

*Eastern Mennonite University  
Center for Justice & Peacebuilding  
Graduate Program in Conflict Transformation*

**PAX 585: INTERNATIONAL DEVELOPMENT  
Spring 2012: COURSE SYLLABUS  
Wednesdays, 2:45-5:45 p.m. - HL 121**

**INSTRUCTOR**

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**Office Hours :** Tuesdays, 8 a.m. – 12 p.m.

**Office Location :** Rm 110 – CJP

**COURSE DESCRIPTION**

The goal of this course is to expose participants to some of the issues, dilemmas, and strategies in International development. The course is roughly structured into two sections: Intellectual History & Contemporary Issues. In the first section, participants will briefly be exposed to an overview of the history, players and competing philosophies in the development field. A set of theoretical frameworks for analyzing and designing international development projects will be presented including an exploration of embedded assumptions and best practices for each framework. In the second section, participants will study contemporary issues within the development field and the implications for future directions of International and Community Development. During the last section, participants will analyze a specific case from their own work or life context and develop an analysis based on the principles and topics covered in this course. Readings will be drawn from a selection of articles representing a range of development theorists including Rostow, Shumaker, Korten, Freire, Gunder-Frank, Yunus, Sen, Max-Neef, Galtung and Jantzi. However, there are three texts that will be used throughout the course:

Thomas-Slayter, B. 2003. Southern Exposure – International Development and the Global South. Bloomfield, CT: Kumarian Press.

Narayan, D. and et.al. 2000. Voices of the Poor: Can Anyone Hear Us? World Bank/Oxford University Press. Oxford.

Anderson, M. 1991. Do No Harm: How Aid Can Support Peace – Or War. Lynne Rienner Publishers. Boulder, CO.

The course is primarily a seminar discussion format and guest speakers as well as class participants will be invited to share their own stories from the field of international development and/or peacebuilding.

### **Learning Outcomes for International Development Course:**

- Gain an understanding of the history, players, and competing philosophies within the field of international and community development.
- Distill a set of principles for achieving sustainable development.
- Identify contemporary issues and future directions within the Field of Development.
- Explore “best practice” case studies and projects from each of the four development dimensions (economic, social, environmental, and human).
- Be able to analyze a program or case study from their life experience using the frameworks and issues covered in class.

### **Background**

#### **Various Questions:**

- Your development or peacebuilding agency has been asked by government officials to develop a set of programs in the region where you live and work. You are tasked with initiating this program. Where should you start? What should you do?
- One of your colleagues throws up his hands in frustration at working with a particular peacebuilding / development NGO. He says “they just don’t understand what they are doing”. You counter with a comment that perhaps it is simply that the paradigm assumptions they are using are different from ours. Your colleague looks puzzled and asks what you mean. What do you mean?
- You read about an Italian Policeman killed during a World Trade Organization (WTO) protest in Rome. What is the cause of these WTO riots? How do they affect international development workers?
- During his presidency, Clinton initiated a program to forgive 400 million dollars of debt owed to the U.S. by some of the world’s poorest nations. Is this a good thing or bad thing? What does this mean for international development?
- The policies of former US President Bush’s Faith-Based Initiatives produced a great deal controversy. What have been some of the positives and what are some of the negatives of this series of initiatives? What impact has this initiative had on the international development scene?
- Another colleague from your place of work is strongly advocating that the organization do more direct advocacy to the US government to help change US policies towards the conflict zone you are working. Your director wants you to describe some of the theoretical critiques concerning direct advocacy. How do you respond?

## **Narrative:**

These and other questions fall within a rather ambiguously defined arena that has come to be called *Development*. This arena is a very complex, highly variable topic which contains few immutable "right" answers. Discussions concerning development theory and practice have generated considerable disagreement and acrimony among both experts and lay people. The parable of the seven blind men and the elephant provides a good metaphor of the dynamics involved.

A study of the sociology of international development is a study of the assumptions that people and organizations carry explicitly or implicitly about the nature of social change, social development, and the causes of poverty and conflict. This class will develop an overview framework for making sense of the variety of perspectives and programs found in the development and peacebuilding fields. This overview can be used as a means of locating one's own personal assumptions as well as understanding different development program assumptions. To use the blind men metaphor again, the course's objective is to present enough of an overview of the dynamics of development to help the student "see the elephant".

There are three threads that run throughout the course. The first thread covers the history and evolution of Development and Peacebuilding as industries and provides an overview of the Players in the scene. The second thread draws on a variety of theorists to develop a theoretical framework for locating personal and programmatic assumptions concerning Development. The third thread examines the Non-Governmental Organization world through a series of case studies from actual experiences of practitioners in the field.

Although there is some rough chronology, these three threads will intertwine throughout the course. Hopefully by the end of the course, you will have acquired the tools to answer the questions listed above as well as many others that might come into your lives. Although the course is termed International Development, the frameworks presented in this course are relevant to the peacebuilding arena and to an understanding of the role agencies may unintentionally play in exacerbating conflict through their programs.

The course will be conducted in a seminar format. Class discussions will focus on reflection and analysis of assigned readings. Active participation in the discussions will help the student to more fully internalize the materials.

## **COURSE REQUIREMENTS**

### **3 Credit Hours:**

1. Read the assigned material prior to class and fully participate in class discussions and exercises.
2. Meet weekly with a small group to discuss the readings and post one well-crafted pertinent question for discussion each week.
3. Facilitate one reading summary and discussion in class (45 minutes)
4. Complete a mid-term textual analysis exercise (8-10 pages)
5. Complete a final paper on a selected topic (12-15 pages)
6. Develop a visually impressive 15 minute presentation for your final assessment based upon development practice from your life experience or a selected case study.

### **Class Assessments – (3 CH)**

The final grade will be determined as follows:

- |   |                          |
|---|--------------------------|
| • Class Participation                           | 25                       |
| • One Reading Summary Presentation              | 25                       |
| • Weekly Small Group Discussion & Question Post | 50 (5 points x 10 weeks) |
| • Mid-Term Individual Analysis                  | 65                       |
| • Final Paper                                   | 85                       |
| • <u>Final Project Presentation</u>             | <u>50</u>                |

**Total: 300 points**

**NB:** Letter grades will be assigned according to the total percentage out of a possible 300 points.

### **2 Credit Hours:**

1. Read the assigned material prior to class and fully participate in class discussions and exercises.
2. Meet weekly with a small group to discuss the readings and post one well-crafted pertinent question for discussion each week.
3. Facilitate one reading summary and discussion in class (45 minutes)
4. Complete a mid-term textual analysis exercise (8-10 pages)

### **Class Assessments – (2 CH)**

The final grade will be determined as follows:

- |   |                          |
|---|--------------------------|
| • Class Participation                           | 25                       |
| • One Reading Summary Presentation              | 25                       |
| • Weekly Small Group Discussion & Question Post | 50 (5 points x 10 weeks) |
| • Mid-Term Individual Analysis                  | 100                      |

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**Total: 200 points**

**NB:** Letter grades will be assigned according to the total percentage out of a possible 200 points.

### **1 Credit Hour:**

1. Read the assigned material prior to class and fully participate in class discussions and exercises.
2. Meet weekly with a small group to discuss the readings and post one well-crafted pertinent question for discussion each week.
3. Facilitate one reading summary and discussion in class (45 minutes)

### **Class Assessments – (1 CH)**

The final grade will be determined as follows:

- |                       |    |
|-----------------------|----|
| • Class Participation | 25 |
|-----------------------|----|

- One Reading Summary Presentation 25
- Weekly Small Group Discussion & Question Post 50 (5 points x 10 weeks)

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**Total: 100 points**

**NB:** Letter grades will be assigned according to the total percentage out of a possible 100 points.

## ASSIGNMENT DESCRIPTIONS

### **Class Participation**

This class is intended to be a seminar format. As such, participation in class discussions is encouraged to generate shared learning and the mutual construction of knowledge. **(25 points)**

### **Reading Summary Presentation**

Students will be divided into pairs. Each pair will prepare a 45 minute presentation – 30 minutes to summarize the readings, connect the ideas to contemporary issues or life experiences, and 15 minutes to facilitate a class discussion. Creative visuals and participatory learning methods are actively encouraged. Each facilitation will be graded according to a rubric including: knowledge of the material, creativity of visuals and discussions, depth of connection to contemporary issues or life experiences, and the extent of inclusion of external materials and the extent of reference to class discussions. **(25 points)**

### **Small Group Work**

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, every student will be placed in a small group that will meet once a week in between class sessions to discuss and debate the readings for that week's topic. Emanating from those weekly conversations, small groups are required to post one well-articulated, relevant question for class discussion/debate in the following week. These questions will be collated and referred to as part of the class content each week.

- Posted Questions – Required for 10 weeks of class (excluding the first and last class periods, mid-term and thanksgiving break). Each group question post will be worth 5 points. **(50 points)**

### **Mid-Term Analysis Paper**

At the mid-point of the semester, each individual will have the opportunity to demonstrate their grasp of the readings by making connections to a real world development publication. Each student will be given a development magazine/publication one-week prior and they will be asked to write a **8-10 page** (double spaced) analysis of the magazine seeking to make connections to class, generate insights or discuss implications. A handout closer to mid-term will provide more detail of the exercise. The mid-term class period will involve debriefing with each other and reflecting on the process so the paper is due before the class meets. This exercise is intended to be a mid-point transition between the intellectual history section and the contemporary issues section and can also serve as a point for re-focusing and syllabus modification. A close reading of assorted materials will be required. **(65 points)**

### **Final Paper**

As a final exercise, students will be asked to select a topic from their own life experience and write a **12-15 page** (double spaced) 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. Each paper will be graded according to a rubric including: knowledge of the material, creativity of discussions, and the depth of connection to contemporary issues or life experiences. This final paper should be seen as representing the capstone of student thinking on the course. **(85 points)**

**Note:** *Students have the option of completing an arts-based final assignment also. The particulars of this form of assignment must be discussed with the instructor in advance and must adhere to the arts-based assignment guidelines provided at the end of this syllabus.*

### **Final Presentation**

Students will be asked to give an individual 15-minute presentation, with creative visuals, on their paper during the final class period. The presentation should make connections between class topics covered during the semester and their previous work. This in-class sharing is to provide an opportunity for group reflection and analysis of the various life experiences individuals have in the field of International Development or related contexts. **(50 points)**

## Class Schedule – Spring 2012 – Wednesdays, 2:45-5:45 pm - HL 121

**Note:** The class schedule may be modified to respond to student interests or to take advantage of unexpected guest speaking opportunities.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Guest Speakers or Films</b>
1/18	<b>Welcome/Syllabus/Expectations</b> History and Players <i>Case Study:</i> Phola Park	Thomas-Slayter, (Chapters 1-2)	
<b>Section I: Intellectual History &amp; Theoretical Frameworks</b>			
1/25	<b>Overall Introduction:</b> Paradigm Overviews & Narayan	Jantzi, Korten, Narayan (Chap. 2), Landes	<i>Guest Speaker</i>
2/1	<b>Modernization Paradigm</b> <i>Case Study:</i> Lesotho Dams	Webster, Rostow, Inkeles, Rogers, Morgantheu, Easterly, Lobe	
2/8	<b>Growth With Equity Paradigm</b> <i>Case Study:</i> Goat Milk Project	Shumaker, McGinnis, Davis, Yunus, Rural Reprive, Popular Mechanics	<i>Guest Speaker</i>
2/15	<b>Liberation From Dependency Paradigm</b> <i>Case Study:</i> Mozambique Land	Webster, Freire, Gunder-Frank, Illich, Eglitis	
2/22	<b>Capabilities Approach and Human Scale Development:</b> Integrative Alternatives? <i>Case Study:</i> Sierra Leone Ex-Combatant Reintegration	Max-Neef et al., Sen, Galtung	
2/29	<b>Critical Cross-Cutting Issues:</b> Population / Gender Dynamics, Food Security, and Environmental Degradation  <i>Case Study:</i> Burundi MCC Food for Work Program	Thomas-Slayter (Chapters 7-8) <i>Gender Issues:</i> Narayan (Chap. 5) Simons <i>Environmental Issues:</i> Schnaiberg & Gould Daniel & Mittal	<i>Guest Speaker</i>  <b>Mid-Term Analysis Papers Due</b>

<b>Section II: Contemporary Issues and Analysis Scenarios</b>			
<b>3/7</b>	<b>Spring Break</b>		
3/14	<b>Contemporary Issues:</b> Peacebuilding and Development <i>Role Play Exercise:</i> Conflict in the Countryside	Jantzi & Jantzi, Woodrow & Chigas, Cerretti, Cutter	<i>Guest Speaker</i>
3/21	<b>Contemporary Issues:</b> Unintended Consequences, Foreign Aid - Part I  IMF, WB, WTO	Thomas-Slayter (Chapters 5-6)	
3/28	<b>Contemporary Issues:</b> Unintended Consequences, Foreign Aid - Part II  USAID/ AFRICOM UN/International NGOs  <i>Case Study:</i> Sierra Leone Peace-Keeping Forces	Ferguson, Chambers, Jantzi, Drumm, Lone, Caplan	<i>Guest Speaker</i>
4/4	<b>Contemporary Issues:</b> Humanitarian Assistance/Disasters	Anderson, Uvin, Farmer, de Waal, Riak	<i>Guest Speaker</i>
4/11	<b>Contemporary Issues:</b> Corruption, Social Capital, & Civil Society Networks  <i>Case Study:</i> Kid's Community	Narayan (Chs. 4 & 6) Jantzi & Jantzi (Local Ownership), Jantzi (Relationships) Matthews (Connections)	<i>Guest Speaker</i>
4/18	<b>The Way Forward:</b> New Voices and New Agendas  <i>Case Studies:</i> Burundi Reconstruction & Majola	Narayan, (Chap. 7) Thomas-Slayter, (Chap. 9) Bradshaw & Wallace Smith	<b><i>Undergraduate Final Papers Due</i></b>
4/25	<b>Graduate Student - Class Presentations</b>		<b><i>Graduate Final Papers Due</i></b>

## International Development Seminar Reading and Reference List

### Principle Texts

Thomas-Slayter, B. 2003. Southern Exposure – International Development and the Global South. Bloomfield, CT: Kumarian Press.

Narayan, D. and et.al. 2000. Voices of the Poor: Can Anyone Hear Us? World Bank/Oxford University Press. Oxford.

Anderson, M. 1991. Do No Harm: How Aid Can Support Peace – Or War. Lynne Rienner Publishers. Boulder, CO.

### Articles (posted on Moodle)

Davis, M. 2004. *Planet of Slums*. New Left Review 26: 5-35.

Gunder-Frank, A. *The development of underdevelopment*. Monthly Review 18(4):17-31.

Jantzi, T. and V. Jantzi. 2002. *Strengthening Civil Society for Rural Development: An Analysis of Social Capital Formation by a Christian NGO in Bolivia*. In Local Ownership, Global Change: Will Civil Society Save the World? World Vision Publications, 2002. Roland Hoksbergen and Lowell Ewert, eds. Monrovia, CA.

Jantzi, V. E. 1991. *Socio-political paradigms of development and underdevelopment*. in De Santo C., G. Zondra, and M. Poloma (eds.), Christian Perspectives on Social Problems. Wesley Press. Indianapolis, IN. Pgs. 60-79.

Landes, D. 1990. *Why are we so rich, and they so poor?* The American Economic Review 80 (2): 1-13.

Lobe, K. 2007. A Green Revolution For Africa: Hope for Hungry Farmers? Canadian Foodgrains Bank.

Max-Neef, M. et.al. 1989. *Human Scale Development*. Development Dialogue – A Journal of International Development Cooperation. Uppsala: Dag Hammarskjold Foundation. 1: 1-80

Morganthu, H. 1962. *A political theory of foreign aid*. The American Political Science Review 56 (2): 301-309.

### **Excerpts from Supplementary Texts – (posted on Moodle)**

- Chambers, Robert. 1993. Challenging the Professions: Frontiers for Rural Development. Intermediate Technology Publications. London, England.
- Farmer, P. 2003. Pathologies of Power. University of California Press. Berkeley, CA.
- Freire, P. 1970. Pedagogy of the Oppressed. Seabury Press. New York, NY.
- Galtung, J. 2010. A Theory of Development. Oslo, Norway: Kolofon Press / Transcend University Press
- Inkeles, A. and D. Smith. 1974. Becoming Modern: Individual Change in Six Developing Countries. Harvard University Press. Cambridge, MA.
- Korten, D.C. 1990. Getting to the 21st Century. Kumarian Press inc., West Hartford, Connecticut.
- Rogers, E. 1969. Modernization Among Peasants. Cleveland, OH.
- Rostow, W.W. 1960. The Stages of Economic Growth. Cambridge University Press. Cambridge, MA.
- Sen, A. 2000. Development as Freedom. Anchor Books.
- Shumaker, E.F. 1973. Small is Beautiful: Economics as if People Mattered. Harper & Row. London.
- Uvin. P. 1998. Aiding Violence: The Development Enterprise in Rwanda. Kumarian Press. Hartford, CT.

### **Best Practice Reference Manuals & Other Suggested Reading:**

- Habitat for Humanity International. 2004. Participation Toolkit: Methodologies to improve communication and planning. Habitat For Humanity International. Americus, GA.
- Hope, A. and S. Timmel. 2002. Training for Transformation, Vol. 1-3. IDTG Publishing. London.
- McKibben, B. 2007. Deep Economy – The Wealth of Communities and the Durable Future. Holt Paperbacks. New York, NY.
- Wilson-Hartgrove, J. 2009. God's Economy – Redefining the Health & Wealth Gospel. Zondervan. Grand Rapids, Michigan.

## Supplemental information for CJP graduate course syllabi:

Approved 3/20/06; updated 12/11

### **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,” 2011-12 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 or call the Academic Support Center on the 3rd floor of the Sadie Hartzler Library or by accessing WOnline on myEMU portal.

**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.

**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> (quality of the information/ideas and sources/details used to support them)	<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> (logical order or sequence of the writing)	<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> (appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)	<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 <u>but</u> 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> (adherence to grammar rules: usage, mechanics)	<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> (appropriate acknowledgment of sources used in research)	<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*

**Criteria for Evaluating Arts & Media Based Peacebuilding Projects - Draft 4/3/11**

CRITERIA	Excellent	Comments
<p><b>Goals &amp; Audience</b>  <i>Are the goals of the project clear? Have they been met?</i>  <i>Is the intended audience clearly specified?</i>  <i>Is the project appropriate for this audience?</i>  <i>Does the project communicate to the intended audience</i></p>	<p>-audience &amp; goals clearly specified.                      -project appropriate for, and likely to meet, its goals                      -project is appropriate for specified audience                      -project understandable to &amp; likely to engage and/or communicate to audience</p>	
<p><b>Methodology</b>  <i>Is the overall methodology clear and appropriately used?</i>  <i>Has the project incorporated specific methods required by the assignment?</i>  <i>If intended as a form of intervention, has thought be given to how it will be implemented?</i></p>	<p>-project incorporates inquiry methods required by the assignment                      -all methodologies &amp; 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 &amp; methods are adequately identified</p>	
<p><b>Analysis</b>  <i>Is there evidence of critical thinking and analysis?</i></p>	<p>- 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</p>	
<p><b>Craft &amp; Coherence</b>  <i>Is the level of artistic and/or technical craft adequate for the specified goals and audience?</i>  <i>Did it involve an appropriate amount of work?</i>  <i>Does the final product have coherence and “resonance?”</i></p>	<p>- level of craft is clearly adequate for the audience &amp; to meet project goals (whether or not it meets “artistic” standards)                      -project is coherent &amp; likely to resonate with the intended audience                      -product shows an appropriate amount of effort for this assignment</p>	
<p><b>Content</b>  <i>Is the content appropriate &amp; adequate, given the goals, audience &amp; assignment?</i>  <i>Is there evidence of insight, originality &amp;/or creativity?</i></p>	<p>- information conveyed is clearly adequate for goals, audience &amp; assignment                      -shows depth &amp; breadth of content                      -shows insight, originality &amp;/or creativity</p>	