School of Social Work
FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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.

COURSE INFORMATION

Year/Term/Dates	Winter 2022-23, Term 1, September 7–December 7, 2022
Course Title	SOWK 621: Social Theory, Ideology and Ethics
Credit Value	3 credits
Course Schedule	Wednesdays, 10am-1pm
Course Location	Virtual via Zoom

Instructor	Office Location	Office Phone	Email Address
Deborah O'Connor	Jack Bell Building Room 332	604.822.5299	deborah.oconnor@ubc.ca
Office Hours	By appointment via email		

DRAFT for Discussion

Course Description

This course provides a lens through which students may critically analyze major social theories, their development and contribution to social work. The course identifies three competing domains seeking to guide and understand human behavior: social theory, social ideology and

social ethics. Each of these is defined and studied following the distinctions introduced in class. In addition, metatheoretical perspectives are identified to assist the student in their studies.

Course Structure and Learning Activities

This course will be discussion-based and emergent.

Learning Outcomes

1. Critically examine the link between theory, practice, and research.
2. Analyze the epistemological and ontological underpinnings of key theoretical concepts (e.g., self, agency and structure) in social work;
3. Reflect upon, and begin to position one's self in relation to ideology, theory and ethics.
4. Apply a critical lens for examining and conceptualizing the state of knowledge in one's area of research interest.

Required Textbook(s) and Learning Materials

Required

A tentative schedule of readings is outlined below. *This however is subject to change as we go through the course and identify areas/authors that we may wish to pursue*.

We will be using a number of texts including the following texts throughout the course to guide our interpretations:

Morley, C., Ablett, P., Noble, C. & Cowden, S. (eds). (2020) *The Routledge Handbook of Critical Pedagogies for Social Work. Routledge* https://doi.org/10.4324/9781351002042

Rupert Ross (2014) Indigenous Healing: Exploring Traditional Paths.

Payne, M. & Reith-Hall, E. (eds) (2019) The Routledge Handbook of Social Work Theory. Routledge https://doi.org/10.4324/9781315211053

Webb, S. (ed) 2019. *The Routledge Handbook of Critical Social Work*, Routledge *https://doi.org/10.4324/9781351264402*

Lemert, C. (2017) Social Theory: The multicultural and cultural readings, 6 edition. Westview Press.

Delanty, Gerard & Strydom, Piet (2003) *Philosophies of Social Science: The Classic & Contemporary Readings*. Open University Press

I expect these will be supplemented with primary source readings of key philosophers and social theorists.

Course Schedule

SESSION 1:	**September 7, 2022**
TOPIC:	**Introduction to Course**
SESSION 2:	**September 14, 2022**
TOPIC:	**Beginning to look at the "big" picture**
READINGS:	Hicks, S. (2016) Theory and Social work: A conceptual review of the literature. *International Journal of Social Welfare.* 25: 399–414. DOI: 10.1111/ijsw.12215 Thorpe, C. (2019) Re-imaging social theory for social work, Chapter 7 In Webb, S.(ed) 2019. *The Routledge Handbook of Critical Social Work*, Routledge. https://doi.org/10.4324/9781351264402 Morley et al (2020) Chapter 1: Introduction: the imperative of critical pedagogies of Social Work, pp. 1-16. Heather I. Peters (2008) Theory, Science, Ideology and Ethics in Social Work, Ethics and Social Welfare, 2:2, 172-182, DOI: 10.1080/17496530802117649 .**To link to this article:** http://dx.doi.org/10.1080/17496530802117649 Other Recommended Payne, M. (2016) Part 1, Chapters 1-3, *Modern Social Work Theory,* Fourth edition. Oxford University Press, pp. 3-94. Jonathan H. Turner (2003) "The misuse and use of metatheory", *Sociological Forum*, Vol. 5, No.1, 37-53. Lemert, C. (2017) Introduction: Social Theory: its uses and pleasures. *In Social Theory The multicultural, global and classic readings*. Hothersall, S. (2018) Epistemology and social work: Enhancing the integration of theory, practice and research through philosophical pragmatism. *European Journal of Social Work*, 22(5), 860-870 https://doi.org/10.1080/13691457.2018.149961
SESSION 3:	**September 21 – TO BE RESCHEDULED**
TOPIC:	**Classical (?) Positioning**

READINGS:	Delanty, Gerard & Strydom, Piet (2003) *Philosophies of Social Science: The Classic & Contemporary Readings*. Open University Press. Part 1: Positivism, its dissolution and the emergence of post-empiricism, pp. 1-81.

Hanesworth, C. (2020) Reaching back to go forward: Applying the enduring philosophy of Jane Addams to modern-day social work education. In Morley, C., Ablett, P., Noble, C. & Cowden, S. (eds). (2020) *The Routledge Handbook of Critical Pedagogies for Social Work.* Routledge. https://doi.org/10.4324/9781351002042

Carey, M. (2019) Paradigm shift? Biomedical science and social work thinking. In Payne, M. & Reith-Hall, E. (eds) (2019) *The Routledge Handbook of Social Work Theory*. Routledge https://doi.org/10.4324/9781315211053 |
| **SESSION 4:** | **September 28, 2022** |
| **TOPIC:** | **Feminist discourse** |
| **READINGS:** | Haraway, D. (1988) Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective, *Feminist Studies*, Vol. 14, No. 3, pp. 575-599.

Crenshaw, Kimberlé. 1991. Mapping the Margins: Intersectionality, Identity, and Violence Against Women of Color. *Stanford Law Review*, 43~6: 1241-1300.

Hill-Collins, P. (2015) Intersectionality's Definitional Dilemmas *Annu. Rev. Sociol*. 2015. 41:1-20.

Harding, S. (2004). A socially relevant philosophy of science? Resources from standpoint theory's controversiality. *Hypatia, 19*(1), 25-47.

Newcobm, M. Sociology for the people: Dorothy Smith's Sociology for social work. In Morley, C., Ablett, P., Noble, C. & Cowden, S. (eds) 2020 *Routledge Handbook of Critical Pedagogies for Social Work*. Routledge Taylor & Frances Group.

Holscher, D., Bozalek,, V., & Gray, M. (2020) The Relevance of Nancy Fraser for Transformative Social Work Eduction. In Morley, C., Ablett, P., Noble, C. & Cowden, S. (eds) 2020 *Routledge Handbook of Critical Pedagogies for Social Work*. Routledge Taylor & Frances Group.

Recommended

Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014) Critical |

	Race Theory: Opportunities for Application in Social Work Practice and Policy, *Families in Society*, 2014, 95(4), 269-276.
SESSION 5:	**October 5, 2022**
TOPIC:	**Deconstruction, Social Construction and Post-structuralism**
READINGS:	Lemert, C. (2017) The Ideas of the Postmodern: Jean-Francois Lyotard, Richard Rorty, Michel Foucault, p. 445-471. Foucault, M. (1982) The Subject and Power. *Critical Inquiry*, Vol. 8, No. 4, pp. 777-795. King, J. (2020) Pedagogy and power through a Foucauldian Lens. Chapter 12 in *Routledge Critical Social Work*. Parekh, G. (2012) A conversation on madness: Foucault and Ripa, *Disability & Society*, 27:6, 869-878. Powell, J. L., & Khan, H. T. A. (2012). Foucault, social theory and social work. *Sociologie Romaneasca, 10*(1), 131-147. Recommended Cruickshank, J (2012) Positioning positivism, critical realism and social constructionism in the health sciences: a philosophical orientation *Nursing Inquiry,* 2012; 19(1): 71–82. Burr, V. (2015). *Social constructionism*. (Eds. 3). Routledge. Taylor & Francis Group.
SESSION 6:	**October 12, 2022**
TOPIC:	**Indigenous Knowledges**
READINGS:	Barkaskas, P. & Gladwin, D. (2021) Pedagogical Talking Circles: Decolonizing education through relational Indigneous frameworks. *J. of Teaching & Learning*, 15(1), 20-38. https://.doi.org/10.22329/jtl.v15i1.651 Botha, L., Griffiths, D. & Prozesky, M. (2022) Epistemological Decolonization through a relational knowledge-making model. *Africa Today,* 67(4). DOI: 10.2979/africatoday.67.4.0. Hart, M. A. (2008). Critical reflections on an aboriginal approach to helping. In M. Gray, J. Coate, & M. Yellowbird (eds.), *Indigenous Social Work Practice and Education Around the World,* pp. 129-139. London, UK: Ashgate.

	Hollis-English, A. (2015). Theories in Māori social work: Indigenous approaches to working with and for indigenous people. *Aotearoa New Zealand Social Work, 27*(4), 5-15.

Guest Speaker: Elder Richard Vedan

<u>Other Recommended</u>

Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. *Journal of Human Behavior in the Social Environment, 27*(1-2), 15-26.

Ragab, I. A. (2016). The Islamic perspective on social work: A conceptual framework. *International Social Work, 59*(3), 325-342.

Rupert Ross (2014) *Indigenous Healing: Exploring Traditional Paths.*

Gray, M., Yellowbird, M., & Coate, J. (2008). Towards an understanding of indigenous social work. In M. Gray, J. Coate, & M. Yellowbird (Eds.), *Indigenous Social Work Practice and Education Around the World.* pp. 49-58. London, UK: Ashgate. |
| **SESSION 7:** | **October 19** |
| **TOPIC:** | **From Paradigm to Ethics** |
| **READINGS:** | Pease, B., Vreugdenhil, A., & Stanford, S. (eds.) (2018) *Critical Ethics of Care in Social Work Transforming the Politics and Practices of Caring.* Chapters 1 & 2. Routledge, Taylor & Francis.

Hankivsky, O (2014) Rethinking care ethics: On the promise and potential of an intersectional analysis American Political Science Review , Volume 108, Issue 2, May 2014, pp. 252-264. DOI: https://doi.org/10.1017/S0003055414000094

Kraus, B. (2019) Relational constructivism and relational Social Work. In Webb, S. (ed) 2019. *The Routledge Handbook of Critical Social Work*, Routledge. *https://doi.org/10.4324/9781351264402*

Heather Boetto (2019) Advancing Transformative Eco-social Change: Shifting from Modernist to Holistic Foundations, Australian Social Work, 72:2, 139-151. DOI: 10.1080/0312407X.2018.1484501

Tronto, J (2015) Democratic caring and global care responsibilities. In Barnes, M., Brannelly, T., Ward, L. & Ward, N. (2015) Ethics of Care: Advances in International Perspective. https://doi.org/10.46692/9781447316527 |

	Other Recommended readings
	Tronto, J. (2015) Who cares? How to reshape a democratic politics Ithaca, NY: Cornell University Press.
	Reamer, F. G. (2014) The Evolution of Social Work Ethics: Bearing Witness *Advances in Social Work* Vol. 15,163-181.
	Fraser, N. (2008). Abnormal justice. *Critical Inquiry,* 34, 393-422.
	Rawls, J. (1971). A Theory of Justice. Cambridge, Chapter 2: Principles of Justice (pp.54-117). MA: Harvard University Press.
	Fraser, N. (1995). From redistribution to recognition? Dilemmas of justice in a 'Post-Socialist' age. *New Left Review* (212), 68-93.
	Rossiter, A. (2006). The "beyond" of ethics in social work. *Canadian Social Work Review, 23*(1/2), 139-144.
	Miley, K. & Dubois, B. (2007) Ethical Preferences for the Clinical Practice of Empowerment Social Work, *Social Work in Health Care*, 44:1-2, 29-44.
	Sledge, R., Meyer, D., Zubatsky, M., Heiden-Rottes, K., Philipneri, M. & Browne, T. (2022) A systemic literature review of relational autonomy in dialysis decision-making. *Health & Social Work*, 47(1): 53-61. https://doi.org/10.1093/hsw/hlab042
	Jennings, B (2018) Solidarity and care as relational practices. *Bioethics,* 32:553-561.
SESSION 8:	**October 26**
TOPIC:	**Evaluating theory in Social Work**
READINGS:	Lombard, A. & Vivier, A. (2020) The Micro–Macro Nexus: Rethinking the Relationship between Social Work, Social Policy and Wider Policy in a Changing World, *British Journal of Social Work*, 2261-2278. doi: 10.1093/bjsw/bcaa18
	Rigaud Joseph & Mark J. Macgowan (2019) The theory evaluation scale: An epistemological tool for analyzing social work theories, *Social Work Education*, 38:2, 269-281. DOI: 10.1080/02615479.2018.1529745
	McGregor, Caroline. (2019). "A paradigm framework for social work theory for early 21st Century practice." *British Journal of Social Work*,

	49:2112-2129. doi: 10.1093/bjsw/bcz006.
	Hilary Arksey & Lisa O'Malley (2005) Scoping studies: towards a methodological framework, *International Journal of Social Research Methodolog*y, 8:1, 19-32. DOI: 10.1080/1364557032000119616
	Tina E. Wilson (2020) Social work stories: situated views and larger visions in disciplinary scholarship and education, *Social Work Education*, 39:5, 572-583. DOI: 10.1080/02615479.2019.1703930
	Barbra Teater & Katrina Hannan (2022): Social Workers' Use of Theories and Methods in Practice: Identifying What Informs Social Work Practice in New York City, *Journal of Social Work Education*. DOI: 10.1080/10437797.2022.2039824
	<u>Recommended (exemplar)</u>
	Rigaud, J. (2020) Toward a Pragmatic Understanding of Rawls' Social Justice Theory in Social Work: A Critical Evaluation. *J. of Human Rights and Social Work*, 5:147-156.
SESSION 9:	**November 2**
TOPIC:	**Evidence-based practice? Reading research critically?**
READINGS:	Scheyett, S (2006) Silence and Surveillance, *Journal of Progressive Human Services*, 17:1, 71-92. (uses a Foucault lens to critique evidence-based practice
	Houston, S (2005) "Philosophy, theory and method in social work: Challenging empiricism's claim on evidence-based practice". *Journal of Social Work*, 5(1), pp. 7-20.
	Smith, M. (2020). It really does depend: Towards an epistemology (and ontology) for everyday social pedagogical practice. *International Journal of Social Pedagogy*, 9(1): 18. DOI: https://doi.org/10.14324/111.444.ijsp.2020.v9.x.018
	<u>Other recommended</u> Adkins, L. & Lury, C. (2009) What is the Empirical? *European Journal of Social Theory,* 12(1): 5-20.
SESSION 10:	**November 9 – NO CLASS – READING BREAK**
SESSION 11:	**November 16**
TOPIC:	**Integrating it all into practice - reading a body of research critically?**

READINGS:	Herz, M. & Johansson, T. (2012) 'Doing' Social Work: Critical Considerations on Theory and Practice in Social Work, *Advances in Social Work* Vol. 13, No. 3, 527-54. Hothersall, S.J. (2018): Epistemology and social work: enhancing the integration of theory, practice and research through philosophical pragmatism, *European Journal of Social Work*. DOI: 10.1080/13691457.2018.1499613 Cowden, S., Yu, N., Robles, W., & Mazza, D. (2020) Paulo Friere's critical pedagogy for critical consciousness and practice (chapter 10) in Morley, C., Ablett, P., Noble, C. & Cowden, S. (eds). (2020) *The Routledge Handbook of Critical Pedagogies for Social Work.* Routledge. https://doi.org/10.4324/9781351002042 Exemplar O'Connor, D (2021) Mothering through a child's addiction journey: Linking lived experience to the lenses that shape intervention. *J. of Social Work.* Other Examples (Not Required Reading) G. Du Plessis (2014) "An Integral Ontology of Addiction: A multiple object existing as a continuum of ontological complexity," by G. du Plessis,2014, Journal of Integral Theory and Practice, 9(1), p. 40. Consider: Review and post a review The Integrated Metatheoretical Model of Addiction: Towards an Architectonic of a Metatheory of Addiction - Article (Preprint v7) by Guy Du Plessis | Qeios Wiegmann, W. L. (2017) Habitus, symbolic violence and reflexivity: Applying Bourdieu's theories to Social Work. *J. of Sociology and Social Welfare*, Volume XLIV (4). Van Breda, A. D. (2018) A critical review of resilience theory and its relevance for social work. *Social Work/Maatskaplike Werk* 54(1). http://dx.doi.org/10.15270/54-1-61
SESSION 12:	**November 23, 2022**
TOPIC:	**Disrupting key concepts**
READINGS:	Cummins, I. (2019). Vulnerability and the myth of autonomy. In S. A. Webb (Ed.), *Routledge International Handbook of Critical Social Work* (pp. 339-348). London and New York: Routledge, Taylor & Francis. Parsell, C., Eggins, E., & Marston, G. (2017). Human agency and social work research: A systematic search and synthesis of social

	work literature. *British Journal of Social Work, 47*, 238-255. doi:10.1093/bjsw/bcv145.
	Stern, D. (2000). The return of the subject? Power, reflexivity and agency. *Philosophy & Social Criticism, 26*(5), 109-122.
	Zhang, H. (2018). How 'anti-ing' become mastery: Moral subjectivities shaped through anti-oppressive practice. *British Journal of Social Work*, 48, 124-140. doi:10.1093/bjsw/bcx010
SESSION 13:	**November 30, 2022**
TOPIC:	**Student Presentations**
SESSION 14:	**December 7, 2022**
TOPIC:	**Last class – Wrap-up**

Assignments

There will be three inter-related assignments for this course. As well, students will be invited to assist in developing an article for publication based on classroom discussions and readings.

1.   Weekly Reflexive Journal Entry plus an end-of-term summary reflection

Students are expected to read and be prepared to engage with, the readings each week. To set-up classroom discussion, weekly journals based on one's engagement with the readings will be due Monday morning by 9:00 am. Consider and reflect upon what you have learned (or unlearned) about one's own theoretical orientation from readings and class discussions. Each week at least one student will be asked to begin the conversation by reading his/her entries as a start point. Identify new ideas that are emerging for you, questions you have, and challenges/reactions you have to the readings and previous week's discussions.

An end-of-term summary reflection will pull-together where you started, how you are thinking about things now – ie. Do you notice changes in your lenses? – and what questions remain for you. It will be due on the last class and form the basis for our last class discussion (so be prepared to share)

*Criteria for grading will inclu*de: Is there a thoughtful engagement with the readings? Do your entries reflect some degree of critical reflection and ability to be reflexive about your own state of knowing?

Value: 30%

2.   Presentation:

The purpose of this presentation will be to begin to critically read and conceptualize the state of knowledge related to your research topic.

Some points to consider including: Identify the underlying assumptions, values and beliefs being used to construct this particular body of knowledge? Are there particular theories being applied –either explicitly or implicitly? How are the underlying assumptions, beliefs and values associated with these influencing what is researched/known or how topic is thought about? Examine how this lens is limiting? What are the emergent ethical issues? Outline an alternative lens for reading the literature? Examine what you see about the state of knowledge in this area when this other worldview/theoretical lens is applied?

This presentation can be a 'work-in-progress' and an opportunity to flesh out your ideas and discuss places where you may have questions or be 'stuck'. Criteria for evaluation will include attention to both content and teaching process and will include feedback from both peers and instructor.

Due: TBD – toward the end of November to be presented in class

Value: 30%

3.   Final Paper – Conceptual Review of your topic of interest and should be based on your presentation and feedback from colleagues.

Definition of a Conceptual Review *(as cited in Hicks 2016 -reading for first class): Conceptual review, unlike the more usual aggregative type of literature survey, involves examination of how the topic in question is theorised in order to 'reveal, "at a conceptual level," the frames of reference, theoretical debates, and interpretive arguments that [are] common to the wider body of literature' (Young et al., 2006, p. 325)*

Hence, the purpose of this paper is to begin to critically examine the state of knowledge related to your research topic. Students will be expected to

   a) Identify and critique the epistemology underpinning the development of knowledge in this area;
   b) critique the literature based on how knowledge has been constructed;
   c) introduce an alternative lens for broadening knowledge in this area;

Value: 40%

Due: December 16, 2022

Papers should reflect your own original work in the integration, synthesis, application and critique of theory. You should follow the citation format of the American Psychological Association style guide which you can find in an abbreviated form on the internet. All assignments must be typewritten. Spelling and grammar will be considered in evaluating all written work.

Please NOTE: THESE ARE SUGGESTED ASSIGNMENTS! IF YOU HAVE SOMETHING IN MIND THAT YOU THINK WOULD BE A MORE USEFUL WAY FOR INTEGRATING CLASS MATERIALS AND DISCUSSIONS PLEASE DON'T HESITATE TO DISCUSS WITH ME!

Retention of Submitted Assignments

Students should 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 Standings. 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.

SCHOOL/COURSE POLICIES

COVID-19

The School follows UBC health and safety guidelines. Please see https://covid19.ubc.ca/ for current information and guidance.

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the 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.

Academic Dishonesty

Academic dishonesty will not be tolerated. Please read the UBC Calendar, "Academic Regulations", for the University's policies on cheating and plagiarism. All Incidents of academic dishonesty will be referred to the President's Office.

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

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students may not record class or group discussions without prior permission of all individuals in attendance.

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC Early Alert system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see earlyalert.ubc.ca).

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.