PA 5426: Community-Engaged Research and Policy with Marginalized Groups

Spring 2021
Wednesdays, 4:00-6:45 PM
Online via Zoom

Christina Melander
Cell: 952-486-0879
Email: melan108@umn.edu
Office hours: TBD or by appointment via Zoom

Course Description:
Marginalized populations tend to be viewed as objects of social policy, passive victims, or a cause of social problems. Processes of marginalization we will explore in this class include: structural racism, colonization, economic exclusion and exploitation, gender bias, and more. Policy and research are typically driven by mainstream/dominant society members with little direct knowledge about the real lives of people on the margins. This can lead to misguided actions, misunderstandings, paternalism, unintended negative consequences and further marginalization and/or stigmatization. In this course, we will learn about community-engaged research methodologies such as participatory action research (PAR) and community-based participatory research (CPBR). We will use case studies of sex trafficking, housing, and youth work to explore the challenges, rewards and ethical implications of these community-engaged approaches to research and policy-making. Instructors and students in the course will work together on a real-world research and policy challenge so that students contribute to ongoing work in the field in real-time.

Course Objectives:

After completing the course, students should be able to:
- Analyze sensitive public policy problems using reflexive and/or feminist methodologies, discourse analysis, critical legal theories and legal realism
- Design ethical research protocols on sensitive topics for use with marginalized communities
- Understand and be able to use community engaged research approaches
- Analyze implications and develop legislative strategy with demonstrated sensitivity, awareness, and involvement of marginalized communities
- Develop ethical advocacy plans on sensitive topics involving marginalized communities
- Engage in real world problem solving at the intersection of theory and practice

- Demonstrate a nuanced understanding of the complex and multifaceted topic of commercial sex and the individuals involved in that marketplace.

Course structure:
Students are expected to attend class regularly. We meet once a week via Zoom. Typically the class will include brief lecture, class discussion of the readings and concepts, and may have a guest speaker, exercise, or workshop.

Students will be assigned to lead and facilitate the class discussion on readings. Each student will lead one class discussion. Depending on the total number of students, some weeks will have two students assigned to facilitate class discussion. Facilitators should post 3 questions on the Canvas discussion board for the class on Tuesday by noon the day before class.

Assignments & Due Dates

Assignment	Length	Percent	Due Date
Class participation		10%	
Class facilitation		5%	
Reflective essays (8 total)	1 page each	10%	
Policy advocacy strategy plan/memo	4-6 pages	15%	March 19
Community engagement sessions proposal	5-7 pages	15%	April 12
Power mapping exercise		10%	March 5
Field project (total 30%)			
- Field project plan	1-2 pages	5%	February 26
- Final field project deliverable DRAFT for review		--	April 16
- Final project deliverable	--	20%	April 30
- Project presentation in class	N/A	5%	April 30
Final reflection on course topics	2-3 pages	5%	May 12

Instructors have provided detailed descriptions of the assignments at the back of the syllabus and on the canvas course. All assignments will also be discussed in class.

Grading:

Papers and assignments will receive letter grades based on the following scale:
A 4.00   94-100   Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A- 3.67   90-93
B+ 3.33   87-89
B   3.00   84-86   Represents achievement that is significantly above the level necessary to meet course requirements.
B- 2.67   80-83
C+ 2.33   77-79

C   2.00   74-76   Represents achievement that meets course requirements.
C- 1.67   70-73
D+ 1.33   67-69
D   1.00   64-66   Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

Required Text Books/Materials
Ernest T. Stringer (2014). *Action Research, Fourth Edition*. SAGE Publications: Thousand Oaks, CA.

Linda Tuwihai Smith (2012). *Decolonizing Methodologies: Research and Indigenous Peoples, Second Edition*. Zed Books Ltd: New York, NY.

Diversity and Class Norms
This class may discuss a number of topics that feel controversial and sensitive to some. Some of the material on sex trafficking may be disturbing or difficult. And any conversation that surrounds various forms of marginalization is likely to be personal to some in the room, and may bring with it adverse or painful emotions. The purpose of the discussions is to examine and evaluate a wide range of viewpoints. In order to maintain a positive learning environment both the students and the instructors are expected to adhere to the following norms:

- Respectful dialogue. You will be encouraged to enter into conversation that challenge facts, ideas and underlying assumptions in a respectful manner, without engaging in personal criticism.

- Everyone is expected to participate in class discussions; it is the instructor's role to ensure that everyone's voice is heard. Please assist us by encouraging your quieter classmates to participate, and helping to avoid domination of the conversation by a few.

- Do not assume that a student's race, ethnicity, gender or gender expression, sexual orientation or other aspects of their identity defines her/his/their position on topics explored in the class, or requires that he/she/they automatically serve as a spokesperson. Matters of identity can be deeply personal. Decisions to voice personal comments and experiences regarding the topics that we discuss should be the result of personal choice, not obligation.

- Some of the readings and class materials about sex trafficking that we will be discussing may include offensive statements or assumptions about people within identity categories. It is important for students to recognize that these materials are included because they form an important part of contemporary political discourse about trafficking. It is our role as public policy professionals and researchers to examine the underlying assumptions and other elements of social/identity category construction within the public policy arena.

- Because the class examines sex trading and trafficking, some of the class readings and materials contain content related to experiences of violence, marginalization, and trauma. This includes but is not limited to sexual assault, physical assault, coercive control,

financial exploitation, and racialized trauma. Students should be aware of this course content, and judge for themselves if they feel comfortable discussing these topics. The instructor seeks to create a classroom environment with respect and sensitivity to these topics and to students' needs.

Norms for engagement in virtual class:
Moving class to an online environment automatically includes regular computer use during class, and creates unique challenges to active engagement and participation. These are the norms that should be followed in this setting:

- Video-on demonstrates active class engagement. Students should do their best arrange ahead of time to find a quiet location that has relatively low distractions if possible. Cameras should be aligned to show your face. If you have any concerns about keeping your video on (such as children in the house or feeling ill), let the instructor know.
- Students should show up to class in a professional manner, as though you would show up to class in person.
- Students should mute their audio when not speaking to reduce background noise and ensure improved audio quality for those who are speaking.
- Consider turning off your video when there are a lot of distractions on camera.
- Students should not use their laptop to check email, social media, or browse the internet during class time. While it may be tempting to engage in other activities during class time, this "multi-tasking" detracts from the learning experience. Similarly, cell phone use should be limited to an as-needed basis. Students are encouraged to use fidgets or other items if they feel antsy during class.

Incompletes:
Incompletes are rarely given. We have designed the course so that you can complete the work during the semester. Documented family crises or medical emergencies may result in you needing to negotiate an incomplete. In that case, the Humphrey School's policy on incompletes will be followed. First, we only grant incompletes if you have requested them in advance. Second, by finals week you must have submitted in writing a description of what work remains to be done and the date by which you will have completed the work — use the HHH form for incompletes. Failure to submit the work in that time will result in a 0 for that assignment, and may lead to a failing grade for the course. We do not allow students to submit additional work for extra credit.

Mental Health:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at http://www.mentalhealth.umn.edu

Disabilities:
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the instructor early in the semester to discuss their individual needs for accommodations.

Other Resources for Success: Center for Writing, Student Writing Support.
Student Writing Support provides free writing instruction for all University of Minnesota students - graduate and undergraduate - at all stages of the writing process. They help students develop productive writing habits and revision strategies via in-person consultations.
See http://writing.umn.edu/sws/index.htm.

All your readings are available on the Canvas course site. We provide citations here as well.

Overview of Weekly Topics

Week & date	Topic	Due dates & events
SECTION 1: WADING IN		
Week 1: Jan 20, 2021	Orientation to the course, introductions to each other and topic	
Week 2: Jan 27, 2021	Processes of marginalization and intersectionality	
Week 3: Feb 3, 2021	Intersectionality in research and policy	*Pick project teams in class*
Week 4: Feb 10, 2021	Community-based participatory action research methods	
SECTION 2: SEX TRAFFICKING CASE STUDY		
Week 5: Feb 17, 2021	Intro to the "feminist sex war:" Debates over concepts, language, ideology and data	
Week 6: Feb 24, 2021	Sex trafficking and sex trading: ethics in research and policy design	*Guest speaker* *Project plan due Feb 26th*
Week 7: March 3, 2021	Advancing public policy action through community-based research	*Guest speaker* *Power mapping due Mar 5*
SECTION 4: YOUTH PARTICIPATORY ACTION RESEARCH		
Week 8: March 10, 2021	Introduction to YPAR: various methods and origins	*Guest speaker*
Week 9: March 17, 2021	YPAR with marginalized youth	*Guest speaker* *Policy memo due Mar 19th*
SECTION 5: IMPLEMENTATION IN THE FIELD		
Week 10: March 24, 2021	Action research and housing	*Guest speaker*
Week 11: March 31, 2021	Towards a decolonized research agenda	*Community engagement proposal due April 2nd*
Week 12: April 7, 2021	***SPRING BREAK***	
Week 13: April 14, 2021	Implementation	*Draft of field project deliverable due Apr 23*
SECTION 6: STUDENT-DRIVEN READINGS		
Week 14: April 21, 2021	Readings to be decided by students	
Week 15: April 28, 2021	Readings to be decided by students	*Final presentations in class*

		Field project deliverable due Apr 30
Week 16: May 5, 2021	*No class – STUDY DAY*	
Week 17: May 12, 2021	Final wrap-up & closure	*Final reflection essay due May 12*

Weekly Topics and Assignments

SECTION ONE: WADING IN

WEEK ONE: Wed, January 20
Getting to know each other and the topic

Get to know each other and the course.

WEEK TWO: Wednesday, January 27
Processes of marginalization; and intersectionality in research and policy

Readings:

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review, 43*(6), 1241-1299. doi:10.2307/1229039

Tuwihai Smith, Linda (2014). *Decolonizing Methodologies.* "Introduction," and "Chapter 1: Imperialism, History, Writing and Theory" and "Chapter 2: Research Through Imperial Eyes."

WEEK THREE: Feb 3, 2021
Processes of marginalization; intersectionality in public policy

Readings:

Schneider, Anne & Ingram, Helen (1993). "Social Construction of Target Populations: Implications for Politics and Policy," The American Political Science Review, Vol. 87, No. 2 (June 1993), 334-347

Olena Hankivsky and Renee Cormier, "Intersectionality and Public Policy: Some Lessons from Existing Models," Political Research Quarterly, Vol. 64, No. 1 (MARCH 2011), pp. 217-229

Tiffany Manuel (2006) Envisioning the Possibilities for a Good Life: Exploring the Public Policy Implications of Intersectionality Theory, Journal of Women, Politics & Policy, 28:3-4, 173-203, DOI: 10.1300/J501v28n03_08

WEEK 4: Feb 10, 2021
Community-based participatory & action research methods: part I

Readings:

> *Action Research:* Chapter One "Research in Professional and Public Life" (pp. 1-35),
> Chapter Two "Theory and Principles of Action Research" (pp. 36-72); Chapter Three
> "Setting the Stage" (pp. 73-98); Chapter Four "Look: Building the Picture" (pp. 99-134).

> Bradbury, H., (2015). "How to situate and define action research." *Introduction to the
> SAGE Handbook of Action Research*, (ed.) Hilary Bradbury.

WEEK 5: Feb 17, 2021
**The feminist sex war: abolitionists and pro-sex work approaches: Introducing the issues,
the terminology and data challenges**

Readings:

> Limoncelli, (2009)**.** The trouble with trafficking: Conceptualizing women's sexual labor
> and economic human rights**.**

> Demand Abolition (n.d.) "Evidence Against Legalizing Prostitution." Available at:
> https://www.demandabolition.org/wp-content/uploads/2014/07/evidence-against-
> legalizing-prostitution.pdf.

> Golkar, Niloofar. (2016) "A Roundtable on Sex Work Politics and Prison Abolition with
> Elene Lam, Chantelle Gallant, Robyn Maynard, and Monica Forrester." *Upping the Anti: A
> Journal of Theory and Action,* Issue 18, June 26, 2016. Available at:
> https://uppingtheanti.org/journal/article/18-sexworker/

> Stark, C., & Hudon, E. (Jan 2020). Colonization, Homelessness, Prostitution and Sex
> Trafficking of Native Women. National Resource Center on Domestic Violence.
> https://vawnet.org/material/colonization-homelessness-and-prostitution-and-sex-
> trafficking-native-women

> Sex is not the Problem with Sex Work: http://bostonreview.net/gender-sexuality/juno-mac-
> molly-smith-sex-not-problem-sex-work

> Williamson, C. & Cluse-Tolar (2002). Pimp-Controlled Prostitution: Still an integral part
> of street life. *Violence Against Women*, Vol. 8, No. 9, 1074-1092.

Week 6: Feb 24, 2021
Sex trafficking and sex trading: ethics in research and policy design

Readings:
    Fedina, L., (2015). "Use and misuse of research in books on sex trafficking: Implications for interdisciplinary researchers, practitioners, and advocates." *Trauma, Violence and Abuse,* 16(2): 188-198.

    Weitzer, R. (2014). "New Directions in Research on Human Trafficking," ANNALS, 653, May 2014.

    Martin, L. "Sampling and sex trading: Lessons on research design from the street," *Action Research*, May 2013

    Gerassi, L., Edmond, T., & Nichols, A. (2017). "Design strategies from sexual exploitation and sex work studies among women and girls: Methodological considerations in a hidden and vulnerable population." *Action Research*, 15(2): 161-176.

    Van der Meulen, E. (2011). Action research with sex workers: Dismantling barriers and building bridges. *Action Research*, *9*(4), 370–384. doi:10.1177/1476750311409767

Week 7: March 3, 2021
Sex trafficking and sex trading: advancing public policy action through community-based research

Readings:
    Safe Harbor for All report (2018) - excerpts

    Workplace Experiences in Minneapolis Strip Clubs (2017).

    Maggie O'Neill (2010). Cultural Criminology and Sex Work: Resisting Regulation through Radical Democracy and Participatory Action Research (PAR). *Journal of Law and Society*, 37(1), 210-32

    Shattered Hearts Report - excerpts

Week 8: March 10, 2021
Youth Participatory Action Research part I
Guest speaker

Readings:
    Kelly C. Johnson, Corey Drew, Jessica Lin, Sarah Dobbins, Emily Ozer, Colette Auerswald, "I Learned That We Matter" - Reflections on Strategies to Engage Formerly Homeless Young Adults in Youth Participatory Action Research, *Journal of Adolescent Health*, Volume 60, Issue 2, Supplement 1, 2017, https://doi.org/10.1016/j.jadohealth.2016.10.075.

Flicker, S. (2008). Using technology and participatory action research to engage youth in health promotion. Action Research, 6 (3), 285-303. Doi:10.1177/1476750307083711.

Wang, C. (2006). Youth Participation in Photovoice as a Strategy for Community Change. Youth Participation and Community. Journal of community Practice, 14, 147-161. Doi:10.1300/J125v14n01_09.

WEEK 9: March 17, 2021
Youth Participatory Action Research part II
Guest speaker

Readings:

Coleman, L., et al. (2015). Youth Participatory Action Research: Creating a Marketing Intervention for the Prevention of Sexual Exploitation among Vulnerable Youth. Report prepared in fulfillment to a contract with The Link by the University of Minnesota Urban Research and Outreach-Engagement Center.

Melander, et al. (2019). No Wrong Door Youth Project: A Needs Assessment for the Hennepin County No Wrong Door Initiative. Available at: https://uroc.umn.edu/sites/uroc.umn.edu/files/NWD%20Youth%20Project%20Full%20Report%20-%20FINAL_0.pdf. Excerpts.

Melander, et al. (2019). No Wrong Door Youth Project: A Guide to Research and Evaluation with Sexually Exploited Youth. Available at: https://uroc.umn.edu/sites/uroc.umn.edu/files/Guide%20to%20Research%20and%20Evaluation%20with%20SEY%20-%20FINAL.pdf.

Young Women's Empowerment Project. (2011). Girls do what they have to do to survive: Illuminating methods used by girls in the sex trade and street economy to fight back and heal. Available at: https://ywepchicago.files.wordpress.com/2011/06/girls-do-what-they-have-to-do-to-survive-a-study-of-resilience-and-resistance.pdf

WEEK 10: March 24, 2021
Housing
Guest speaker

Readings:
Thurber, A., Collins, L., Greer, M., McKnight, D., & Thompson, D. (2020). Resident experts: The potential of critical Participatory Action Research to inform public housing research and practice. Action Research, 18(4), 414–432. https://doi.org/10.1177/1476750317725799

Illusion of Choice Report.

Week 11: March 31, 2021
Towards a Decolonized Research Agenda

<u>Readings:</u>

Tuwihai Smith, Linda. Decolonizing Methodologies. Chapters 6, 7, 8, 10.

Week 12: April 7, 2021
SPRING BREAK – NO CLASS AND NO READINGS

WEEK 13: April 14, 2021
Implementation

<u>Readings:</u>
Raynor, K. (2019). Participatory Action Research and Early Career Researchers: The Structural Barriers to Engagement and Why We Should Do It Anyway. Planning Theory & Practice, 20(1), 130-136.

Stringer, Ernest. Action Research, Chapters 6, 7, 8.

Week 14: April 21, 2021
Student-driven readings

Readings to be determined at beginning of course with students

Week 15: April 28, 2021
Student-driven readings

Readings to be determined at beginning of course with students

Week 16: May 5, 2021
Study day – no readings and no class

Week 17: May 12, 2021
Final reflective essay due

Assignment Descriptions

Class Participation (10%)

Class participation is graded based on regular attendance, being on-time, and being an active, engaged participant in class. We expect each member of class to participate fully in class discussions (recognizing that this can look different for each student).

Discussion Leadership (5%)

Students are expected to lead one class discussion on that week's readings. The grade is based on presentation of class readings, completion of posting relevant discussion questions prior to class, and facilitation of the class discussion.

The goal is to bring out main points in the readings (and/or class discussions to date). The class facilitator should start with a *brief* summation of the main readings, and then can structure the remaining of the discussion however they want to encourage dialogue and participation from fellow students. Class facilitators are expected to post three questions to the class discussion board by Tuesday at noon the day before class to help spark inquiry and guide conversation. Other students should read those questions ahead of time and be prepared to engage in a dialogue.

Reflective Journals (10%)

Students are expected to write 8 journal entries throughout the semester, no more than 1 page single spaced. Journal entries should include reflections on the readings and/or class discussion, with at least one concrete citation from that week's readings per entry. Reflections can include how you are thinking about the content, how it impacts your professional or personal life, and remaining questions you have. Students can submit the journal entries at any point during the semester, but *only one journal entry will be accepted per week* and no journal entries will be accepted during finals week. The instructor encourages you to pace yourself with your other coursework and workload in submitting the journal entries.

Policy advocacy strategy plan/memo (15%)

In this assignment, you will be preparing a 4-6 (double-spaced) memo to a key policymaker/decision-maker that has the power to influence an arena relevant to an issue area of your choice. You are encouraged to choose topic areas and readings from class, but may choose another topic provided that you provide sufficient content, context and readings to support your topic. The goal is to identify a specific policy (from the level of organizational processes or protocols, to municipal policies, statewide laws, or international contexts), make a clear articulation of the issue and reasons for change, and demonstrate a case for change. Attention should be paid to acknowledging and addressing expected opposition, and the impacts and unintended consequences of passing/not passing your policy. You should include a minimum of six (6) outside references of credible sources, and cite them as footnotes.

In your memo, you will:

(1) Define your policy/decision maker in the To: line;
(2) Briefly describe your policy idea. The policy can be something new or a change to a current policy; it can be a policy at any level of governance from an organization to the UN;
(3) Present key arguments for why the policy/decision maker should be a champion for your proposed policy, including use of relevant research (and don't forget to tie your arguments back to the policymaker's prior interest in addressing the topic);
(4) Outline expected opposition and support for your policy; and
(5) Summarize strategies for securing passage of your policy including if and how the people most affected by your policy change will be involved in the process.

Community Engagement Session Proposal (15%)

Effectively run community engagement sessions are a core part of doing community-engaged policy and research, yet are often a skill that many learn "on the job." This activity asks students to engage in a thought exercise of drafting a community engagement proposal. Students are encouraged to use grounded material from the field projects for the proposal. Proposals should be 5 to 7 pages in length, double-spaced. Visuals are encouraged but do not count as part of the word length. Appropriate citations should be used and included in a bibliography or footnotes. Proposals should include:

1. Introduction to the topic/issue
2. Overall goals of the community engagement sessions
3. Methods
   a. Who is participating? Why this group?
   b. Outreach strategy: How will they hear about the session? How will they be invited? Are there any special concerns for this group like accessibility, privacy, confidentiality? If so, how will you account for those?
   c. Data collection and analysis: what kind of data are you collecting from the session? How are you collecting it? How will you analyze the data?
4. Draft agenda / plan
   a. How many sessions?
   b. What does each session cover?
   c. Include one draft session agenda regardless of how many sessions
5. Action steps
   a. What will you do with the data? How will it be shared back with stakeholders and the community? What plan do you have to distribute the data? What are the next action steps that come from these sessions?

Power Mapping Exercise (10%)

Power mapping is a key skill in advancing public policy, engaging in action research with marginalized communities, and in doing any kind of community-engaged policy advocacy. Power mapping is a way to visualize the landscape of stakeholder groups on any given topic/issue as it relates to the relative power (i.e. influence or control) groups over, and relative interest they hold in maintaining status quo or advancing change.

Students are encouraged to work with their field project clients for the grounded material to create a power map. That is to say that students should do a power map for the field project topic area. While the field project is a group project, the power mapping exercise is an individual assignment. More examples and instructions will be provided to students in class.

Project in the Field (30%)

This assignment asks you to engage in ongoing work community-based work in the State of Minnesota. This will be a chance to apply and use some of the skills we are exploring in class. The instructor believes in the importance of contributing to ongoing work. Relevance to the real world is part of the philosophy of community-based research, teaching and policy-making. For this course we want to try to live this value.

The Field Project provides an opportunity to work on a research/policy issue that has surfaced from real-world work and experience. The instructors have identified agencies or grassroots groups with loosely identified project goals. These are issues/concerns/needs that the clients deem critical to their work. Your project will be directly used by the clients and others. I expect that you will connect and work with your client to complete the project. Work in the field is usually messy and does not always go according to plan. Figuring out how and when to be flexible and to think on your feet is part of the assignment. We expect you to encounter challenges, road blocks, changes in timeline, and more. How well your group deals with this will shape the quality and impact of the final product.

This is a group project. The instructor will describe the projects and you will select your first and second choice. I will do my best to give you your first choice. But this is not always possible. We will need about 3-5 students per project. Each student is expected to work about 30-40 hours outside of class on this project over the course of the semester.

The assignment has two components.

1. A group project plan and proposal (5%). Due: Friday February 26: It is up to your group to work with your client to further define the project and for you as a group to decide how you want to proceed. The project plan should include a problem statement, a (brief) review of relevant policy, and research plan. The plan should be approximately 1-2

pages. The plan should include the research question, agreed upon data collection, and at least one agreed upon final deliverable. NOTE: given the time limitations, data collection should not involve human subjects' protection research. Your instructors will help your group finalize your plan.

2. Final deliverable for your client (20%). (Final due: April 30): This final product should describe the project, the data collected, your analysis, a report of findings, and if appropriate, any recommendations. The final deliverable can be a paper, a PowerPoint, or other type of visual presentation. The goal is for you to contribute something useful and policy-relevant. We are open to creative or non-traditional products for this final assignment. The instructors will work with you on this assignment throughout the semester. Most deliverables will be a report with an accompanying presentation with semi-traditional outlines (introduction, literature, methods, results, discussion, and conclusion.)

3. Final presentation of the deliverable. (5%) Due in class on April 30th. This is where your team shares with the class a presentation of the work you did in the field, including an overview of the project, your activities, the final deliverable to the client, and a reflection on action research, including challenges, pitfalls, and joys.

The instructor will provide an overview of projects during the second week of class.

Final reflective essay (5%)

Students should write a 3-4 double-spaced essay that includes a reflection on how students plan to integrate learnings from the class into their professional and personal life. What are the major takeaways from the course?