

# PAX 549

Spring 2011

Eastern Mennonite University  
Center for Justice & Peacebuilding

**Faculty:** Carl Stauffer, PhD.

**Email:** carl.stauffer@emu.edu

**Phone:** (540) 432-4462

## Course Objectives:

- Explore the theory, practice, and history of social movements in varied contexts.
- Understand the philosophy and practice of nonviolent activism and advocacy
- Create strategies for increasing power through community organizing and mobilization.

## Books:

*Waging Nonviolent Struggle*  
By Gene Sharp

*Subverting Hatred: The Challenge of Nonviolence in Religious Traditions*  
Edited by Daniel Smith-Christopher

*Martin Luther King, Jr.*  
pamphlet - available in book store

*A New Weave of Power, People, and Politics*  
By Lisa Veneklasen

*Doing Democracy – The MAP Model for Organizing Social Movements*  
By Bill Moyer

# Nonviolent Movements & Community Organizing

Thursday, 8:30-11:30 – HL-121

## Course Description:

Community organizing is a process of building community relationships and helping communities analyze their context, identify priorities and develop a plan of action for addressing key issues. Throughout history, community mobilization has led to broader social movements such as the anti-apartheid movement, civil rights campaigns, independence and democracy transitions, women's empowerment, and environmental change. Community organizing and social movements play a key role in raising awareness about important issues of justice and conflict as well as balancing power between groups or structures so that negotiation and mediation interventions can be more successful. Social movements work best when they are strategically envisioned with an eye on long-term planning, including all relevant stakeholders, and building important alliances and coalitions with others. Unlike certain approaches to nonviolent action and advocacy, this class stresses the need to focus on non-adversarial, relationship-based approaches that fit into a larger integrated peacebuilding framework. Students will develop a strategic design plan for community organizing and building a social movement related to their interests.

Both violence and nonviolence are strategies to balance power and raise awareness in conflicts that are not ready for verbal forms of negotiation, mediation and dialogue. They both intensify conflict in order to 'force' or persuade people to change their behavior. Violence usually spirals into a destructive regenerative cycle that creates new victims. Waging conflict nonviolently ideally ripens the conditions for transforming relationships and structures while stopping the cycle or direct systematic violence. This course places the use of violence and nonviolence within a larger context of social movements, and identifies the ways that community mobilization, advocacy and activism contribute to peacebuilding. Students will learn to reflect critically on social movements and explore the possibilities of creating nonviolent forms of power, identifying tactics, and designing plans for social change.

## Class Schedule - Nonviolent Movements & Community Organizing:

Date	Class Topic	Readings
Thursday January 20 8:30-11:30	<ul style="list-style-type: none"> <li>■ Introductions, Expectations, Overview of syllabus, sign up sheets</li> <li>■ Definitions and scope of the class</li> <li>■ <i>Video: Generations of Resistance</i> (South Africa)</li> </ul>	<p><b>Pre-class Readings:</b>  <i>Waging Nonviolent Struggle:</i>            Author's Preface &amp; Chap 1 -pp. 1-23  <i>Subverting Hatred:</i>            -Introduction and Epilogue  <i>A New Weave:</i>            - Introduction &amp; Chap 1 – pp. 1-24  <i>Doing Democracy:</i>            Introduction &amp; Chap 1 – pp. 1-20</p>
Jan 27	<ul style="list-style-type: none"> <li>■ Theories of Social Movements</li> <li>■ Social Transformation Diagram</li> <li>■ The MAP Model</li> <li>■ <i>Case Study: Thokoza</i></li> <li>■ <i>Video: A Force More Powerful</i></li> </ul>	<p><i>Doing Democracy:</i>            - Chapters 3, 4, &amp; 5</p>
February 3	<ul style="list-style-type: none"> <li>■ Cycle of Mobilization</li> <li>■ The Parabola Model</li> <li>■ Advocacy Frameworks</li> <li>■ <i>Case Study: Majola</i></li> <li>■ <i>Video: "The Democratic Promise – Saul Alinsky &amp; His Legacy"</i></li> </ul>	<p><b>Readings posted on Blackboard/Moodle:</b>            - Chap 3: Mobilising for Change – pp. 33-47  <i>Training for Transformation (Book 3):</i>            - Chap 10: Building Organizations and movements – pp. 85-131  <i>Advocacy Training Package</i></p>
Feb 10	<ul style="list-style-type: none"> <li>■ <i>Reflections: Buddhism &amp; NV</i></li> <li>■ Violence as a System – Origins, structures &amp; motivations</li> <li>■ Exercise: Mind-mapping violence</li> <li>■ Exploring Violence Scripts</li> <li>■ <i>Video: Gukurahundi</i></li> </ul>	<p><i>Subverting Hatred:</i>            - <i>Chap 2</i>  <i>Waging Nonviolent Struggle:</i>            -Chapters 2,3, &amp; 4</p> <p><b>Reading Reflection # 1 Due</b></p>
Feb 17	<ul style="list-style-type: none"> <li>■ <i>Reflections: Hinduism &amp; NV</i></li> <li>■ Nonviolence as a System – Origins, structures &amp; motivations</li> <li>■ Exercise: What would you do?</li> <li>■ <i>Case Study: Zimbabwe</i></li> <li>■ <i>Video: Songs in the Night</i> (Zimbabwe)</li> </ul>	<p><i>Subverting Hatred:</i>            - Chap 4  <i>Waging Nonviolent Struggle:</i>            -Part 3: Chapters 29-34 – pp. 359-430</p>
Feb 24	<ul style="list-style-type: none"> <li>■ <i>Reflections: Islam &amp; NV</i></li> <li>■ Dynamics of NV Struggle</li> <li>■ <i>Video Clips – Gandhi &amp; Satyagraha</i></li> <li>■ King's Tenants of Enemy Love</li> </ul>	<p><i>Subverting Hatred:</i>            -Chap 6  <i>Waging Nonviolent Struggle:</i>            - Chapters 7 &amp; 8  <i>Martin Luther King Jr. pamphlet</i>  <i>Doing Democracy:</i> - Chap 6</p>

March 3	<ul style="list-style-type: none"> <li>■ <i>Reflections: Judaism &amp; NV</i></li> <li>■ Strategic Planning for NV Action</li> <li>■ Tactics, &amp; Repression</li> <li>■ 12 Principles for NV Action (Ackerman &amp; Kruegler)</li> <li>■ Forms of Strategic NV Action</li> <li>■ <i>Video: Fruits of Defiance</i> (South Africa)</li> </ul>	<p><i>Subverting Hatred:</i> -Chap 7</p> <p><i>Waging Nonviolent Struggle:</i> - Part 4: Chapters 34-39 – pp.433-524</p> <p><b>Reading Reflection # 2 Due</b></p>
March 10	<b>NO CLASS – Spring Break</b>	
March 17	<ul style="list-style-type: none"> <li>■ <i>Reflections: Christianity &amp; NV</i></li> <li>■ Jesus’ Teaching on NV action</li> <li>■ <i>Case Study: DRC Village</i></li> <li>■ Nonviolence &amp; Feminism</li> <li>■ <i>Video: “Dorothy Day – Don’t call me a Saint”</i></li> </ul>	<p><i>Subverting Hatred:</i> -Chap 8</p>
March 24	<p>Introduction to Advocacy (community mobilizing)</p> <ul style="list-style-type: none"> <li>■ Exploring Power Dynamics</li> <li>■ Public Participation Processes</li> <li>■ Sustained Dialogue Frameworks</li> <li>■ <i>Guest Speaker: Fambul Tok</i></li> </ul>	<p><i>A New Weave:</i> - Part 1: Chapters 2,3, &amp; 4</p> <p><b>Letter Project Papers Due</b></p>
March 31	Video: “Amandla” and Group Discussion	<p><u>NB:</u> <i>All Students are strongly encouraged to attend the Attachment Conference being hosted at EMU from March 31-April 02.</i></p> <p><i>Students are invited to consider how to integrate attachment theories and NV&amp; Community Organizing into their final projects.</i></p>
April 7	<p>Workshop Format:</p> <ul style="list-style-type: none"> <li>■ Planning Advocacy (mobilizing)</li> <li>■ Planning Moments # 1, 2, &amp; 3</li> </ul>	<p><i>A New Weave:</i> - Part 2: Chapters 5, 6, 7, &amp; 8</p> <p><i>Waging Nonviolent Struggle</i> - Appendix A</p>
April 14	<p>Workshop Format:</p> <ul style="list-style-type: none"> <li>■ Planning Advocacy (mobilizing)</li> <li>■ Planning Moments # 4 &amp; 5 (Workshop Format)</li> </ul>	<p><i>A New Weave:</i> - Part 2: Chapters 9, 10, 11, &amp; 12</p>
April 21	<p>Workshop Format:</p> <ul style="list-style-type: none"> <li>■ Doing Advocacy (mobilizing)</li> <li>■ Roles of Social Action</li> <li>■ Team-building skills</li> <li>■ Transformative Leadership</li> </ul>	<p><i>A New Weave:</i> - Part 3: Chapters 13, 14, 15, 16, &amp; 17</p>

April 28	<i>NO CLASS</i>	<b>Advocacy Campaign Design Papers Due</b>
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### **Course Assignments - Nonviolent Movements & Community Organizing:**

You have a choice of assignments in this class. Choose the assignments you would like to complete for a total of 100 points.

#### **MANDATORY**

- 1. 2 Reading Responses/Journals/Reflection Papers-**  
*20 points each for a total of 40 points*

Write a 2 page single-spaced response paper to the readings. Please do not summarize the readings. Include your own thoughts and reactions to the reading.

- What do you think about the author's perspectives and theories or the specific case studies of nonviolent action?
- What points in the readings make the most sense to you given your experience of violence and nonviolence?
- What contribution do the readings bring to your understanding of conflict and peacebuilding?

Please cite specific examples and theories from the readings, to demonstrate your comprehension of the material. These papers are informal- if you have done the readings, you can write them in 1-2 hours.

#### **2. Advocacy Campaign Design Paper**

Write a single spaced paper on a situation where nonviolent advocacy strategies should be tried. For more details, see directions below. *(Your choice: 40-60 points. Please write on your paper how many points you need it to count for)*

#### **OPTIONAL:**

#### **3. Letter Project**

Write a 2 page single spaced letter to someone who you would like to convince of the power of nonviolent strategies. For more details, see directions below. *10 points*

#### **4. Religious Teachings and Nonviolence Group Presentations**

Research the religious teachings on violence and nonviolence from the perspective of a particular religion or group of religious followers. Prepare a presentation for one of the five morning reflections in class on **February 10, 17, 24** and **March 3 & 17**. For more details, see directions below. Sign up on the first day of class. = *10-20 points*

## Religious Presentation Project

**Purpose:** To show understanding of the principles of religious approaches to nonviolence as a way of life.

**Product:** There are excellent resources now on Jewish, Buddhist, Hindu, Muslim, Christian, and Indigenous approaches to violence and nonviolence. For example, you can do a research paper on “Islam and Nonviolence” or research the Muslim nonviolent movement of Abdul Gaffer Khan in Pakistan. Individuals or small groups will present the core teachings of different religious traditions and show how violence and nonviolence are understood within that religion. Presentations should include visuals such as a powerpoint presentation, key points on large sheet paper, symbols from the religion, and any rituals that would be appropriate to share with the group. If you’d like to work with a small group of others, it is fine to form a team and divide the research.

**Presentation in class for morning reflection-** Individuals or small groups will present the core teachings of different religious traditions and show how the violence and nonviolence are understood within that religion. Please include the following:

1. Describe the core principles of the religion or discipline of your choice. Please use subtitles or bold text to highlight the principles.
2. Describe how the religion or discipline contributes to a nonviolent way of life.
3. Describe important rituals or practices in the religion or discipline that contribute to a nonviolent way of life.
4. Describe nonviolent social or political movements that have grown out of this religion or discipline if there are any.
5. Submit a list of citations from the research that you have done along with the outline of your presentation.

The main library should have the resources you need. If you have trouble locating materials, let me know.

### Religious Presentation Grading Guide:

Grade	Content (¾ of total grade)	Writing (¼ of total grade)
<b>A</b>	<ul style="list-style-type: none"> <li>■ You are able to share the core principles of the religion or discipline in a clear and inspirational way for others to understand.</li> <li>■ You follow all of the guidelines given in the assignment description.</li> </ul>	<ul style="list-style-type: none"> <li>■ The presentation is well organized, with appropriate subtitles for different sections</li> <li>■ The writing is clear and concise</li> <li>■ There are few grammatical errors and the paper has been carefully edited.</li> <li>■ Citations are clear and formatted.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>■ You are able to share the core principles of the religion or discipline in a clear way for others to understand.</li> <li>■ You follow all of the guidelines given in the assignment description.</li> </ul>	<ul style="list-style-type: none"> <li>■ The presentation is well organized, but lacks appropriate subtitles for different sections</li> <li>■ The writing is somewhat clear and concise, but could use improvement or assistance from a writing tutor</li> <li>■ There are more than a few grammatical errors and the paper has not been carefully edited.</li> <li>■ Citations incomplete</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>■ You are able to share the core principles of the religion or discipline in an adequate way.</li> <li>■ You do not follow all of the guidelines given in the assignment description.</li> </ul>	<ul style="list-style-type: none"> <li>■ The paper is not well organized.</li> <li>■ The writing is unclear.</li> <li>■ There are many grammatical errors</li> <li>■ Citations are incomplete</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>■ The guidelines for the assignment were not followed.</li> </ul>	

## Letter Project

**Purpose:** To show that you are capable of making convincing arguments against the use of violence and can explain the core concepts of nonviolent strategies for social change.

**Product:** Write a 2-3 page single spaced letter to someone who you would like to convince of the power of nonviolent strategic action. Think of someone who uses violence or who supports the use of violence to cause others to change or to work for justice. For example, you may think of your cousin or uncle in the military, the President, politicians, Osama bin Laden, Malcolm X, or a friend or family member who supports the war on Afghanistan, or a rebel movement in any number of countries around the world. You may agree with the person you are writing to - this project does not presume that you are proponent of nonviolence. You may even agree that violence is needed. However in this paper, you will be using the arguments from the readings and class discussions to question the necessity and usefulness of violence.

1. Begin with a brief introduction of the person to me in italics before you begin the actual letter.
2. Make convincing arguments about BOTH why you think violent strategies can not work to meet the needs and goals of this person and why nonviolent strategies can work to meet the needs and goals of this person.
3. Use subtitles or divide the letter into organized sections according to each of your arguments.
4. Make the most convincing arguments you can based on the readings and using at least 3 citations (you choose the style) from the class readings.
5. *20 points*

### Letter Project Grading Guide

Grade	Content (¾ of total grade)	Writing (¼ of total grade)
<b>A</b>	<ul style="list-style-type: none"> <li>■ You are able to use a wide range of theories and tools from the readings and class discussions in your paper.</li> <li>■ Your analysis of the conflict draws on and uses theories offered in the class texts.</li> <li>■ You develop a creative strategy that shows you put time and energy into thinking about the causes of the conflict, the power of the stakeholders, and what might bring about change.</li> <li>■ You follow all of the guidelines given in the assignment description.</li> </ul>	<ul style="list-style-type: none"> <li>■ The paper is well organized, with appropriate subtitles for different sections</li> <li>■ The writing is clear and concise</li> <li>■ There are few grammatical errors and the paper has been carefully edited.</li> <li>■ Citations are clear and formatted.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>■ You use a wide range of theories and tools from the readings and class discussion, but your use of the tools is superficial and does not demonstrate that you have fully developed a capacity to use them</li> <li>■ Your analysis of the issue and develop a strategy, but you have missed some important components.</li> <li>■ You follow all of the guidelines given in the assignment description.</li> </ul>	<ul style="list-style-type: none"> <li>■ The paper is well organized, but lacks appropriate subtitles for different sections</li> <li>■ The writing is somewhat clear and concise, but could use improvement or assistance from a writing tutor</li> <li>■ There are more than a few grammatical errors and the paper has not been carefully edited.</li> <li>■ Citations incomplete</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>■ You use a few theories and tools from the readings and class discussions, but do not address some of the most important ones.</li> <li>■ Your analysis and strategy are incomplete.</li> <li>■ You do not follow all of the guidelines given in the assignment description.</li> </ul>	<ul style="list-style-type: none"> <li>■ The paper is not well organized.</li> <li>■ The writing is unclear.</li> <li>■ There are many grammatical errors</li> <li>■ Citations are incomplete</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>■ The guidelines for the assignment were not followed.</li> </ul>	

## Advocacy Campaign Design Paper

**Purpose:** To show that you are capable of developing a strategic plan for a nonviolent movement and /or a community organizing / mobilization campaign.

**Product:** Write a 5-6 pages (for 40 points) or 8 pages (for 50 points) or 10-15 (for 60 points) pages in a single spaced paper on a situation where nonviolent strategies could be applied due to a general lack of awareness about the problem, or other methods of peacebuilding such as dialogue or negotiation are impossible or extremely difficult because there is a clear power imbalance between the groups.

1. Begin with a analysis or “Strategic Assessment” of the situation based on Appendix A of *Waging Nonviolent Struggle* (2-3 pages)
  - a. Who are the key stakeholders involved? Who are possible groups to include in a movement for change? Who would be likely to resist change?
  - b. What are the causes of the conflict from a human needs perspective?
  - c. What is the history of the interactions between groups?
  - d. What is the dependency balance between groups?
2. Develop a campaign to address this issue or conflict.
  - e. Identify the overall goal/objective of a campaign or movement to address the issue or conflict you have chosen.
  - f. Identify specific tactics that you would recommend to this group to help mobilize their power or create power for themselves and/or raise awareness of the issues (e.g. picket lines, petitions, letter campaigns, etc.)
  - g. Describe how your strategy will increase the will and power of the defense and undermine the will and power of the aggressors or opponents of your goals on this issue or conflict.
  - h. Describe how your strategy is in line with the strategy development models from the class reading, particularly *A New Weave of Power, People, and Politics*.
  - i. Describe how your specific tactics in nonviolent direct action could be part of and/or lead into other peacebuilding activities using the peacebuilding map such as negotiation, dialogue, institutionalization, or development programs.
3. Refer to the theories and examples from the course readings with at least 7 citations or references.
4. Points: 40-60 points (your choice) depending on the other assignments you complete.

### Advocacy Grading Guide:

Grade	Content (¾ of total grade)	Writing (¼ of total grade)
<b>A</b>	<ul style="list-style-type: none"> <li>■ You are able to use a wide range of theories and tools from the readings and class discussions in your paper.</li> <li>■ Your arguments draw on and use theories offered in the class texts.</li> <li>■ You follow all of the guidelines given in the assignment description.</li> </ul>	<ul style="list-style-type: none"> <li>■ The paper is well organized, with appropriate subtitles for different sections</li> <li>■ The writing is clear and concise</li> <li>■ There are few grammatical errors and the paper has been carefully edited.</li> <li>■ Citations are clear and formatted.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>■ You use a wide range of theories and tools from the readings and class discussion, but your use of the tools is superficial and does not demonstrate that you have fully developed a capacity to use them</li> <li>■ Your arguments are good, but you have missed some important components.</li> <li>■ You follow all of the guidelines given in the assignment description.</li> </ul>	<ul style="list-style-type: none"> <li>■ The paper is well organized, but lacks appropriate subtitles for different sections</li> <li>■ The writing is somewhat clear and concise, but could use improvement or assistance from a writing tutor</li> <li>■ There are more than a few grammatical errors and the paper has not been carefully edited.</li> <li>■ Citations incomplete</li> </ul>

C	<ul style="list-style-type: none"> <li>■ You use a few theories and tools from the readings and class discussions, but do not address some of the most important ones.</li> <li>■ Your arguments are incomplete.</li> <li>■ You do not follow all of the guidelines given in the assignment description.</li> </ul>	<ul style="list-style-type: none"> <li>■ The paper is not well organized.</li> <li>■ The writing is unclear.</li> <li>■ There are many grammatical errors</li> <li>■ Citations are incomplete</li> </ul>
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### Reading List:

1. Turpin, Jennifer, and Kurtz, Lester R., Editors, **“The Web of Violence,”** University of Illinois Press, Urbana and Chicago, USA, 1997.
2. Volkan, Vamik D., **“The Need to Have Enemies & Allies,”** Jason Aronson Inc., Northvale, New Jersey, USA, London, England, 1994, 1988
3. Richards, Paul, **“Fighting for the Rain Forest – War, Youth & Resources in Sierra Leone”**, The International African Institute in conjunction with James Currey Press, Oxford, UK and Heinemann Press, New Hampshire, 1996.
4. Ackermann, P. & Duvall, J., **“A Force More Powerful – A Century of Nonviolent Conflict”**, Palgrave Publishers, New York, 2000.
5. King, M. Miller, C., **“Teaching Model: Nonviolent Transformation of Conflict”**, University of Peace Press, Switzerland, 2006. (on-line)
6. Stager, M., & Lind, N. (eds.) **“Violence and Its Alternatives – A Reader”**, St. Martin’s Press, New York, 1999.
7. Cone, J., **“Martin & Malcolm & America: A Dream or a Nightmare”**, Orbis Books, 1992.
8. Gelderloos, P., **“How Nonviolence Protects the State”**, South End Press, 2007.

### Christian Nonviolence Reading List:

9. Bailie, Gil, **“Violence Unveiled,”** The Crossroad Publishing Company, New York, USA, 1997.
10. Zimmerman Herr, Judy and Herr, Robert, editors, **“Transforming Violence,”** Herald Press, Scottsdale, Pennsylvania, USA and Waterloo, Ontario, Canada, 1998.
11. Dear, John, **“Disarming the Heart - Toward a Vow of Nonviolence”**, Herald Press, Scottsdale, Pennsylvania, 1993.
12. Swartley, Willard M., Editor, **The Love of Enemy and Nonretaliation in the New Testament**, Westminster/John Knox Press, 1992.
13. Butigan, Ken, **“From Violence to Wholeness – A ten part program in the spirituality and practice of active nonviolence,”** Pace e Bene Franciscan Nonviolence Center, 1999.
14. Kraybill, Donald, **The Upside-Down Kingdom** (revised edition) Herald Press, 1990.
15. Lind, Millard C., **Yahweh is a Warrior**, Herald Press, 1980.
16. Hauerwas, Stanley, **The Peaceable Kingdom**, University of Notre Dame Press, 1983.
17. Miller, Marlin E. & Barbara Nelson Gingerich, **The Church's Peace Witness**, Eerdman's Press, 1994.
18. Yoder, John Howard, **The Original Revolution**, Wipf & Stock Press, 1998.
19. Yoder, John Howard, **The Politics of Jesus**, Eerdmans Press, 1995.

**Writing Guidelines:**

*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). 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 student handbook or request a copy from the Academic Program Coordinator).

**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, doing justice, and walking humbly before God. 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). [Taken from “Academic Integrity,” 2010-11 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see <http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

**Grading Scale & Feedback:**

*Grades* will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment 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
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s. A GPA of 3.0 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.

**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/>

**Academic Support Center & Disability Support Services:**

If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide editing or proofreading services. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3rd floor of the Sadie Hartzler Library.

**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. (EMU Graduate Catalog)

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly 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) using a course extension form provided by 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 certain circumstances).

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: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

**Writing Standards –Graduate Level (Grid Version)**

<b>Criteria</b>	<b>A excellent</b>	<b>B minimal expectations</b>	<b>C below expectations</b>	<b>Comments</b>
<b>Content</b> <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- shows depth of content</li> <li>- applies insight and represents original thinking</li> <li>-demonstrates quality and breadth of resources</li> </ul>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- shows substantial information and sufficient support</li> <li>- almost always represents original thinking</li> <li>- uses quality resources</li> </ul>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- lacks depth of content and may depend on generalities or the commonplace</li> <li>- represents little original thinking</li> <li>- uses mostly quality resources</li> </ul>	
<b>Structure</b> <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> <li>- is coherent and logically developed</li> <li>- uses very effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>- is coherent and logically developed</li> <li>- uses smooth transitions</li> </ul>	<ul style="list-style-type: none"> <li>- is coherent and logically (but not fully) developed</li> <li>- uses some awkward transitions</li> </ul>	
<b>Style</b> <i>(appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)</i>	<ul style="list-style-type: none"> <li>- is concise, eloquent, and rhetorically effective</li> <li>- composes varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- displays concern for careful expression</li> <li>- composes some varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- displays some personality but lacks imagination and may be stilted</li> <li>- composes little varied sentence structure</li> <li>- frequently uses jargon and clichés</li> </ul>	
<b>Conventions</b> <i>(adherence to grammar rules: usage, mechanics)</i>	<ul style="list-style-type: none"> <li>- composes well-constructed sentences</li> <li>-makes virtually no errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>- almost always composes well-constructed sentences</li> <li>- makes minimal errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>- usually has well-constructed sentences</li> <li>- makes several errors</li> <li>- makes word choices that distract the reader</li> </ul>	
<b>Source Integrity</b> <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes credible paraphrases, cited correctly</li> <li>- includes reference page</li> <li>- makes virtually no errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes credible paraphrases, usually cited correctly</li> <li>- includes reference page</li> <li>- makes minimal errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes mostly credible paraphrases, sometimes cited correctly</li> <li>- includes reference page</li> <li>- makes several errors in documentation style</li> </ul>	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs 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 Council of Writing Program Administrators).</p>				<b>Grade</b>

*Approved by University Faculty                      April 28, 2004*  
*Revised by the Writing Committee                  April 2008*  
*Updated March 2009*