

UMBC UGC New Course Request: AFST 396: Psychology, Race, and Social Justice

Date Submitted: 11/19/2019

Proposed Effective Date: Spring 2021

| | Name | Email | Phone | Dept |
|-------------------|--------------|----------------|--------------|------|
| Dept Chair or UPD | Gloria Chuku | chuku@umbc.edu | 410-455-2921 | AFST |
| Other Contact | | | | |

COURSE INFORMATION:

| | |
|---|---|
| Course Number(s) | AFST 396 |
| Formal Title | Psychology, Race, and Social Justice |
| Transcript Title (≤30c) | Race and Social Justice |
| Recommended Course Preparation | AFST 100 and a lower level SS course (with at least a C grade) |
| Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better. | N/A |
| # of Credits Must adhere to the UMBC Credit Hour Policy | 3 |
| Repeatable for additional credit? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Max. Total Credits | 3.0 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small> |
| Grading Method(s) | <input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail |

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course examines historical and psychological factors that have influenced the mistreatment of African Americans by the U.S. criminal justice system. Psychological research and theory are used to provide insights on why such misconduct persists on the part of justice officials. Issues explored include the contributions of implicit biases and cultural stereotypes for such behavior. Social justice principles and applied psychological research findings are used to explore possible amelioration of these inequalities.

RATIONALE FOR NEW COURSE:

This course will serve as an elective for the department's proposed new certificate program in Race and Social Justice Studies and will add to its social science curriculum pertaining to the experiences of African Americans in the U.S., and also increase its upper level course offerings needed by our majors. It is intended for those who have advanced beyond the introductory level courses in AFST and SS and therefore have acquired foundational knowledge of the difficult life experiences of this group in American society. It will be of benefit to those in a wide-array of majors who have an interest in social justice issues affecting African Americans.

Because this course serves as an elective for the proposed Race and Social Justice Studies certificate program, and therefore helps students meet the course credits requirement for the certificate, it requires the Regular [A-F] grading method.

Plans are to offer the course in alternate academic years. Because the course examines long-standing issues in the African American experience as well as takes advantage of a very active research area of study, there is sufficient justification for its repeatability as a free-standing regular course in the department's curriculum.

ATTACH COURSE SYLLABUS (mandatory):

AFST 396: PSYCHOLOGY, RACE, AND SOCIAL JUSTICE

T. N. ROBINSON, JR., Ph.D.

Spring 2021

OFFICE: 540 Fine Arts
LECTURE HRS: MW 2:30-3:45 p.m.
OFFICE HRS: MW 11:30-1:00 p.m. and by appointment
PHONE: 410-455-2926 [Direct/410-455-2158 [Message]]
E-MAIL: trobins@umbc.edu

PURPOSE/OBJECTIVES

PURPOSE

Throughout their long history in the United States, African Americans have been plagued by psychological and physical abuse by the white community or its representatives in the criminal justice system. Such abuse did not end with the outlawing of slavery or Jim Crow laws. Nor did it end with the passage of Civil Rights laws during the 1960s and 1970s. Instead, in more recent times, it has continued to be manifested through activities associated with law enforcement and criminal justice officials. This situation was brought into glaring focus some five years ago following the fatal shooting of a young black man in Ferguson, MO. Since then, numerous instances of such tragedies have played out on the national level involving many communities within the United States.

The course examines historical and psychological factors which have had an influence on the mistreatment of African Americans by different elements of the U. S. criminal justice system. The contention here is that psychological research and study can provide invaluable insights on why such misconduct on the part of justice officials continues to persist. And, that it does so through the operation of implicit biases and stereotyping based on the historical experiences of blacks and whites.

Among the issues explored are: institutional racism as a force in the justice and law enforcement system, racial factors associated with the perception of African Americans, racial profiling, use of force in policing and how implicit biases and stereotyping influence behavior on the part of criminal justice officials. Finally, social justice principles and applied psychological research findings are used to explore possible remedies for these identified justice system inequities as well as the promotion of improvements in police-community relations.

LEARNING GOALS

- Knowledge of the African American experience as it pertains to the U. S. criminal justice system, and the critical role of racism in this regard;**
- Recognition and understanding of the critical interplay of psychological processes like implicit bias and stereotyping on the behavior of justice officials as they interact with African Americans;**
- Acquisition of the ability to critically analyze and understand important research exploring how psychological processes affect behavior relating to justice officials' misconduct in their interactions with African Americans; and**
- Acquisition of ability to critically evaluate suggested psychological remedies and public policy changes to help ameliorate these justice system inequities.**

COURSE REQUIREMENTS

Students are required to attend class regularly and complete three short in-class exams as well as an in-class presentation on a chosen topic/issue along with a written course project paper on the same chosen topic.

CLASS ATTENDANCE is an important requirement of the course as the course will reflect the seminar approach to discussion of issues surrounding the U. S. black experience with representatives of the U. S. criminal justice system. Attendance will ensure that students will be aware of these important issues. At the beginning of each class period, an attendance sheet will be circulated for those present to sign as evidence of their attendance.

A COURSE PROJECT PAPER will be required of students on a topic of their choosing, a topic that is related to the general theme of the course. This topic will require approval of the instructor by OCTOBER 14, 2020 and the report itself will be due on or before DECEMBER 7, 2020. Details about the requirements for this project paper are provided under separate cover as an attachment to this syllabus. NOTE THAT LATE REPORTS WILL INCUR A SEVERE POINT PENALTY [see project guidelines].

An IN-CLASS PRESENTATION of the course project paper will also be required of students. These presentations will take place during the last five class meetings of the semester [November 25 – December 7, 2020]. A schedule of presentations will be created prior to these dates. Guidelines and assessment criteria for these presentations will be distributed to students beforehand.

EXAMS will also be required of students. This form of assessment will involve three [3] exams based on course lectures and readings. Each exam will consist of 21 items [20 two-point multiple-choice items; 1 short answer question worth 10 points] totaling 50 points. A week prior to each scheduled exam, an exam study guide and practice exam will be posted on Blackboard [Bb]. These materials are designed to give students a sense of the important issues to be covered on the exam as well as the manner in which exam questions will assess the student's knowledge of these issues.

Blackboard [Bb] Readings and Other Materials. Instructor-provided powerpoint [ppt] summaries for the assigned journal readings will be posted on Bb. The citations for these journal readings are shown [below] on the Course Outline so that students might read the actual articles if they so desire. These citations also can be of value as sources for the student's course project paper. Students are expected to review the instructor-provided Bb ppt summaries for an indicated discussion topic prior to the class in which the topic is to be discussed. Discussion topics and their accompanying citations are indicated together on the Course Outline below.

REQUIRED TEXTBOOKS

Davis, Angela J. (Ed.). (2017). Policing the Black Man: Arrest, Prosecution, and Imprisonment. NY: Pantheon. ISBN: 978-1-101-87127-0

Ward, James (Ed.). (2018). Policing and Race in America: Economic, Political, and Social Dynamics. Lanham, MD: Lexington. ISBN: 978-1-498-55091-8

OTHER REQUIRED READINGS

Various academic journal readings are used to supplement the required textbook readings. As indicated above, instructor-provided summaries of these journal readings will be available on Bb. Again, the Course Outline below shows the citations for these readings along with those from the textbooks.

GRADING AND EVALUATION PROCEDURES

Grades for the course will be assessed in terms of class attendance [25%], the in-class presentation [15%], the course project paper [30%] and exams [30%].

Course grades are to be assigned in the following manner:

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|--------|--------|-----|
| \geq | 90% | = A |
| | 80-89% | = B |
| | 70-79% | = C |
| | 60-69% | = D |
| \leq | 59% | = F |

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibility of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty, cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, or the UMBC Policies section of the UMBC Directory. [See <http://www.umbc.edu/provost/integrity/index.htm>]

UMBC TITLE IX SEXUAL MISCONDUCT POLICY

Any student who has experienced sexual harassment or assault, relationship violence, and/or stalking is encouraged to seek support and resources. There are a number of resources available to you. As an instructor, I am considered a Responsible Employee, as defined by UMBC's Interim Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct. This means that while I am here to listen and support you, I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking and/or gender-based harassment to the University's Title IX Coordinator. Note also that under Maryland law, I am also required to report all disclosures or suspicions of child abuse or neglect to the Department of Social Service and/or the police. The purpose of these requirements is for the University to inform you of options, supports, and resources.

You can utilize support and resources even if you do not want to take any further action. You will not be forced to file a police report, but please be aware, depending on the nature of the offense, the University may take action.

If you need to speak with someone in confidence about an incident, UMBC has the following Confidential Resources available to support you. They include: The Counseling Center (410-455-2742), University Health Services (410-455-2542), The Women's Center (available to students of all genders) (410-455-2714), and the Title IX Coordinator (410-455-1606). For after hour emergency consultations call the police at 410-455-5555.

STUDENT DISABILITY SERVICES (SDS)

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who

request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow for students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and would like to request academic accommodations, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or alternatively, you may visit the SDS office in person in the Math/Psychology Bldg., Room 212. For any questions or concerns, you may contact that office via email at disAbility@umbc.edu or phone at 410-455-2459.

If you require accommodations for this class, you are welcome to make an appointment to meet with me to discuss your SDS-approved accommodation.

COURSE OUTLINE

APPROX. DATES

[Note: Assigned readings for discussion are indicated for each topic. Instructor-provided powerpoint [ppt] summaries [denoted by **] will be provided in lieu of the actual book chapters themselves [so as to avoid copyright violations for recently published works]. Instructor-provided ppt's will also summarize the journal articles shown below as well. An extensive bibliography of readings associated with the topics included within the syllabus is available to students on Blackboard [Bb]. This bibliography provides reference information for the various book chapters and articles from research journals, magazines and newspapers that were used to create the syllabus.

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| I. | COURSE OVERVIEW AND OBJECTIVES | 8/31 |
| II. | THE PSYCHOLOGICAL EXPERIENCE OF BEING BLACK IN THE U. S. | 9/2 – 9/16 |
| A. | <u>Psychology of Racism</u> | 9/2- 9/9 |
| | The Many Facets of Racism [Instructor provided notes] | |
| | S. T. Fiske (2010). Are We Born Racist? [In J. Marsh et al.(2010). <u>Are We Born Racist?: New Insights from Neuroscience and Positive Psychology</u> . Boston: Beacon Press]. Pp. 7-16** | |
| | P. S. Salter et al.(2018). Racism in the Structure of Everyday Worlds. <u>Current Directions in Psychological Science</u> , 27(3), 150-155. | |
| | D. Operario & S. T. Fiske (1998). Racism Equals Power Plus Prejudice** In J. Eberhardt & S. T. Fiske, <u>Confronting Racism: The Problem and The Response</u> . Thousand Oaks, CA: Sage. Chp. 2. | |
| | J. F. Dovidio & S. L. Gaertner (1998). On the Nature of Contemporary Prejudice** [J. Eberhardt & S. T. Fiske as above; Chp. 1] | |
| | K. A. Appiah (2015). Race in the Modern World. <u>Foreign Affairs</u> , 94(2), 1-8. | |
| B. | <u>Racism Effects – Racial and Social Inequality</u> | 9/14 – 9/16 |
| | <u>TEXTBOOK--WARD</u> | |
| | D. A. Bearfield et al.—What to Do When the Yelling Stops: How Black Lives Matter Can Have Lasting Impact. Chp. 1. | |
| | <u>OTHER</u> | |
| | L. Capeheart & D. Milovanovic (2007). Social Justice: Introduction** <u>Social Justice: Theories, Issues, and Movements</u> . New Brunswick, NJ: Rutgers U. Press. Pp. 1-7. | |
| | E. Hatfield & R. Rapson (2005). Social Justice and the Clash of Cultures. <u>Psychological Inquiry</u> , 16(4), 172-175. | |
| | F. C. Harris & R. C. Lieberman (2015). Racial Inequality After Racism. <u>Foreign Affairs</u> , 94(2),9-20. | |

III. THE PROBLEM: POLICE BRUTALITY AND THE BLACK COMMUNITY

9/18 – 28

A. Defining the Problem

9/18

- R. Weitzer & S. A. Tuch (2006). Police Misconduct.**
R. Weitzer & S. A. Tuch. (2006). Race and Policing in America: Conflict and Reform. NY: Cambridge U. Press. Chp. 2.
R. Weitzer & S. A. Tuch (2006). Racially Biased Policing.**
[Same as above, Chp. 3]

B. History of the Problem

9/23

TEXTBOOK --DAVIS

- B. Stevenson (2017). A Presumption of Guilt: The Legacy of America's History of Racial Injustice. Chp. 2.
K. Henning (2017). Boys to Men: The Role of Policing in the Socialization of Black Boys. Chp. 4.

C. Problem Effects--Criminal Justice System and African Americans

9/28

TEXTBOOK—WARD

- S. L. Myers, Jr. (2018). What Have We Learned about Incarceration and Race? Lessons from Thirty Years of Research. Chp. 5.

TEXTBOOK--DAVIS

- M. Mauer (2017). The Endurance of Racial Disparity in the Criminal Justice System. Chp. 3.
Travis & Western—Poverty, Violence and Black Incarceration. Chp. 12.

D. Police and Black Community Relations and Interactions

9/25

TEXTBOOK--WARD

- J. A. Eterno & C. S. Barrow (2018). Contemporary Police and Minorities in the United States: Causes, Theories, and Solutions. Chp. 2.

EXAM I-----TOPICS II-III-----9/30

COURSE PROJECT PAPER APPROVAL DUE DATE-----10/14

IV. PSYCHOLOGICAL DIMENSIONS OF THE PROBLEM

10/5 – 10/26

A. Race and the Perception of African Americans

10/5 –10/7

- I. V. Blair et al. (2004). The Automaticity of Race and Afrocentric Facial Features in Social Judgments. J. of Personality and Social Psychology, 87(6), 763-778.
J. L. Eberhardt et al. (2004). Seeing Black: Race, Crime, and Visual Processing. J. of Personality and Social Psychology, 87(6), 876-893.
A. R. Todd et al. (2016, February). Does Seeing Faces of Young Black Boys Facilitate the Identification of Threatening Stimuli? Psychological Science, 10 pp.
J. P. Wilson et al. (2017). Racial Bias in Judgments of Physical Size and Formidability: From Size to Threat. J. of Personality and Social Psychology, 113(1), 59-80.

B. Police Fears and Attitudes and Police Decision-Making

10/12

- J. Correll et al. (2002). The Police Officer's Dilemma: Using Ethnicity to Disambiguate Potentially Threatening Individuals. J. of Personality and Social Psychology, 83(6), 1314-1329.
S. L. Miller et al. (2012). The Basis of Shooter Biases: Beyond Cultural

- Stereotypes. Personality and Social Psychology Bulletin, 38, 1358-1366.
 J. E. Bromwich (2017, January 12). White and Black Police Officers Are Sharply Divided About Race, Survey Finds. The New York Times, A25.
 R. Kaldeaij et al. (2019). High Endogenous Testosterone Levels Are Associated With Diminished Neural Emotional Control in Aggressive Police Recruits. Psychological Science, 30, 1161-1173.

C. Racial Profiling 10/14

TEXTBOOK—DAVIS

R. M. Hutchins—Racial Profiling: The Law, the Policy, and the Practice. Chp. 5.

OTHER

J. Rojek et al. (2012). Policing Race: The Racial Stratification of Searches in Police Traffic Stops. Criminology, 50(4), 993-1024.

P. Warren et al. (2006). Driving While Black: Bias Processes and Racial Disparity in Police Stops. Criminology, 44(3), 709-738.

D. Use of Police Force 10/19

TEXTBOOK--WARD

J. Ellison & B. Steiner (2018). Assessing Racial and Ethnic Differences in the Consequences of Police Use of Force Chp. 9.

OTHER

B. Smith & M. Holmes (2012). Police Use of Excessive Force in Minority Communities: A Test of the Minority Threat, Place, and Community Accountability Hypothesis. Social Problems, 61(1), 83-104.

E. Influences on Police Shooting Behavior 10/21 – 10/26

K. B. Kahn & P. G. Davies (2017). What Influences Shooter Bias? The Effects of Suspect Race, Neighborhood, and Clothing on Decisions to Shoot. J. of Social Issues, 73(4), 20 pp.

A. Nieuwenhuys et al. (2012). Effects of Threat on Police Officers' Shooting Behavior: Anxiety, Action Specificity, and Affective Influences on Perception. Applied Cognitive Psychology, 26, 608-615.

A. Landman et al. (2016). Decision-Related Action Orientation Predicts Police Officers' Shooting Performance Under Pressure. Anxiety, Stress, & Coping, 29(5), 570-579.

L. A. Fridell (2016). Racial Aspects of Police Shootings. Criminology & Public Policy, 15(2), 481-489.

S. L. Miller et al. (2012). The Basis of Shooter Biases: Beyond Cultural Stereotypes. Personality and Social Psychology Bulletin, 38, 1358-1366.

EXAM II-----TOPIC IV-----10/28

V. PROPOSED STRATEGIES FOR POSSIBLE AMELIORATION OF THE PROBLEM 11/2 – 11/16

A. Recommendations from the Psychology Discipline 11/2 – 11/4

TEXTBOOK—DAVIS

K. Russell-Brown (2017). Making Implicit Bias Explicit: Black Men and the Police. Chp. 6.

OTHER

E. L. Paluck & D. P. Green (2009). Prejudice Reduction: What Works? A Review and Assessment of Research and Practice. Annual Review of Psychology, 60, 339-367.

T. Tyler et al. (2015). The Impact of Psychological Science on Policing in the United States: Procedural Justice, Legitimacy, and Effective Law Enforcement. Psychological Science in the Public Interest, 16(3), 75-109.

B. Reforms to Police Training and Activities

11/9 – 11/11

TEXTBOOK—DAVIS

T. Meares & T. Tyler—Policing: A Model for the Twenty-first Century. Chp. 7.

TEXTBOOK—WARD

L. H. Edwards & I. Klein (2018). Community Policing as a Solution: What Is the Evidence? Chp. 11.

R. Zullo—Should More Law Enforcement be the Answer to Crime? Chp. 6.

S. G. Boltz—Check Your Bubble! Mindful Intersections of Trauma and Community Policing. Chp. 8.

M.A. Rivera & J. D. Ward—Developing a Comparativist Ethics for the Evaluative Study of Racialized Police Violence. Chp. 12.

OTHER

R. Weitzer & S. A. Tuch (2006). Reforming the Police.** In R.R. Weitzer & S. A. Tuch. (2006). Race and Policing in America: Conflict and Reform. NY: Cambridge U. Press. Chp. 4.

D. Gunn (2017). Internal Affairs: In an Effort to Combat Police Mistreatment of Minorities, Law Enforcement Officers Have Embraced the Science of Implicit Bias. But What Do Such Studies- and Related Training Programs-Really Reveal? Psychology Today, 50(2), 64-70,79.

E. Goode (2016, April 26). Social Workers in Blue: Police Officers in Portland, Ore., and Elsewhere Are Adopting Nonviolent Tactics in Confrontations With the Mentally Ill. The New York Times, D1, D3.

F. A. Dixon (2010). Policing Bias. **In J. Marsh et al. (Eds.), (2010). Are We Born Racist?: New Insights from Neuroscience and Positive Psychology. Pp. 80-87.

C. Black Community Efforts

11/16

J. Ross (2017, January 4). Blacks Learn the Nuances of a Police Encounter. The Washington Post, A1, A12.

VI. ASSESSMENT AND SUMMARY: WHAT HAVE WE LEARNED?

11/18

EXAM III-----TOPICS V-VI-----11/23

VII. STUDENT PRESENTATIONS

11/25 – 12/7

COURSE PROJECT PAPER DUE-----12/7

**PSYCHOLOGY, RACE, AND SOCIAL JUSTICE
AFST 396**

COURSE RESEARCH PAPER PROJECT

DEADLINE FOR PROJECT APPROVAL-----OCTOBER 14, 2020

PROJECT DUE DATE-----DECEMBER 7, 2020

GENERAL OBJECTIVES

- To provide the student with the opportunity to sharpen his/her analytical skills;
- To give the student the opportunity to enhance his/her knowledge about a particular issue relating to African Americans' experiences with the U. S. justice system; and
- To provide the student with the opportunity to practice his/her writing skills.

TECHNICAL REQUIREMENTS FOR THE PAPER

- Be certain to include a cover sheet for your report; the cover sheet should show a title for the report, your name, the class, and the semester/date.
- At a minimum, the report should be 8 pages in length [double-spaced], and it should be typewritten.
- Published material cited in the text of the report should be accompanied by appropriate reference information at the end of the report, i.e., a reference page. Thus, reference information should be provided for cited material taken from books, magazines, journals, DVD's/films or the internet. When doing so, please provide author, title, date [year and volume #], publisher, and/or internet address.

Examples

Book

Hine, D. C., Hine, W. C., & Harrold, S. (2008). The African-American Odyssey. 4th ed. Upper Saddle River, NJ: Pearson Prentice Hall.

Journal Article

Benozio, A., & Diesendruck, G. (2015). From effort to value: Preschool children's alternative to effort justification. Psychological Science, 26, 1423-1429.

Magazine Article

Coates, T. (2015, October). The Black family in the age of mass incarceration. The Atlantic, 316, 60-80, 82-84.

Internet Article

Glueckauf, R. L. et al. (1998, July). Videocounseling for families of rural teens with epilepsy –Project update. Telehealth News, 2(2). Retrieved June 6, 2000, from http://www.telehealth.net/subscribe/newsletter_4a.html#1

YOUR REPORT SHOULD INCLUDE AT LEAST 10 REFERENCES, AND AT LEAST HALF OF THESE REFERENCES SHOULD BE BOOK AND/OR RESEARCH JOURNAL REFERENCES!

SPECIFIC PURPOSE OF THE EXERCISE

This exercise is designed to provide the student with the opportunity to learn more about the Black experience in the U. S. as it pertains to the interactions of African Americans with the U. S. justice system and/or their struggles for social justice therein; and more importantly, to gain greater in-depth information and knowledge about a specific issue in this context. Viewed favorably

will be papers that address, in some way, the influence of psychological factors in these relations and/or struggles.

PROCEDURE

- 1) **Decide upon a topic of interest for the exercise.**
- 2) **GET THIS TOPIC APPROVED BY THE OCTOBER 14, 2020 DEADLINE**
- 3) **Get some background information about the issue/topic. You can use a wide variety of sources for such information—course materials, other published material as well as your own thoughts and observations.**
- 4) **Develop an argument or point of view about the issue.**
- 5) **Gather information about the issue from published sources, i.e., provide a review of the issue**
- 6) **Evaluate or critically analyze this evidence—does it provide support for your argument? Are there shortcomings associated with this evidence? Does this evidence comport with or conform with your own observations. If not, why not?**

I. e., provide a thorough discussion of the issue, support or lack of support for it based on published works; your assessment and evaluation of these works, and whether or not this information is consistent with your own experiences and observations. Also, provide some indication of what you see as future developments concerning this issue.
- 7) **Create an outline for the written report.**
- 8) **Write the report. Be certain to provide an indication of the research question [i.e., what the issue is and your point of view as regards the issue] at the outset of the report. In other words, give the purpose of the paper early on. And, after reviewing the evidence for your argument [body of the paper], give an indication of the appropriate conclusions to be drawn from your discussion of the issue. And, make certain to include a reference page at the end of your report that shows the sources you used for your citations and any quotes contained within the paper.**
- 9) **Important Points to Remember**
 - a) **GET YOUR TOPIC APPROVED BY THE OCTOBER 14, 2020 DEADLINE**
 - b) **Make certain you include a cover page with your report [see above Technical points];**
 - c) **Make certain to make use of at least 10 references for your report;**
 - d) **Submit your report via e-mail as a WORD attachment to the instructor at trobinso@umbc.edu**
 - e) **Save an electronic copy of your report—this copy serves as a backup in the event your original submission does not reach your instructor.**

BON CHANCE!