



School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Year/Term	Fall and Winter, 2015-2016
Course Title	SOWK 337 - Culture and Race in Social Work Practice
Course Schedule	Thursdays, 9:00 am – 12 noon (Term 1)
Course Location	Room 124 - Jack Bell Building (School of Social Work)

Instructors	Office Location	Office Phone	email address
Miu Chung Yan	Room 235	604 822-8688	Miu.yan@ubc.ca
Office Hours	Thu. 2:00-4:00 or by appointment (email me or see me in class)		

Teaching Assistant	Office Location	Office Phone	email address
Tsering Dolka	Jack Bell		
Office Hours			

Course Description:

This course examines issues and problems inherent in practicing social work with diverse cultural and racial populations within the Canadian immigration context. This course particularly focuses on how to work cross-culturally/racially with newcomers who are now the major source of population growth in Canada and have been facing numerous challenges as new Canadians. As a foundation course, it not only investigates the service delivery dimension but also closely examines the socio-political aspects of the context and the immigration reality of Canada, in which cross-cultural/racial social work is practiced. Informed by critical cross-cultural/antiracist approaches, this course critically examines the major concepts and principles of cultures, race and ethnicity, and “being new”, and their multifaceted intersection with other important social positions, particularly gender and class, which cause various forms of social marginalisation and oppression. The knowledge base of this course is, largely but not exclusively, grounded in sociological and anthropological understandings of concepts including culture, ethnicity, race and identity.

Course outcomes: After satisfactorily completing this course, you will be able to

- 1) critically explore and understand the meaning of concepts, including culture, ethnicity and race, particularly in relate to social work practice in a multicultural/ethnic/racial context;

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- 2) deconstruct racism as a form of oppression, particularly from the lived experiences of visible minorities;
 - 3) appreciate the complexity of multiple oppressions by integrating this course with concepts and theories introduced in SOWK 335 Fundamentals of Social Analysis for Social Work;
 - 4) understand the challenges of and existing services for newcomers;
 - 5) evaluate the Canadian immigration and multicultural policies and professional responses to newcomers, cultural differences and racism;
 - 6) selectively apply different approaches in cross-cultural/racial practice particularly the cultural sensitive/competence model, antiracist approach and critical dialogical model and evaluate their strengths and limitations;
 - 7) articulate your standpoints through a reflective-dialogic engagement with other on major debates of these issues.

Format of the course:

This course will be conducted in two formats: lectures with on-going and open dialogues and small group discussions in classroom, and seminar with small group presentation and discussion. Students are expected to actively participate in classroom and seminar discussions, personal reflection and small group projects, through which students are expected to integrate theories from the literature and their own lived experience with social work practice. Therefore, students are encouraged to express any idea, belief, thought, and feeling that will result in sincere engagement and critical inquiry with members of the class. The roles of the instructor are to provide guidance for a systematic learning process of individual students and to facilitate the dialogical reflection process within individual and among the group of students.

Ground Rules For Dialogue And Interactive Learning:

1. Safety and confidentiality
2. Listen respectfully
3. Be critical in analysis but gentle in expression
4. Seek to learn and have ownership of learning
5. Speak from your perspective
6. Acknowledge oppression exists
7. Distinguish emotion from reasoning
8. Active sharing

Required and Recommended Reading:

1. All readings, except those with “^” can be downloaded from UBC Library’s ejournal link.
2. Readings with “^” will be disseminated to you through email.
3. Reference readings (optional) can be found in the Koerner Library:

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- a) Al-Krenawi, A. & Graham, J., (2003). *Multicultural Social Work in Canada*, Don Mills, Oxford University Press.
 - b) Bauder, H. (2012). *Immigration & Settlement: Challenges, Experiences, and Opportunities*. Toronto: Canadian Scholars Press.
 - c) Dominelli, L. (1997). *Anti-racist Social Work: A Challenge for White Practitioners and Educators*. London, UK: MacMillan.
 - d) Evelyn, K. (2010). *Ethnicity and Human Rights in Canada* (3rd Ed). Don Mills, Ont.: Oxford University Press.
 - e) Fleras, A. (2012). *Unequal Relations: An Introduction to Race and Ethnic Dynamics in Canada* (7th ed.). ON, Toronto: Pearson.
 - f) Fleras, A. (2014). *Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance*. Waterloo, Ont: Wilfrid Laurier University Press
 - g) Hier, S. P., & Bolaria, B. S. (Eds.). (2007). *Race & Racism in 21st Century Canada: Continuity, complexity, and change*. Peterborough, Ontario: Broadview Press.
 - h) Henry, F, Tator, C., Mattis, W. & Rees, T. (2000) *The Colour of Democracy: Racism in Canadian Society*, (2nd edition), Toronto: Harcourt Brace Canada.
 - i) Johnson, A. G. (2006). *Privilege, Power and Difference* (2nd ed.). New York, NY: McGraw Hill.
 - j) Lum, D. (Ed.). (2011). *Cultural Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues* (4th ed.). Belmont, CA: Brooks/Cole.
 - k) McMullin, J. (2004). *Understanding Social Inequality*. Toronto, Canada: Oxford University Press.
 - l) Satzewich, V.N. (2011). *Racism in Canada*. Don Mills, Ont.: Oxford University Press.
 - m) Satzewich, V.N. & Liodakis, N., (2013). *Race & Ethnicity in Canada*, Don Mills, Ont.: Oxford University Press.
 - n) Sisneros, J., Stakeman, C., Joyner, M.C. & Schmitz, C.L. (2008). *Critical Multicultural Social Work*. Chicago, Ill.: Lyceum Books.

Resource for understanding Canadian immigration policies and programs, please refer to:

1. Citizenship and Immigration Canada at <http://www.cic.gc.ca/english/index-can.asp> -- the federal government department in charge of immigration policies and programs.
2. Affiliation of Multicultural Societies and Service Agencies of BC at <http://www.amssa.org/> -- the umbrella organization of BC settlement service agencies.
3. Metropolis Working Paper Series at (MBC) <http://mbc.metropolis.net/resources-wp.html>, and (CERIS) <http://www.ceris.metropolis.net/?p=1507> -- research and academic sites with many good reports of Canadian immigrant studies.
4. Canada Council for Refugees at <http://ccrweb.ca/> -- the national watch-dog organization advocating for refugees and immigrants.
5. UNHCR at <http://www.unhcr.org/cgi-bin/texis/vtx/home> -- United National Agency
6. International Organization of Migration: <http://www.iom.int/> -- International watchdog organization with rich resources regarding international migration.
7. Migration Policy Institute: <http://www.migrationpolicy.org/>.

Course Assignments, Due dates and Grading:

All written assignments of this course must be in 12-size fonts, double spacing and one-inch margin on all sides. APA referencing style is required. A writer guide with information in APA referencing format and style is recommended. Please see:

<http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>. **Note:** It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia and web information without credible source are not acceptable as an academic reference.

All written assignments should be in MS Words format. *File name should be lastname-assignment #* (e.g., Yan-assignment1.doc). **Please upload your assignments to this course's Connect site.** PAPER COPY will not be accepted.

Assignments:

1. Attendance and Participation: 10%

You are expected to have full attendance and participate appropriately in class and small group discussions. Missing class without doctor note or other proper document will lead to a deduction of 1%. Missing a seminar will lead to a deduction of another 1%. You are required to sign in for each class. Please note: any fraudulent signature is a violation of the School's Professional Conduct for Social Work Students. Other than facing possible disciplinary action, both parties (who signed for other and who have other to sign for them) will also have all the 10% deducted. Student missing for three classes or more (for whatever reasons) may not be allowed to attend the final examination.

2. Seminar: 25% (Group Grade)

You will be divided into four seminar groups. Each seminar group will be subdivided into four presentation groups. Each presentation group will be responsible for presenting and leading discussion of one seminar session. Students are encouraged to use multimedia to conduct the presentation. However, no more than 12 PowerPoint (or similar software) slides are allowed (Details please refer to the supplementary information).

3. Mid-term paper: 25% (Due October 16 before 10:00pm.)

You are required to write a five-page paper (formatting requirements see above and references are not included) to critically analyze how your culture, ethnicity, race and immigrant/citizen status may benefit and hamper you from working with clients in the field that you will have your placement. Please note: you need to first briefly describe the nature and general demographic picture of potential clients of the field. Your writing should convincingly and appropriately be substantiated by the readings of this course.

4. Final examination: 40%.

This will be an open book examination during the university examination period.

Last date for withdrawal without a W on your transcript: **September 22, 2015**

Last date for withdrawal with a W instead of an F on your transcript: **October 16, 2015**

OUTLINE

10/09/2015	<p>Introduction of Course</p> <p>Theories of Migration</p> <p>Reading: Yan, M.C. (Unpublished). Theories of Migration.</p>
17/09/2015	<p>Immigration in Canadian Context: History and Policies</p> <ul style="list-style-type: none"> a. History of Canadian migration: (CCR History of Canada Immigration Policy) b. Policy changes <ul style="list-style-type: none"> i. Goals of Canadian immigration policy ii. Immigration categories c. Social response to immigrant <ul style="list-style-type: none"> i. Public response: competition for job and absorbability issue ii. Multiculturalism d. Challenges for newcomers to settle in Canada <p>Readings: Li, P. (2003). Deconstructing Canada's discourse of immigrant integration. <i>Journal of International Migration and Integration</i>. 4(3):315-334. US Grantmakers Concerned with Immigrants and Refugees (2006). Immigration Integration Toolkit (https://www.gcir.org/sites/default/files/resources/GCIR%20Toolkit.pdf).</p> <p>Reference Materials: AMSSA Info Sheet: 1. Immigration Numbers and Statistics – Trends for Canada and BC: http://www.amssa.org/files/Info_Sheet/AMSSA%20Info%20Sheet%20Issue%202%20-%20Final.pdf. 2. The intersection of Poverty and Immigration in BC and Canada: http://www.amssa.org/files/Info_Sheet/AMSSA%20Info%20Sheet%20Issue%206%20-%20Final.pdf.</p> <p>CIC Settlement and Integration Program: http://www.cic.gc.ca/english/departement/paa/2012/activity-31.asp/</p> <p>Immigration and Refugee Protection Act (Access: http://laws-lois.justice.gc.ca/eng/acts/I-2.5/).</p>
24/09/2015	<p>Canadian Policy Context</p> <p>Readings:</p>

	<p>^Fleras, A. (2014) Chapter 12, Official multiculturalism: Anti-racism, or another racism in <i>Racism in a Multicultural Canada: Paradoxes, Politics, and Resistance</i>. Waterloo, ON: Wilfrid Laurier University Press, Pp243-262.</p> <p>Ley, D. (2007). <i>Multiculturalism: A Canadian Defence</i>. Research on Immigration and Integration in the Metropolis Working Paper Series Retrieved 12/24/2008, 2008, from http://mbc.metropolis.net/assets/uploads/files/wp/2007/WP07-04.pdf</p> <p>^Yan, M. C. (2012), <i>Canadian Multiculturalism Act and Beyond: Managing Diversity by a Human Rights Approach</i>. International Conference on Multicultural Challenges and Sustainable Democracy in Europe and Asia. Korea University, Seoul, Korea</p> <p>Reference Materials: Canadian Multiculturalism Act: (Access: http://laws-lois.justice.gc.ca/eng/acts/c-18.7/.) British Columbia Multiculturalism Act (http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96321_01) Canadian Human Rights Act (http://laws-lois.justice.gc.ca/eng/acts/h-6/) Employment Equity Act (http://laws-lois.justice.gc.ca/eng/acts/E-5.401/index.html)</p>
01/10/2015	<p>Culture and Ethnicity</p> <p>Readings: Anthias, F. (2001). New hybridities, old concepts: the limits of 'culture'. <i>Ethnic and Racial Studies</i>, 24(4), 619-641. Cohen, E. (2004). I Am My Own Culture: the 'individual migrant' and the 'migrant community', a Latin American case study in Australia. <i>Journal of Intercultural Studies</i>, 24(2), 123-142. Park, Y. (2005). Culture as deficit: A critical discourse analysis of the concept of culture in contemporary social work discourse. <i>Journal of Sociology & Social Welfare</i>, 32(3), 11-33.</p>
08/10/2015 Seminar 1 for Group a and b	<p>Cultural Competence Practice</p> <p>Readings: Kirmayer, L. (2012). Rethinking cultural competence. <i>Transcultural Psychiatry</i>. 49(2): 149-164. Johnson, Y. M., & Munch, S. (2009). Fundamental contradictions in cultural competence. <i>Social Work</i>, 54(3), 220-231. Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. <i>Canadian Social Work Review</i>, 24(1), 105 –</p>
15/10/2015	<p>Language and Use of Interpreters (Guest Speaker: Young Joe)</p>

<p>Seminar 1 for Group c and d</p>	<p>Reading: Chand, A. (2005). Do you speak English? Language barriers in child protection social work with minority ethnic families. <i>British Journal of Social Work</i>, 35, 807-821. Schapira, L., Vargas, E., Hidalgo, R., Brier, M., Sanchez, L., Hobrecker, K., et al. (2008). Lost in translation: Integrating medical interpreters into multidisciplinary team. <i>The Oncologist</i>, 13, 586-592.</p>
<p>22/10/2015 Seminar 2 for Group a and b</p>	<p>Race, Whiteness and Racism (Personal) Readings: Hyde C. (1995) The meanings of whiteness. <i>Qualitative Sociology</i> 18(1): 87-95. Knowles, C. (1999). Race, identities and lives. <i>Sociological Review</i>. 47(1): 110-135.</p>
<p>29/10/2015 Seminar 2 for Group c and d</p>	<p>Race, Whiteness and Racism (Professional) Reading: Baines, D. (2002). Storylines in Racialized times: Racism and Anti-racism in Toronto social services. <i>British Journal of Social Work</i>, 32, 185-199. Blitz, L.V. (2008). <i>Owning Whiteness</i>. Journal of Emotional Abuse. 6(2-3):241-263. Lee, E., & Bhuyan, R. (2013). Negotiating within whiteness in cross-cultural clinical encounters. <i>Social Service Review</i>, 87(1), 98-103.</p>
<p>05/11/2015 Seminar 3 for Group a and b</p>	<p>Anti-racist Practice Reading: Abrams, L. & Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. <i>Journal of Social Work Education</i>, (45), 2, 245-261. Corneau, S., & Stergiopoulos, V. (2012). More than being it: Anti-racism and anti-oppression in mental health services. <i>Transcultural Psychiatry</i>, 49(2) 261-282. Kowal, E., Franklin, H., & Paradies, Y. (2013). Reflexive antiracism: A novel approach to diversity training. <i>Ethnicities</i>, 13(3), 316-337.</p>
<p>12/11/2015 Seminar 3 for Group c and d</p>	<p>Power, Multiple Positionality and Intersectionality Reading: Tew, J. (2006). Understanding power and powerless: Towards a framework for emancipatory practice in social work. <i>Journal of Social Work</i>, 6(1), 33-51.</p>

	<p>^Yan, M.C. (In Press). Multiple Positionality and Intersectionality: Towards a Dialogical Social Work Approach. <i>Diversity and Social Work in Canada</i>. Ed. Al-Krenawi, Alean, John Graham and Nazim Habibov. Toronto, ON: Oxford University Press.</p>
<p>19/11/2015</p> <p>Seminar 4 for Group a and b</p>	<p>Organizational Context of Critical Social Work Practice</p> <p>Reading: Ahmed, S. (2009). Embodying diversity: problems and paradoxes for Black feminists. <i>Race Ethnicity and Education</i>, 12(1), 41-52. Nybell, L. M., & Gray, S. S. (2004). Race, place, space: Meanings of cultural competence in three child welfare agencies. <i>Social Work</i>, 49(1), 17-26. Yan, M. C. (2008). Exploring cultural tensions in cross-cultural social work practice. <i>Social Work</i>, 53(4), 317-328.</p>
<p>26/11/2015</p> <p>Seminar 4 for Group c and d</p>	<p>From Cultural-Awareness to Reflexivity: Re-examine the Tool of Helping</p> <p>Readings: D'Cruz, H., Gillingham, P., & Melendez, S. (2006). Reflexivity, its meanings, and relevance for social work: A critical review of the literature. <i>British Journal of Social Work</i>, 37(1), 73-90. Keenan, E. K. (2004). From sociocultural categories to socially located relations: Using critical theory in social work practice. <i>Families in Society</i>, 85(4), 539-548. Yan, M. C., & Wong, Y. L. R. (2005). Rethinking self-awareness in cultural competence: Toward a dialogic self in cross-cultural social work. <i>Families in Society</i>, 86(2), 181-188.</p>
<p>03/12/2015</p>	<p>Conclusion: Intersectionality, Reflexivity and Dialogical Practice</p> <p>Reading: Irving A and Young T. (2001) Paradigm for pluralism: Mikhail Bakhtin and social work practice. <i>Social Work</i> 47(1): 19-29. Owen, J.R. & Westoby, P. (2012). The structure of dialogic practice within developmental work. <i>Community Development</i>. 43(3): 306–319. Schatz, M., Furman, R., and Jenkins, L.E., (2003). Space to grow: Using dialogue techniques for multinational, multicultural learning. <i>International Social Work</i>, 46(4): 481-494.</p>

Supplementary information for Seminar

Each presentation group is expected to critically examine the topic and to seek answers for the following questions:

1. What are the issues and challenges that newcomers may face in related to the specific topic?
2. How are culture, race and being-new intersected and cause challenges to the wellbeing of newcomers in related to the topic?
3. What have been available to assist newcomers to face these challenges in terms of policies, services and practice?
4. What are your suggestions for improving existing policies, services and practices?

The references provided are for your preliminary exploration. You are expected to enrich your references by conducting appropriate literature search. You are also strongly recommended to speak to “key informants”, particularly social work practitioners, who have direct experiences in working with newcomers.

Before the seminar, you need to discuss with your seminar instructor of how to proceed with your search. You are also required a) to recommend at least one reading for your seminar group the week before your presentation, b) to prepare a two-page presentation notes for your seminar group, and c) to submit your presentation materials (video or ppt etc) to your seminar instructor.

Please note: you are encouraged to use multimedia to conduct your presentation. However, you **are only allowed to have up to 12** Powerpoint (or similar software) slides for your presentation.

Seminar Topics	Reference Materials
Seminar 1: Healthy Immigrant Effects	<p>Hyman I. (2007) <i>Immigration and Health: Reviewing Evidence of the Healthy Immigrant Effect in Canada</i>. Joint Centre of Excellence for Research on Immigration and Settlement – Toronto CERIS Working Paper No. 55. Toronto: Joint Centre of Excellence for Research on Immigration and Settlement, 2007. (Access: http://ceris.metropolis.net/Virtual%20Library/WKPP%20List/WKPP2007/CWP55.pdf).</p> <p>Canadian Issues (Summer 2010). <i>Immigrant Mental Health</i>. (Access: http://www.metropolis.net/pdfs/immigrant_ment</p>

	<p>al health 10aug10.pdf).</p> <p>Viruell-Fuentes, E.A., Miranda, P.Y., & Abdulrahim, S. (2012) More than culture: Structural racism, intersectionality theory, and immigrant health. <i>Social Science and Medicine</i>, 75(12): 2099-2106.</p>
<p>Seminar 2: Settlement of Government Assisted Refugees</p>	<p>Simich, L., Beiser, M. & Mawani, F.N. (2003). Social support and the significance of shared experience in refugee migration and resettlement. <i>Western Journal of Nursing Research</i>, 25(7): 872-891.</p> <p>Hyndman, J. (2013). A refugee camp conundrum: geopolitics, liberal democracy, and protracted refugee situations. <i>Refuge: Canada's Journal on Refugees</i>, 28(2): 7-15.</p> <p>Pressé, D. & Thomson, J. The Resettlement Challenge: Integration of Refugees from Protracted Refugee Situations. <i>Refuge: Canada's Journal on Refugees</i>, 24(2): 94-99.</p> <p>Sherrell, K., Friesen, C., Hyndman, J., & Shrestha, S. (2011). From 'One Nation, One People' to 'Operation Swagatam': Bhutanese Refugees in Coquitlam, BC. <i>Metropolis British Columbia, Working Paper Series</i>, No. 11-11. Download from: http://mbc.metropolis.net/assets/uploads/files/wp/2011/WP11-11.pdf.</p>
<p>Seminar 3: Immigrants in Canadian Child Protection System</p>	<p>Kriz, K. & Skivenes, M., (2011). Child-centric or family focused? A study of child welfare workers' perceptions of ethnic minority children in England and Norway. <i>Child and Family Social Work</i>, 17(4), 448-457.*</p> <p>Maiter, S., & Stalker, C. A., (2011). South Asian immigrants' experience of child protection services: Are we recognizing strengths and resilience? <i>Child and Family Social Work</i>, 16(2), 138-148.*</p> <p>Alaggia, R., Jenney, A., Mazzuca, J., Redmond, M. (2007). In whose best interest? A Canadian case study of the impact of child welfare policies in cases of domestic violence. <i>Brief Treatment and Crisis Intervention</i>. 7(4):275-290; doi:10.1093/brief-treatment/mhm018.</p>

	<p>Sarah Maiter, Carol Stalker, and Ramona Alaggia (2009) The Experiences of Minority Immigrant Families Receiving Child Welfare Services: Seeking to Understand How to Reduce Risk and Increase Protective Factors. <i>Families in Society: The Journal of Contemporary Social Services</i>: 2009, Vol. 90, No. 1, pp. 28-36.</p>
<p>Seminar 4: LGBTQ Immigrants</p>	<p>EGALE. (2013). FAQ – Gender identity and Canada's human rights system. Retrieved from http://egale.ca/all/faq-gender-identity/.</p> <p>Jordan, S. A. (2010). Un/convention(al) refugees: Contextualizing the accounts of refugees facing homophobic or transphobic persecution. <i>Refuge: Canada's Periodical on Refugees</i>, 26, 165-182.</p> <p>Lee, E. O. J. & Brotman, S. (2011). Identity, refugeeness, belonging: Experiences of sexual minority refugees in Canada. <i>Canadian Review of Sociology</i>, 48, 241-274. doi: 10.1111/j.1755-618X.2011.01265.x</p> <p>O'Neill, B.J. & Kia, H. (2012). Settlement experiences of lesbian, gay, and bisexual newcomers in BC. Vancouver, BC: Metropolis BC. Retrieved from http://mbc.metropolis.net/assets/uploads/files/wp/2012/WP12-15.pdf.</p>

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other

forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

ASSIGNMENTS

Submitting Assignments-

Students can use the drop box located by office 116 to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

Return of marked student assignments -

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor's office or at the main office counter.

GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.