#1 on Religion and # 2 on Disbility/Ableism

**Adams, M., Blumenfeld, W., Castañeda, R., Hackman, H., Peters, M., & Zúñiga, X. (2013).**

***Readings for diversity and social justice, 3rd Ed*. New York: Routledge, Taylor & Francis.**

**Critical Consciousness Development Journals (CCDJ)** 3 to 5 Pages each 2 due throughout course

In order to deepen your process of learning in this course, I want you to spend some time critically reflecting on

the class discussions and the readings by writing **2** critical analysis papers. These should serve as a log of your

own experiences and critical reactions to the class exercises, discussions, readings and assignments.

These analyses **must** be **based on the readings, class discussion, exercises, and video presentations due for**

**that section** (YOU MUST REFERENCE **AT LEAST 3** OF THE READINGS). If you are critical of a

position, **present** alternative positions and provide evidence for your position. **Address** how the readings

illuminate an issue. **Address** how the readings have helped you re-think old ideas or ways of working.

**Address** questions that have been generated for you and why these questions are important to your practice and

to your life; how you have or could use the ideas in your professional practice or personal life; and how your

thinking is changing given the readings. **Discuss** implications for social work practice in each analysis. Most

importantly though, this analysis should serve as a way for you to **reflect** on how your own identities and

knowledge/ experience around oppression/ privilege may be shaping your reactions and learning process.

Do **not** summarize what is in the readings. The instructor already knows what the readings say. Rather, apply

the readings to your practice and/or to experiences in your life. The important thing to remember is that the

critical analysis allows you an opportunity to reflect upon your experiences, to learn about yourself, and to learn

from others. Critical analyses will be handled in a confidential manner.

These analyses will not be graded for their descriptions of what you are learning (everyone will learn

differently). Instead, they will be graded for their completeness and for their depth of insight and reflection.

The reasons a student might receive an analysis with points deducted are: a) failure to address substantively the

points above; b) poor writing – errors in grammar, spelling, etc.; c) lack of self-reflection; d) merely repeating

content of the readings; e) handing in the analysis late; f) failure to discuss the readings.

Critical analyses will be graded on the quality and depth of your thinking. These analyses must be free of

typographical errors. Margins should be no larger than 1-inch on each side of the page. If referring to readings,

you **must** use APA style from the American Psychological Association Publication Manual.

**\*\*\*NOTE: THE INSTRUCTOR MAY PERIODICALLY SPECIFY A TOPIC OR QUESTION TO**

**ADDRESS IN YOUR ANALYSES\*\*\***

Rubric

1. Response **addresses** how the readings illuminate an issue (9 points)

a. Response a**ddresses** how the readings have helped you re-think old ideas or ways of working (10

points)

2. Response **includes** questions that have been generated for you and why these questions are important to

your practice and to your life (9 points)

3. Response addresses how you have or could use the ideas in your professional practice or personal life

(18 points)

4. Response **discusses** implications for social work practice in each analysis (9 points)

5. Response includes analysis that demonstrates a **reflection** on how your own identities and knowledge/

experience around oppression/ privilege may be shaping your reactions and learning process (12 points)

6. Position stance clearly stated; if you are critical of a position, **present** alternative stance and provide

evidence for your position (9 points)

7. Submission references at least 3 of the course readings (8 points)

8. Submission does **not** summarize what is in the readings (8 points)

9. Formatting and Grammar (8 points)