School of Social Work

Course Outline SOWK 550

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθkʷəy̓əm (Musqueam) people.

COVID-19 Protocols

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. UBC Respectful Environment Statement.

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: https://bc.thrive.health/covid19/en. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed. Ensure that you communicate with the Instructor or TA to advise them of your circumstances.

Seating Plans – Please sit in the same seat or as close to that as possible so that your exposure to others is minimized.

Subject to subsequent class discussion, we may adjust the course plan to move more elements online. We will have a check-in each week and of course attend to all Public Health Orders and updates.

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.

MSW Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Course Info

Year/Term	Term 1, Winter 2021-22, September 8–December 8, 2021
Course Title	SOWK 550: Social Work and Social Justice
Credit Value	3 credits
Course Schedule	Wednesdays, 1-4pm
Course Location	Jack Bell Building, 2080 West Mall

Instructor	Office Location	Office Phone	Email Address	Office Hours
Lea Caragata	333	604.827.5493	lea.caragata@ubc.ca	Wednesdays,11am-12pm, 4-5pm
Teaching Assistant	**Office Location**	**Office Phone**	**Email Address**	**Office Hours**
Kaan Gönçu	TBA	TBA	kaan.goncu@ubc.ca	Mondays,11am-12pm, 1-2pm

Prerequisite and/or Corequisite

This course has no pre-requisite requirements.

Course Description

This is a graduate course designed to help students to locate themselves within the constructs of social justice with a view to developing a comprehensive practice framework consistent with Social Work theories, values and ethics.

Course Structure and Learning Activities

This course is structured to include short lectures and seminar discussion, both in the large class and in small breakout groups. Students are expected to prepare for class by doing the assigned readings and to actively engage in the class discussion.

Learning Outcomes

- Students will learn to locate themselves in a professional and political context

- Students will learn about social justice in historical, theoretical and practice contexts.

- Students will develop an understanding of public/social policy and its role and potential in supporting social justice.

- Students will explore of justice, human rights and social care from a variety of perspectives.

- Students will learn to examine sociopolitical patterns of power and privilege and the accessibility or lack of it to structures of socioeconomic opportunities.

- Students will reflect upon ways in which cultural assumptions, beliefs, and value systems enhance or hinder our practice with people of diverse backgrounds. Students will develop and nurture approaches and perspectives to practicing social work with and across differences.

- Students will learn how to apply social justice principles in their social work practice.

Required Textbook(s) and Learning Materials

Brad McKenzie and Brian Wharf. (2016). Connecting policy to practice in the human services. Fourth edition. Oxford University Press Canada.

All other readings are available online.

Course material is available and assignment submission shall be done through CANVAS.

Assessment of Learning

The course has three assignments that are described in detail below.

Discussion Board Post and Response – 15%	Due by the end of course
Policy Paper – 40%	Due October 20
Team Presentation: Analysis of a Social Issue, Policy Response and Social Action Plan – 45%	Due November 17

Course Schedule

Session 1:	September 8
Topic:	Introductions, Review of Syllabus, Assignments and Expectations. **What is social justice?** How do we determine what is just and unjust? How do we account for the diverse effects of programs, policies and structures that create justice for some and injustice for others?
Read/Watch:	In Class: What Is Justice? -- Crash Course Philosophy #40 https://www.youtube.com/watch?v=H0CTHVCkm90
PART ONE	**SOCIAL JUSTICE AND HUMAN RIGHTS**
Session 2:	**September 15**
Topic:	**Considerations of theories of justice and their implications for social welfare.**
Read/Watch:	1) Rizvi, Fazal. (1998) Chapter 4 "Some Thoughts on Contemporary Theories of Social Justice" in *Action Research in Practice*, 1st Edition, Routledge, Pages 10 eBook ISBN 9780203024478 available at: https://www.taylorfrancis.com/chapters/edit/10.4324/9780203024478-8/thoughts-contemporary-theories-social-justice-fazal-rizvi 2) Cho, Hyunhee. (2017). "Navigating the Meanings of Social Justice, Teaching for Social Justice, and Multicultural Education" *International Journal of Multicultural Education*. Vol. 19, No. 2, 1-19. Available at: https://www.ijme-journal.org/ijme/index.php/ijme/article/view/1307/1180 3) Okin, Susan Moller. Justice and Gender: An Unfinished Debate, *72 Fordham L. Rev. 1537 (2003-2004)* [32 pages, 1537 to 1568] available at: https://heinonline.org/HOL/Page?collection=journals&handle=hein.journals/flr72&id=1562&men_tab=srchresults
Session 3:	**September 22**

Topic:	**A Human Rights Approach to Social Justice**
Read/Watch:	1) Ife, Jim & Tascon, Sonia Magdalena. (2016). Human rights and critical social work: Competing epistemologies for practice. *Social alternatives*, 01/2016, Volume 35(4). Available at: https://www.proquest.com/docview/1918332762?OpenUrlRefId=info:xri/sid:summon&accountid=14656 2) Murdach, Allison D. Is Social Work a Human Rights Profession? *Social Work*; Oxford Vol. 56, Is. 3, (Jul 2011): 281-3. DOI:10.1093/sw/56.3.281. Available at: https://www.proquest.com/docview/922421959?pq-origsite=summon&accountid=14656 3) Thompson (2002) Social Movements, Social Justice and Social Work *The British Journal of Social Work*, Volume 32, Issue 6, 1 September 2002, Pages 711–722, https://doi.org/10.1093/bjsw/32.6.711 September. Available at: https://www.jstor.org/stable/23716490?pq-origsite=summon&seq=1#metadata_info_tab_contents
PART TWO	**HOW DO WE GET TO JUSTICE? -- SOCIAL POLICY**
Session 4:	**September 29**
Topic:	**A brief historical review of social policy in Canada**
Read/Watch:	1) Brad McKenzie and Brian Wharf. (2016). Connecting policy to practice in the human services. Fourth edition. Chapters 1 & 3. 2) Mahon, R. & Williams, F. Ch. 1 *Towards a Transnational Analysis of the Political Economy of Care* / Fiona Williams Available at KOERNER LIBRARY. 3) Torjman, S. (2005). *What is policy?* Caledon Institute of Social Policy, Ottawa, ON. Retrieved from http://openpolicyontario.pbworks.com/f/What+is+Policy+by+Sherri+Torjman.pdf 4) Canadian Association of Social Workers (CASW) (2003). *Social Policy Principles.* Ottawa, ON. Retrieved from http://www.casw-acts.ca/sites/default/files/attachements/CASW%20Social%20Policy%20Principles-approved%20Mar_03.pdf 5) *A Social Security Timeline in Canada* 6) The Canadian Welfare State [4:13 min.] 7) Welfare State and Social Democracy [3:48 min.]
Session 5:	**October 6**
Topic:	**Contemporary Policy Issues: Intersectionality – Exploring its Roots in the Confluence of Race, Class, Gender**

Read/Watch:	1) Crenshaw, Kimberle (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8. Available at: http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8 2) Weldon, Laurel S. (2008). *Intersectionality*, Ch. 9. In Goertz, Gary & Amy G. Mazur. *Politics, gender and concepts*. Cambridge. Available at: https://www.cambridge.org/core/books/politics-gender-and-concepts/C5BBA9D49B34DEAC41A3500D8B6EC667 3) Hindman, Matthew Dean. (2011). Rethinking Intersectionality: Towards an Understanding of Discursive Marginalization. *New Political Science, Vol.33*(2). P. 189-210. Published online: 13 May 2011. Available at: https://www.tandfonline.com/doi/full/10.1080/07393148.2011.570080?casa_token=tD2JRcVO5ZEAAAAA%3Ag3JN1V9XnSR5_CnckMyIHJ1xYJhl_CLC_OtikVG0I7Sc3fjJscdoxVs5HOaMfPAWRsWYlDvW9tTlsBQ
Session 6:	**October 13, 2021**
Topic:	**Contemporary Policy Issues: Sexuality, Disability and the 'Other'**
Read/Watch:	1) Stainton, Tim. (2017). Ch. 7 Intellectual Disability Oppression and Difference. In Countering Discrimination in Social Work International Perspectives in Social Work, Bogdan Lesnik, Editor. Routledge. ISBN1351948229, 9781351948227 Available at: https://www.taylorfrancis.com/books/edit/10.4324/9781315259161/international-perspectives-social-work-bogdan-le%C5%A1nik 2) Clare, Eli. (2003). Gawking, gaping, staring. *GLQ: A Journal of Lesbian and Gay Studies, 9* (1/2), 257 – 261. Available at: https://muse-jhu-edu.eu1.proxy.openathens.net/article/40793 3) Siebers, T. (2008). A Sexual Culture for Disabled People. In *Disability Theory* (pp. 135-156). University of Michigan Press. Available at: https://www-fulcrum-org.eu1.proxy.openathens.net/concern/monographs/rf55z8591 4) "Picture This": https://www.nfb.ca/film/picture_this/ **Optional:** 1) McRuer, R. (2016). Compulsory Able-Bodiedness and Queer/Disabled Existence. In L. J. Davis (Ed.), The Disability Studies Reader (pp. 396-405). Taylor & Francis Group. http://ebookcentral.proquest.com/lib/ubc/detail.action?docID=4741427 2) Mollow, A. (2012). Is Sex Disability? Queer theory and the disability drive. In R. McRuer & A. Mollow (Eds.), Sex and disability (pp. 285-312). Duke University Press. Available at: http://www.sfu.ca/~baw2/GSWS826/Mollow.pdf
Session 7:	**October 20, 2021** **Policy Paper Due**

Topic:	Contemporary Policy Issues: BIPOC Issues (Racism and Indigeneity)
Read/Watch:	1) Sieroka, Megan. (2021). Racial Capitalism in Canada. *Politicus* Vol 7, May. Available at: https://www.queenspoliticus.com/publications 2) Razack, Sherene H. (2016). Sexualized Violence and Colonialism: Reflections on the Inquiry into Missing and Murdered Indigenous Women. *Canadian Journal of Women and the Law*. Volume 28 Issue 2, August 2016, pp. i-iv https://doi.org/10.3138/cjwl.28.2.i Available at: https://muse-jhu-edu.eu1.proxy.openathens.net/article/629373 3) Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policies. *Families in Society: The Journal of Contemporary Social Services*, 95(4), 269-276. Available at: https://journals.sagepub.com/doi/10.1606/1044-3894.2014.95.36 4) Rowe, S., Baldry, E., & Earles, W. (2015). Decolonizing social work: Learning from critical Indigenous approaches. *Australian Social Work,* 68(3), 296-308. Available at: https://www.tandfonline.com/doi/full/10.1080/0312407X.2015.1024264 5) "Color blind or color brave?" with Mellody Hobson: https://www.youtube.com/watch?v=oKtALHe3Y9Q **Optional:** 1) Badwell, H. (2014). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity and Practice*, 3, 1-23. Available at: https://journals.library.mun.ca/ojs/index.php/IJ/article/view/996/1004 2) Thomas, R and Green, J (2007). A Way of life: Indigenous perspectives on anti-oppressive living, *First Peoples Child & Family Review*, 3(1), 91-104. Available at: https://fpcfr.com/index.php/FPCFR/article/view/27/65
Session 8:	October 27
Topic:	Contemporary Policy Issues: Income Security
Read/Watch:	1) Harell, A., Soroka, S. & Mahon, A. (2008). Is Welfare a Dirty Word? Canadian Public Opinion on Social Assistance Policies. Policy Options, 29, 53-56. http://policyoptions.irpp.org/magazines/canadas-working-poor/is-welfare-a-dirty-word-canadian-public-opinion-on-social-assistance-policies/ 2) Christopher Jencks, Kathryn Edin (1995). Do Poor Women Have a Right to Bear Children? *American Prospect*, Winter. Available at: https://prospect.org/economy/poor-women-right-bear-children/ 3) Kia Hannah, Margaret Robinson, Jenna MacKay. (2021). Poverty in Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, and Other Sexual and Gender Minority (LGBTQ2S+) Communities in Canada: Implications for Social Work Practice. *Research in Social Work Practice.*

	https://doi.org/10.1177/1049731521996814 Available at: https://journals.sagepub.com/doi/10.1177/1049731521996814
	4) Petit, Gillian and Tedds, Lindsay M. (2020). Poverty in British Columbia: Income Thresholds, Trends, Rates, and Depths of Poverty. Research paper commissioned by the Expert Panel on Basic Income, British Columbia, Available at SSRN: https://ssrn.com/abstract=3726708 or http://dx.doi.org/10.2139/ssrn.3726708
	5) Stanford Jim. (2020). Work After COVID-19 Building a Stronger, Healthier Labour Market, Project: Rebuild Canada, Public Policy Forum, Released: Tuesday July 21. Available at: https://ppforum.ca/publications/work-after-covid-19/

Session 9	**November 3**
Topic:	Social Policy Analysis
Read/Watch:	1) O'Connor, Julia. (1998) Gender class and Citizenship in the Comparative Analysis of Welfare Regimes, Ch 7; In *Power Resource Theory and the Welfare State.* O'Connor, Julia S. & Olsen, Gregg M. Eds. University of Toronto Press. Available at: https://www-deslibris-ca.eu1.proxy.openathens.net/ID/417813
	2) McKenzie, Brad and Brian Wharf. (2016). *Connecting policy to practice in the human services.* Fourth edition. Chapters 4 &5.
	3) Pal, Leslie. (2013) Policy Analysis: Concepts and Practice. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times, 5th Ed.* (pp. 1 – 44) Toronto: Nelson Education Ltd. Available at: KOERNER LIBRARY

Session 10:	**November 10 – No Class - Midterm Break**
PART THREE	**HOW DO WE GET TO JUSTICE: SOCIAL ACTION**
Session 11:	**November 17, 2021** **Team Presentations Due**
Topic:	Human Rights and Legal Challenges
Read/Watch:	1) McLachlan, Beverly. (1990). The Role of the Court in the Post-Charter Era: Policy-Maker or Adjudicator. 39 U.N.B.L.J. 43 (1990) (SKIM READ) Available at: https://journals.lib.unb.ca/index.php/unblj/article/view/29769/1882524950
	2) Smith Miriam. (1999). *Lesbian and Gay Rights in Canada Social Movements and Equality-Seeking, 1971-1995.* University of Toronto Press. Chapters 4 OR 5 AND 6 https://doi.org/10.3138/9781442676633 Available at: https://www-deslibris-ca.eu1.proxy.openathens.net/ID/417951
	3) Blackstock, Cindy; Muriel Bamblett & Carlina Black. (2020). Indigenous ontology, international law and the application of the Convention to the

	over-representation of Indigenous children in out of home care in Canada and Australia. Child Abuse & Neglect Volume 110, Part 1, December 2020, 104587 Available at: https://www.sciencedirect.com/science/article/abs/pii/S0145213420302428 Class Presentations (2)
Session 12:	**November 24**
Topic:	Advocacy and Social Action – Activism from Inside and Outside the System; Moving Towards Reconciliation
Read/Watch:	1) McKenzie, Brad and Brian Wharf. (2016). Connecting policy to practice in the human services. Fourth edition. Chapters 6,7 & 9. 2) Prince, Michael J. " Ch.5. The Canadian Disability Community: Five Arenas of Social Action and Capacity". Absent Citizens, Toronto: University of Toronto Press, 2020, pp. 112-133. https://doi.org/10.3138/9781442687301-007 Available at KOERNER LIBRARY 3) Reflections on Reconciliation after 150 years since Confederation - An Interview with Dr Cindy Blackstock. Available online at: https://heinonline.org/HOL/Page?handle=hein.journals/ottlr49&id=21&collection=journals&index 4) Woodford, M. R., & Preston, S. (2013). Strengthening citizen participation in public policy-making: A Canadian perspective. *Parliamentary Affairs*, 66(2), 345-363. Available at KOERNER LIBRARY Class Presentations (2)
Session 13:	**December 1**
Topic:	Synthesizing and Reflecting; Evaluation and Wrap-Up
Read/Watch:	Kevin Kumashiro – Four approaches to social justice education https://www.youtube.com/watch?v=GN-yhlSqfz0

Assignments

Discussion Board Post and Response – 15%

In order to support engaged learning, students are expected to critically read the assigned material. In class discussion will be one vehicle for students to share their learning. In addition, to foster exchange and dialogue outside of the classroom, students are expected to post and reply to the discussion board.

A post should discuss an assigned article (**not** a chapter from the required textbook) and should include (1) linking past, present, and future experience; (2) integrating cognitive and emotional experience; (3) considering the material from multiple perspectives; (4) reframing; (5) stating the lessons learned; and (6) planning for future learning or behavior (Aronson, 2011). Consider the following questions as a guideline: What did I learn? What does the reading mean for me in the context of other learning that I have done in this class or other classes? What am I going to do about (or with) what I have learned? **The posts should be a maximum of 500 words and in full sentences.**

A response should take up both issues from the original article but also respond and engage with the ideas presented by the person posting. The goal of such a reply is to further the dialogue and learning, not simply to tell a colleague that you like their ideas, although this may also be the case. **The responses should be a maximum of 250 words and in full sentences.**

Policy Paper – 40%

Students are expected to write an essay on the following questions and reflect on the implications for their practice:

1) What is social policy in Canada? How has it been influenced globally?

2) Describe social justice and human rights; praxis; evidence informed; and civic engagement. How do these ideas relate to your practice as a social worker?

3) How do/can citizens affect social policy? How do/can social workers affect social policy?

4) How will your understanding of social policy impact your practice as a social worker? (Reflect on what you have learned in class and in the group presentations)

5) How will an understanding of social policy help you in your placement/future practice?

6) What areas do you need to work on to extend your learning about policy to be effective in your placement/future practice

The above questions are intended as a guide for the essential components of the paper. The paper should address these issues and others that you think relevant in an integrated, synthesized manner. Reference your understanding based on class readings, discussions, other readings and your own experience. This essay must be 8-10 pages, 12-point font using APA format and references.

Team Presentation: Analysis of a contemporary social issue, related policy and approaches to change – 45%

Students will form a team of 4 or 5. Each student team shall identify a social justice issue or problem that they feel is inadequately addressed in our current system and for which they would like change. The team will delineate the social issue or problem and examine the social policy and social work practice interventions that are currently oriented to addressing it. Is there legislation governing and directing the policy? What is it, and what are its strengths

and weaknesses? How does the legislation or the policy impact on the needs and conditions of vulnerable populations? What level of government is responsible?

Based on your analysis of the problem/issue and the extant policies and programs ostensibly aimed at addressing the problem/issue, what types of changes do you think are necessary? How might the issue be moved in a direction of increased social justice? Is there new or revised policy that would support such change? What would that look like? Be specific. A necessary social action component of the assignment requires that you consider how you might create the momentum for such change and to consider the nature and form of potential opposition.

The teams will:

- Select a Canadian social justice issue or problem that concerns them.

- Describe legislation/policy/programs currently in place oriented to addressing the issue.

- Identify the population or populations that you understand to be negatively impacted and issues the policy is intended to address.

- Complete background research on the nature of the selected social justice issue – by chronicling the historical development of the issue and policy responses to it.

- Analyze and describe the policy interventions that have been implemented that are both successful and unsuccessful. Why does this work, or fail to work? Are there populations or sub-populations that are positively/negatively affected? Does the policy work for some and not others? Why? This is the most critical component of the assignment and your analyses will benefit from a careful review of the literature including literature describing the issue and interventions n other jurisdictions.

- Summarize and conclude your assessments/evaluation of the policy/legislation and suggest feasible and realistic recommendations for social policy change. Analyze why there might be opposition or support for your recommendations and from what constituencies.

- The final component of the assignment is the demonstration of your understanding of how social action can affect policy. Describe a social action plan that could support the creation of changed public discourse and improved public awareness of the social issue and the potential to thereby create a policy window for change.

Teams will present their work in one of two ways. Class time will be allocated to permit 4-5 presentations of approximately 45 minutes. Based on the size of the cohort, they may be 8 or 9 groups, thus there is insufficient time to permit all of the teams to present in class. This arrangement has worked well in the past in that all students have the experience of presenting with their team but some students may be more comfortable not presenting in class. Those groups not presenting in class shall utilize zoom or another equivalent media to record and submit their presentations. If more groups wish to elect in-class presentation than can be accommodated the default will be that all groups record their presentations for submission.

In addition to a presentation all teams shall prepare a written one to two page executive summary that should serve as an effective summary of the issues and concluding recommendations. There are many examples online of good executive summaries, see for example: https://unilearning.uow.edu.au/report/4bi1.html. Copies of powerpoint slides and a full list of references must also be submitted by the due date.

Each team member is expected to contribute equally and the same grade will *generally* be assigned to all members of a team. In the case of issues and conflicts within a team, it is the responsibility of the group to identify these immediately to the course instructor.

School/Course Policies

Attendance

Advising page of our website: https://socialwork.ubc.ca/undergraduate/advising/

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the School of Social Work student handbook.

Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning.
https://learningcommons.ubc.ca/

University Policies

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:
https://senate.ubc.ca/policies-resources-support-student-success

Learning Analytics

No learning analytics are being used in this class.

Copyright

UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 73.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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.