

**PAX 617 Multi-track peacebuilding processes:
Strategies for war-to-peace transitions**

Center for Justice and Peacebuilding

Eastern Mennonite University

Spring 2012

Thursdays 1:30-4:30, Hartzler Library (HL 121).

Instructor:

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540-432-4579

Spring Office Hours: Thursdays 9:00-12:00 (sign-up for a timeslot or stop by) or by appointment

Course description

This course will address many of the dilemmas in developing and sustaining processes to end armed conflict and make the transition to durable peace and more inclusive states. We will seek to deepen our understanding of key challenges and opportunities, risks and resources typically operating in these conflict systems, exploring leverage points for peacebuilding interventions. Our aim will be to use these insights to design strategies capable of transforming these systems by setting a trajectory for greater justice, development and reconciliation.

We will explore some of the characteristics of war and protracted societal violence in the 21st century, seeking to identify the strategic implications for responding to it effectively. We will consider a range of key challenges faced by most transitional societies and explore intervention strategies to address them. We will study the 'design' of political negotiation processes aimed at ending fighting and creating the frameworks for peaceful settlement, with special attention to processes that enable public participation in political negotiations. We will use case studies, group exercises, and – as relevant – discussion of specific dilemmas participants have encountered in their own work / context.

Course objectives

1. Understand key characteristics of war, state fragility and protracted violence in today's globalized world and the challenge these pose for peacebuilding.
2. Develop a broad understanding some of the key challenges in fostering war-to-peace transitions and in supporting a trajectory for more inclusive and democratic statebuilding.
3. Learn about a variety of ways peacebuilders have addressed those challenges in a diverse range of societies, drawing out key learning points and considering their implications for other conflict contexts.
4. Increased experience of how to communicate effectively to a general audience the ways to address a complex peacemaking challenge.
5. Increased capacity to move from analysis of conflict issues – and the positions, interests and needs of parties – to formulating overarching strategies capable of addressing them.

Requirements

- 1) **Participation:** Active participation in class discussions and exercises will be an important part of this course. Completing the readings 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. *(20% of the grade for the class)*
- 2) **'Blog'-style article** written for an educated but non-specialist general audience explaining a key peacemaking challenge and how various theorists think it can best be addressed, 1,500-2,000 words. Detailed guidance notes for this assignment will be given in class. Due on 22 March 2012. *(25% of the grade for the class)*
- 3) **Comparative case study presentation drawing out learning points:** A 20-minute presentation to the class drawing out comparative lessons from several case studies on how civil society groups responded to a challenge linked with the weekly topic. Detailed guidance notes for this assignment will be given in the first week of class and in the second week of class each participant will sign-up for a presentation slot. *(20% of the grade for the class)*
- 4) **Strategic framework:** Participants will draw upon all the issues explored in the class, as well as their conflict analysis skills, to develop a macro-strategic framework of social-political processes to assist a war-to-peace transition process in a specific conflict. Given the complexity of this assignment, this will be a group project. If there are specific reasons why a student wants to do an individual project, I will be open to discussing it. Each group will prepare both a strategy paper and a presentation of their strategy to be shared with the class on the last day, 26 April 2012. Detailed guidance notes for this assignment will be provided in class and working groups will be formed in the second week. *(35% of the grade for the class)*

This course is designed as a 3-credit hour class. Those taking the course for **only 2-credits** will need to do all the readings, participate actively and join the group project for developing a strategic framework. Those taking the course for **only 1-credit** will need to do all the readings, participate actively and complete the 'blog-style' article on addressing a key peacemaking challenge.

Readings

Required books for the course are:

Paul van Tongeren, et al, Eds. 2005. *People Building Peace II: Successful Stories of Civil Society*. Lynne Rienner.

John Darby and Roger Mac Ginty. 2003. *Contemporary Peacemaking: Conflict, Violence and Peace Processes*. Palgrave Macmillian.

Mary Kaldor. 1999. *New and Old Wars: Organized Violence in a Global Era*. Polity Press.

Required readings on Moodle:

There will be an extensive reading list drawn from the vast amount of high-quality 'grey literature' produced by policy institutes, INGOs government agencies and inter-governmental bodies available freely as .pdfs. These will be uploaded onto the class Moodle site or can be accessed online. Please see the weekly outline, below, for details.

Course schedule

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| <p>Week 1 Jan 19</p> | <p>'New wars', 'network wars' and 'failed states' How do we understand the characteristics of war and systemic violence in the 21st century and the challenges of responding to it effectively?</p> <p>Sarah Cliffe video: http://vimeo.com/18672226</p> | <p>Mary Kaldor. 1999. <i>New and Old Wars: Organized Violence in a Global Era</i>. Polity Press. (all – but especially Chapters 1,2, 4, 5, 6, 7)</p> <p>ON MOODLE <i>World Development Report 2011: Conflict, Security and Development – Overview</i>. The World Bank. http://wdr2011.worldbank.org/sites/default/files/WDR2011_Overview.pdf READ: Preamble, Part 1 and Part 2 (pp 1-23)</p> |
| <p>Week 2 Jan 26</p> | <p>War-to-peace transition processes writ large: Understanding the challenges and mapping out overarching strategies to support transitional possibilities.</p> <ul style="list-style-type: none"> • The challenge of renegotiating the political settlement and setting the trajectory for sustained conflict transformation • <i>Civil society roles</i> in responding to war, building the foundations for peace and preventing violence (introduced here but incorporated throughout) <p>+ forming working groups and sign-up for case study presentations</p> | <p>In Darby, J and MacGinty, R. <i>Contemporary Peacemaking: Conflict, Violence and Peace</i></p> <ul style="list-style-type: none"> • Introduction: What peace? What process Processes? • Arnson & Azpuru: From Peace to Democratization • MacGinty: The Role of Symbols in Peacemaking • Conclusion: Peace processes, present & future <p><i>People Building Peace II</i></p> <ul style="list-style-type: none"> • Catherine Barnes. Weaving the Web: Civil Society Roles in Working With Conflict and Building Peace. <p>ON MOODLE Anna Jarstad. 2008. Dilemmas of War-to-Democracy Transitions: Theories and Concepts. In Jarstad, A and Sisk, T (eds) <i>From War to Democracy: Dilemmas of Peacebuilding</i>. Cambridge University Press.</p> <p>Ashraf Ghani and Clare Lockhart. 2008. <i>Fixing Failed States: A Framework for Rebuilding a Fractured World</i>. Oxford University Press. READ: Chapter 6 “Toward a Multi-functional View of the State”</p> <p>UK Department for International Development. 2010. <i>Building Peaceful States and Societies: A DFID Practice Paper</i>. http://www.gsdrc.org/docs/open/CON75.pdf</p> |

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| <p><i>Week 3</i> Feb 2</p> | <p><i>Systemic approach to conflict transformation and peacebuilding processes</i></p> | <p>ALL READINGS ON MOODLE</p> <p>Catherine Barnes. 2009. <i>Ending War: The Need for Peace Process Support Strategies</i>. Policy Brief. Conciliation Resources. http://www.c-r.org/our-work/influencing-policy/peace-process-support-strategies.php</p> <p><u>FROM</u> - D. Körppen, N. Ropers & Hans J. Gießmann (eds.). <i>The Non-Linearity of Peace Processes: Theory and Practice of Systemic Conflict Transformation</i>. Opladen/Farmington Hills: Barbara Budrich Verlag. http://www.berghof-peacesupport.org/resources/books/</p> <ul style="list-style-type: none"> • Robert Ricigliano. 2011. "Planning for Systemic Impact" • Peter Woodrow and Diana Chigas. 2011. "Connecting the Dots: Evaluating Whether and How Programmes Address Conflict Systems." <p><u>FROM</u> -Berghof Handbook Dialogue No. 6: A Systemic Approach to Conflict Transformation. http://www.berghof-handbook.net/dialogue-series/no.-6-a-systemic-approach-to-conflict-transformation</p> <ul style="list-style-type: none"> • Norbert Ropers. 2008. <i>Systemic Conflict Transformation: Reflections on the Conflict and Peace Process in Sri Lanka</i>. • Günther Baechler. 2008. "Emerging Archetypes": <i>A Comparison of Patterns of the Peace Processes in Sri Lanka and Nepal</i>. • Dekha Ibrahim Abdi. 2008. <i>Working for Peace in Conflict Systems in Kenya: Addressing the Post-Election Crisis 2008</i>. • Friedrich Glasl. 2008. <i>Enriching Conflict Diagnosis and Strategies for Social Change: A Closer Look at Conflict Dynamics</i>. |
| <p><i>Week 4</i> Feb 9</p> | <p><i>Preventing violence and building the 'architecture' for peace</i> Preventing the descent into war / protracted violence and creating the infrastructure for addressing conflict issues and relationships</p> | <p>ON MOODLE</p> <p>Sanam Anderlini and Victoria Stanski. 2004. Conflict Prevention. <i>Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action</i>. International Alert and Hunt Alternatives Fund. http://www.huntalternatives.org/download/28_conflict_prevention.pdf</p> |

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| | | <p>International Commission on Intervention and State Sovereignty. 2001. <i>The Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty</i> http://responsibilitytoprotect.org/ICISS%20Report.pdf - READ pages 1-45 only</p> <p>Andries Odendaal. 2010. <i>An Architecture for Building Peace at the Local Level</i>. United Nations Development Program.</p> <p>People Building Peace II</p> <ul style="list-style-type: none"> • Takwa Zebulon Suifon. "Early Warning, Early Response: Preventing Violent Conflict." • Max van der Stoel "Early Involvement" • Neil Jarman. "Managing Conflicts by Phone: The Mobile Phones Network in Northern Ireland" • Peter Juma gunja and Selline Otieno Korir. "Working with Local Wisdom: The National Council of Churches of Kenya Peace Program" |
| <p><i>Week 5</i> Feb 16</p> | <p><i>Engaging armed groups and addressing the challenges of asymmetry</i></p> | <p>ALL READINGS ON MOODLE</p> <p><i>Choosing to engage: armed groups and peace processes</i>. Policy Brief. Conciliation Resources. http://www.c-r.org/our-work/influencing-policy/engaging-groups-policy-briefing.php</p> <p>Rob Ricigliano. 2005. <i>Choosing to engage: armed groups and peace processes</i>. Issue 16. Accord: An International Review of Peace Processes. London: Conciliation Resources. http://www.c-r.org/our-work/accord/engaging-groups/contents.php READ :</p> <ul style="list-style-type: none"> • Sue Williams and Rob Ricigliano. Understanding armed groups. • Clem McCartney. From armed struggle to political negotiations: Why? When? How? • Liz Philipson. Engaging armed groups: the challenge of asymmetries • Joaquín Villalobos. The Salvadorean insurgency: why choose peace? • Alastair Croke. In search of respect at the table: Hamas ceasefires 2001-03 • Saw David Taw. Choosing to engage: strategic considerations for the Karen National Union |

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| | | <p>Veronique Dudouet. 2009. <i>From War To Politics: Resistance/Liberation Movements in Transition</i>. Berlin: Berghof Research Center for Constructive Conflict Management. http://www.berghof-conflictresearch.org/documents/publications/br17e.pdf</p> <p>Aguswandi and Wolfram Zunzer. 2008. <i>From Politics to Arms to Politics Again: The Transition of the Gerakan Aceh Merdeka (GAM)</i>. Beghof Transitions Series, No. 5. http://www.berghof-conflictresearch.org/documents/publications/transitions_gam.pdf</p> |
| <p>Week 6 Feb 23</p> | <p>Changing the strategic calculus</p> <ul style="list-style-type: none"> • Policy tools: sanctions, incentives and conditionality • Social movements • Targeted campaigns <p>Learn about campaigning groups like Global Witness</p> | <p><i>Contemporary Peacemaking:</i></p> <ul style="list-style-type: none"> • I William Zartman. The Timing of Peace Initiatives: Hurting Stalemates and Ripe Moments. • John Paul Lederach. Cultivating Peace: A Practitioner’s View of Deadly Conflict and Negotiation. <p><i>People Building Peace II</i></p> <ul style="list-style-type: none"> • Milja Jovanovic. Rage Against the Regime: The Otpor Movement in Serbia. • Joseph Karanja. Fighting Corruption: The Clean Election Campaign in Kenya. • Thelma Ekiyor and Leymah Gbowee. Women’s Peace Activism in West Africa: The WIPNET Experience <p>Aaron Griffiths with Catherine Barnes (eds). 2009. <i>Powers of persuasion: incentives, sanctions and conditionality in peacemaking</i>. Issue 19. Accord: An International Review of Peace Processes. London: Conciliation Resources. http://www.c-r.org/our-work/accord/incentives/contents.php READ</p> <ul style="list-style-type: none"> • Catherine Barnes, Celia McKeon and Aaron Griffiths. Introduction • Aaron Griffiths and Catherine Barnes. Incentives and sanctions in peace processes • Catherine Barnes and Aaron Griffiths. Influencing resolution: external roles in changing the strategic calculus of conflict • El Salvador: war-time negotiations and the coordination of external influence • Catherine Barnes. International isolation and pressure for change in South Africa • Anthony Regan. External versus internal incentives in peace processes: the Bougainville experience • Rex Brynen. Aid as carrot, aid as stick: the politics of aid conditionality in the Palestinian Territories. |

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| <p><i>Week 7</i> March 1</p> | <p><i>Developing a vision, creating an agenda</i></p> <ul style="list-style-type: none"> • Importance of process • Common substantive domains of the negotiation 'agenda' | <p>John Paul Lederach. 1997. <i>Building Peace: Sustainable Reconciliation in Divided Societies</i>. United States Institute of Peace. READ: Chapter 6, An Integrated Framework for Peacebuilding.</p> <p>Catherine Barnes. 2002. <i>Owning the process: Public participation in peacemaking</i>. Issue 13. Accord: An International Review of Peace Processes. London: Conciliation Resources. http://www.c-r.org/our-work/accord/public-participation/contents.php</p> <ul style="list-style-type: none"> • Enrique Alvarez with Tania Palencia Prado – Guatemala Feature Study (all) • Eldred DeKlerk, Chris Spies and Catherine Barnes – South Africa Feature Study (all) |
| <p>March 8 – NO CLASS, SPRING BREAK</p> | | |
| <p><i>Week 8</i> March 15</p> | <p><i>Building relationships for peace</i> Opening communication channels, Fostering relationships & promoting dialogue + Dealing with destructive fissure: Building intra-group coherence and reconciliation</p> | <p><i>Contemporary Peacemaking</i> – READ:</p> <ul style="list-style-type: none"> • Christopher Mitchell. Mediation and the Ending of Conflicts. <p><i>People Building Peace</i> – READ:</p> <ul style="list-style-type: none"> • Edward (Edy) Kaufman: Dialogue Based Processes (19) • Sumona DasGupta and Meenakshi Gopinath. Women Breaking the Silence: Athwaas Initiative in Kashmir (7.1) • James Wuye and Muhammed Ashafa. The Pastor and the Imam: The Muslim-Christian Dialogue Forum in Nigeria. (10.2) • Neil Jarman. Managing Conflicts by Phone: The Mobile Phones Network in Northern Ireland. (17.1) • A Nonthreatening Approach to Peace: The Community Sant'Egidio in Mozambique (21.1) • Diana Lampen and John Lampen: Facilitating a Mutual De-escalation Process: Quakers and the Peace and Reconciliation Group in Northern Ireland. (21.2) <p>ON MOODLE</p> <p>Aaron Griffiths with Catherine Barnes (eds). 2009. <i>Powers of persuasion: incentives, sanctions and conditionality in peacemaking</i>. READ</p> <ul style="list-style-type: none"> • Michael Ancram. "The Middle East Peace Process: the case for jaw-jaw not war-war" |

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| | | <p>Alastair Sparks. 1995. <i>Tomorrow Is Another Country: The Inside Story of South Africa's Road To Change</i>. University of Chicago Press. – Prologue “The Tale of the Trout Hook”</p> <p>Simon Mason. 2009. <i>Insider Mediators: Exploring Their Key Role in Informal Peace Processes</i>. Berlin: Berghof Foundation for Peace Support</p> <p>Kamoludin Abdullaev and Catherine Barnes (eds). 2001. Politics of compromise: The Tajikistan peace process. Issue 10. <i>Accord: An International Review of Peace Processes</i>. London: Conciliation Resources. http://www.c-r.org/our-work/accord/tajikistan/contents.php READ:</p> <ul style="list-style-type: none"> • Catherine Barnes and Kamoludin Abdullaev. Introduction: From War to Politics. • Randa Slim and Harold Saunders. The Inter-Tajik Dialogue: from civil war towards civil society <p>OPTIONAL EXTRA:</p> <p>Andy Carl and Sr. Lorraine Garasu (eds). 2002. <i>Weaving consensus: The Papua New Guinea – Bougainville peace process</i>. Issue 12. <i>Accord: An International Review of Peace Processes</i>. London: Conciliation Resources. http://www.c-r.org/our-work/accord/png-bougainville/contents.php</p> |
| Constructing and conducting the negotiation process : 3-week theme, with many sub-topics | | |
| <p><i>Week 9</i> March 22</p> <p>**NOTE: 'Blog-Style' Article is Due Today</p> | <p><i>Addressing the military issues & new security arrangements:</i></p> <ul style="list-style-type: none"> • Ceasefires • the 'spoiler' problem, • Military integration and / or DDR | <p>PLEASE COMPLETE READINGS AS EARLY AS POSSIBLE IN THIS 3 WEEK CYCLE, AS WE WILL EXPLORE THEM IN AN INTER-RELATED WAY, THOUGH IT WILL BE HELPFUL TO READ THEM IN THE ORDER PRESENTED HERE:</p> <p><i>Contemporary Peacemaking</i> READ:</p> <ul style="list-style-type: none"> • Adrian Guelke. Negotiations and Peace Processes (5) • Pierre du Toit. Rules and Procedures for Negotiated Peacemaking. (6) • Stephen John Stedman. Peace Processes and the Challenge of Violence. (9) • Marie-Joelle Zahar. Reframing the Spoiler Debate in Peace Processes. (10) • Virginia Gamba. Managing Violence: Disarmament and Demobilization. (11) |
| <p><i>Week 10</i> March 29 (NB Comp Exam; light</p> | <p><i>Constructing the negotiation process</i> Continuum from elite pact making and power brokering to structured mediated talks to transformative</p> | |

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| course work) | mediation. | <ul style="list-style-type: none"> • John Darby. Borrowing and Lending in Peace Processes (21) |
| <p>Week 11 April 5 (NB last day before Easter Hols)</p> | <p>public participation in negotiation processes and in renegotiating the political settlement / constitutional reform</p> | <p><i>People Building Peace</i> READ:</p> <ul style="list-style-type: none"> • Diamedes Eviota, Jr. Grassroots and South-South Cooperation: Bantay Ceasefire in the Philippines. (15.4) <p>ON MOODLE</p> <p>Kamoludin Abdullaev and Catherine Barnes (eds). 2001. <i>Politics of compromise: The Tajikistan peace process</i>. Issue 10. Accord: An International Review of Peace Processes. London: Conciliation Resources. http://www.c-r.org/our-work/accord/tajikistan/contents.php READ:</p> <ul style="list-style-type: none"> • Vladimir Goryayev. Architecture of international involvement in the Tajik peace process . • Elena Rigacci Hay. Methodology of the inter-Tajik negotiations. • Rashid G. Abdullo. Implementation of the 1997 General Agreement: successes, dilemmas and challenges. • Rahmatillo Zoir and Scott Newton. Constitutional and legislative reform. <p>Mark Simmons and Peter Dixon (eds). 2006. <i>Peace by piece: addressing Sudan's conflicts</i>. Issue 18. Accord: An International Review of Peace Processes. London: Conciliation Resources. http://www.c-r.org/our-work/accord/sudan/contents.php READ:</p> <ul style="list-style-type: none"> • Julian Thomas Hottinger. The Darfur Peace Agreement: expectations unfulfilled. • Laurie Nathan. Failings of the DPA. • Alex de Waal. The DPA and its national context. <p><i>Learning from the Indonesia-Aceh peace process: an overview</i>. Policy brief. London: Conciliation Resources. http://www.c-r.org/our-work/influencing-policy/aceh-policy-briefing.php</p> <p>Catherine Barnes (ed). 2002. <i>Owning the process: Public participation in peacemaking</i>. Issue 13. Accord: An International Review of Peace Processes. London: Conciliation Resources. http://www.c-r.org/our-work/accord/public-participation/contents.php READ: ALL (Should have already read South Africa and Bougainville Feature Studies for</p> |

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| | | <p>Week 7)</p> <p>Christine Bell and Catherine O'Rourke. 2011. <i>UN Security Council 1325 and Peace Negotiations and Agreements</i>. Women at the Peace Table: Asia Pacific Opinion Series - N°4. Geneva: Centre for Humanitarian Dialogue. http://www.hdcentre.org</p> <p>Antonia Potter. 2011. <i>G is for Gendered: taking the mystery out of gendering peace agreements</i>. Women at the Peace Table: Asia Pacific Opinion Series - N°5. Geneva: Centre for Humanitarian Dialogue. http://www.hdcentre.org</p> <p>Antonia Potter. 2011. <i>Gender sensitivity: nicety or necessity in peace-process management?</i> Geneva: Centre for Humanitarian Dialogue. http://www.hdcentre.org</p> |
| <p>Week 12 April 12</p> | <p><i>Transitional justice: Dealing with the past; moving together into the future</i></p> <ul style="list-style-type: none"> • International, national, local considerations • Framework agreements: legal, political and societal considerations • Comparative experiences and process elements • Justice sector reform | <p><i>Contemporary Peacemaking</i> READ:</p> <ul style="list-style-type: none"> • Brandon Hamber. Transformation and Reconciliation. <p><i>People Building Peace II</i> READ:</p> <ul style="list-style-type: none"> • Hizkias Assefa. Reconciliation: Challenges, Responses and the Role of Civil Society. (23) • Restoring the Power of Speech: The REHMI Initiative in Guatemala (10.4) • Aaron Barnea and Ofer Shinar. Building Trust, Promoting Hope: The Families Forum Hello Peace Project in Israel and Palestine. • Allbino Forquilha. Transforming Arms into Ploughshares: The Christian Council of Mozambique. • Beverly Keefe. Fruits of War: Homies Unidos in El Salvador and the United States. • John Bond. From Saying 'Sorry' to a Journey of Healing: National Sorry Day in Australia. (23.1) • Corinne Bloch. Listen to Understand: The Listening Project in Croatia. (23.2) • Michael Henderson. The Spirit of Caux: Moral Re-Armament / Initiatives of Change in Switzerland. (23.3) • Dialogue Spices Peace: Baku Bae in Indonesia (23.4) |

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| | | <p>ON MOODLE</p> <p>David Bloomfield, Teresa Barnes and Luc Huyse (eds) <i>Reconciliation After Violent Conflict: A Handbook</i>. Stockholm: International IDEA. READ: Part 1 (pp10-54)</p> <p>OPTIONAL EXTRA:</p> <p>Ana Cutter Patel, Pablo de Greiff and Lars Waldorf (eds). 2009. <i>Disarming the Past: Transitional Justice and Ex-combatants</i>. Advancing Transitional Justice Series. International Center for Transitional Justice and the Social Science Research Council</p> |
| <p><i>Week 13</i> April 19</p> | <p><i>From war to development and democracy?</i></p> <ul style="list-style-type: none"> • Reconstructing the polity and building state capacity • Development challenges and strategies • International community and local ownership | <p>ON MOODLE</p> <p><i>World Development Report 2011: Conflict, Security and Development</i></p> <ul style="list-style-type: none"> • Chapter 2: Vulnerability to Violence http://wdr2011.worldbank.org/sites/default/files/WDR2011_Chapter2.pdf • Chapter 3, From violence to resilience: Restoring confidence and transforming institutions http://wdr2011.worldbank.org/sites/default/files/WDR2011_Chapter3.pdf • Chapter 4, Restoring confidence: Moving away from the brink http://wdr2011.worldbank.org/sites/default/files/WDR2011_Chapter4.pdf • Chapter 5, Transforming institutions to deliver security, justice, and jobs. http://wdr2011.worldbank.org/sites/default/files/WDR2011_Chapter5.pdf |
| <p><i>Week 14</i> April 26</p> | <p>Strategy presentations</p> | |

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.*

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| 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)

| <u>Criteria</u> | <i>A excellent</i> | <i>B minimal expectations</i> | <i>C below expectations</i> | <u>Comments</u> |
|--|---|--|---|-----------------|
| Content <i>(quality of the information/ideas and sources/details used to support them)</i> | - shows clarity of purpose - shows depth of content - applies insight and represents original thinking - demonstrates quality and breadth of resources | - shows clarity of purpose - shows substantial information and sufficient support - almost always represents original thinking - uses quality resources | - shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources | |
| Structure <i>(logical order or sequence of the writing)</i> | - is coherent and logically developed - uses very effective transitions | - is coherent and logically developed - uses smooth transitions | - is coherent and logically (but not fully) developed - uses some awkward transitions | |
| Style <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> | - is concise, eloquent, and rhetorically effective - composes varied sentence structure | - displays concern for careful expression - composes some varied sentence structure | - displays some personality <u>but</u> lacks imagination and may be stilted - composes little varied sentence structure - frequently uses jargon and clichés | |
| Conventions <i>(adherence to grammar rules: usage, mechanics)</i> | - composes well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices | - almost always composes well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices | - usually has well-constructed sentences - makes several errors - makes word choices that distract the reader | |
| Source Integrity <i>(appropriate acknowledgment of sources used in research)</i> | - cites sources for all quotations - composes credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style | - cites sources for all quotations - composes credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style | - cites sources for all quotations - composes mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style | |
| 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). | | | | <u>Grade</u> |

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