up to 50 points awarded for the content and scope of your participation in the discussions in our blogosphere.

Group case study project and reflection paper – 150 Points, or 15%
Working in small groups, you will undertake an analysis of a given case, identify relevant theories of change, and plan an appropriate peacebuilding and justice response while in the role of members of a specific organization (organization list will be available). Group presentations will be given in class on Thursday, February 22. You will then prepare a short personal reflection paper on your role and key learnings from this project, due Monday March 12 at 9 a.m. There will be up to 100 points awarded for the presentation and plan (submitted in proposal form), and up to 50 points awarded for the reflection paper.

Thematic research project – 300 Points, or 30%
For this research project, you will need to choose a specific thematic challenge and key question that is central to your vocational interests in the field. Through the readings assigned for the class and other sources as needed, you will map out this question, analyze how the literature suggests possible ways
of understanding it, and identify relevant processes and methods for contributing to justice and peacebuilding. This project should be the equivalent of a paper in the 3,500-4,000 word range. You will need to choose a specific ‘form’ for this paper, such as a scholarly article, professional discussion paper, or powerpoint presentation (with the talking points written out in the ‘notes’ section). With the permission of the instructors, this can be presented in the form of an artistic project, a video with an explanatory memo, or another creative format. Request permission in writing before first drafts are due.

1. **Project identification.** A one-paragraph description of your project (including your key question, topic and format) is due by Monday February 5 at 9 a.m. for feedback by instructors.

2. **Panel Organization.** Working together, you are responsible for organizing yourselves into small groups of three to five people who are exploring related topics and themes. Each group will present their papers on a mock conference panel during the last day of class. You are responsible for creating a title for the panel that identifies your key themes and topics. You are also encouraged to meet periodically outside of class as you work on your papers. While these are individual projects, these small groups can serve as a source of support to discuss readings, articulate emerging ideas, pose questions and probe problems, hear progress updates, share resources and readings, and discuss their emerging ideas.

3. **Conference Proposal Submission** (Optional). We strongly encourage students to prepare and submit proposals for presentations to the EMU Academic and Creative Excellence Festival, which will take place on Thursday, April 19. While you may apply to present a single paper, it is strongly recommended that you submit a proposal for an entire panel, in conjunction with other EMU graduate students. *This is a great opportunity to collaborate within and beyond CJP!*

4. **Paper Draft and Peer Review.** Initial drafts of your paper are due by Monday, April 2 at 9 a.m. The drafts will undergo a peer review process. You are responsible for reviewing a draft of another paper and providing written feedback to the author, which is also shared with instructors. Ideally, you will be matched with a student in the same small group as you are.

5. **Final projects** are due on Monday April 23 at 9:00 a.m. Presentation of final projects will take place on Thursday, May 3. This class will also participate in the Academic and Creative Excellence Festival on Thursday, April 19 as presenters and/or audience members.

**Comprehensive exam – 300 Points, or 30% (and must pass to advance to MA candidacy*)**

In this take-home / open book exam, you will choose between several case studies to develop a professional-quality case analysis and intervention design, justified with referencing relevant theories and concepts from our field. More details will be provided in class. The final will open at 7 a.m. Friday, April 6 and must be turned in through Moodle at 9 a.m. Friday April 13.

*Participants whose papers are below a ‘B’ will have the opportunity to re-write their Comprehensive exam, on the basis of feedback from the instructor, so as to demonstrate their preparedness to advance to MA candidacy. The grade for the original paper will be the grade of the paper for the purposes of the class grade.

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:**

The Course Schedule will be provided to students on the first day of class.
**Grading Criteria and Other Policies:**

**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.

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) 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 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 http://emu.edu/cms-links/graduate-and-professional-studies/docs/graduate-student-handbook.pdf for additional policies, information, and resources available to you.

Academic Program Policies:
For more CJP-specific graduate program policies, please see https://emu.edu/cjp/grad/academic-policies. For EMU graduate program policies see http://emu.edu/graduate-and-professional-studies/catalog/.
## Writing Standards – Graduate Level (revised Spring 2016)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A excellent</th>
<th>B adequate expectations</th>
<th>C below expectations</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>A – Excellent</th>
<th>B – Minimal expectations</th>
<th>C – Below expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals &amp; Audience</strong>&lt;br&gt;Are the goals or learning objectives of the project clear? Have they been met? &lt;br&gt;Is the intended audience clearly specified? &lt;br&gt;Is the project appropriate for this audience? &lt;br&gt;Does the project communicate to the intended audience?</td>
<td>- audience &amp; goals/learning objectives clearly identified. &lt;br&gt;- project appropriate for, and likely to meet, its goals &lt;br&gt;- project is appropriate for specified audience &lt;br&gt;- project understandable to &amp; likely to engage and/or communicate to audience</td>
<td>- audience and goals identified though not as clearly as they could be &lt;br&gt;- project may meet its goals but this is not entirely clear &lt;br&gt;- project is at least somewhat appropriate for, and likely to communicate to audience.</td>
<td>- audience and goals inappropriate or inadequately identified &lt;br&gt;- project unlikely to meet its goals and/or communicate to the audience</td>
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<tr>
<td><strong>Methodology</strong>&lt;br&gt;Is the overall methodology clear and appropriately used? &lt;br&gt;Has the project incorporated specific methods required by the assignment? &lt;br&gt;If intended as a form of intervention, has thought be given to how it will be implemented?</td>
<td>- project incorporates inquiry methods required by the assignment &lt;br&gt;- all methodologies &amp; technologies have been appropriately used, with attention to ethical and methodological issues &lt;br&gt;- if intended as intervention or advocacy, project has given adequate thought to implementation &lt;br&gt;- sources &amp; methods are adequately identified</td>
<td>- methodology basically appropriate to the project and appropriately used, but could be strengthened &lt;br&gt;- sources and methods identified but not as fully as they could be</td>
<td>- methodology inadequate and/or inadequately articulated. &lt;br&gt;- sources not appropriately identified &lt;br&gt;- inadequate attention to implementation issues</td>
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<tr>
<td><strong>Analysis</strong>&lt;br&gt;Is there evidence of critical thinking and analysis?</td>
<td>- evidence of critical thinking about methods, sources, information and analysis or editing. &lt;br&gt;- uses analysis/editing methods appropriate for the project &lt;br&gt;- method of analysis or editing is adequately articulated</td>
<td>- some evidence of critical thinking but could be stronger &lt;br&gt;- analytical approach and the analysis itself is basically appropriate but could be stronger and/or articulated better.</td>
<td>- inadequate evidence of critical thinking &lt;br&gt;- analysis lacking or inadequate &lt;br&gt;- analytic approach inappropriate or inadequately specified</td>
<td></td>
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<tr>
<td><strong>Craft &amp; Coherence</strong>&lt;br&gt;Is the level of artistic and/or technical craft adequate for the specified goals and audience?</td>
<td>- level of craft is clearly adequate for the audience &amp; to meet project goals (whether or not it meets &quot;artistic&quot; standards) &lt;br&gt;- project is coherent &amp; likely to resonate</td>
<td>- level of craft is minimally adequate for the audience and goals &lt;br&gt;- project coherence could be stronger</td>
<td>- level of craft inadequate for purposes and/or audience &lt;br&gt;- project is not coherent</td>
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PAX 634
Spring 2018
**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).

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<table>
<thead>
<tr>
<th>Did it involve an appropriate amount of work? Does the final product have coherence and “resonance?”</th>
<th>with the intended audience - product shows an appropriate amount of effort for this assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>- information conveyed is clearly adequate for goals, audience &amp; assignment - shows depth &amp; breadth of content - shows insight, originality &amp; or creativity</td>
</tr>
<tr>
<td>Is the content appropriate &amp; adequate, given the goals, audience &amp; assignment? Is there evidence of insight, originality &amp;/or creativity?</td>
<td>- information conveyed is adequate but could be strengthened - some evidence of insight, originality, or creativity</td>
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<td></td>
<td>- inadequate information - little or no evidence of insight, originality and/or creativity</td>
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<th>Grade</th>
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