I. COURSE DOMAIN AND BOUNDARIES

The mandate of EBP to consider client factors compels us to identify the best available information about different cultures, social class, sexual orientation, poverty, gender, and other factors essential to practice. It is critical that social workers have the ability to assess clients’ values, preferences, and characteristics that are relevant to the issue at hand. This is partly a combination of learning about others (e.g., diversity, human behavior, etc.) and interpersonal skills. Even in cases in which a clinical social worker may be trained in a well-researched EBP, research may be incomplete regarding how to apply that intervention with clients who have differing cultural backgrounds. Dealing with potential tensions among evidence, practitioner judgment, and client situation is an advanced skill. This course prepares students to recognize these challenges and respond to them effectively by drawing on the best available evidence.

II. MSW COMPETENCIES ADDRESS IN THIS COURSE

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 5: Engage in Policy Practice

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.
Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.
Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking:
The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented...
and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V READING
Required Texts:

Resources Available:
- The Brown School library has a multitude of books, journals and other sources on many issues of diversity, privilege and power.
- The Brown School subscribes to many valuable online reference sources that should aid you in your papers.

VI. ORGANIZATION OF COURSE
This three-hour course will be held once a week and will consist of lectures, large and small group discussions, activities, films and skill training. Skills gained in this course comply with the CSWE standards for Master’s level social work education and the NASW Code of Ethics. In this course, students will learn and practice multiple skills related to identifying and addressing prejudice and discrimination in social work practice. These collectively represent components of a diversity toolbox to address power differentials, prejudice and discrimination.

VII. ROLE OF FACULTY AND STUDENT

Class Attendance: You are expected to attend class. Please contact me as soon as possible if an emergency comes up or if you will be out of town during a scheduled class time.

Personal Position: Each one of us has our own opinions and perspectives. In this class, I expect that you will share yours, as we all learn from each other. I, too, have opinions and perspectives that may differ from your own. You should feel free to state your opinions whether or not they agree with mine. Disagreement with my position on any particular issue will NEVER affect your grade.
**Course Assignments:** Late assignments are not accepted (outside of emergency circumstances) and will be assigned the grade of zero. Please note both due dates and times of all assignments. I do not allow rewrites, so please do not ask for one. Please contact me as soon as possible if you have a situation that requires special attention.

**Email:** Please check your email regularly. This is the primary way I will communicate with you outside of class.

**Writing Help:** Writing is a skill and good writing is required for the receipt of a high grade. Be sure that your papers and citations follow the APA format, unless otherwise noted.

- The Brown School provides a Communication Lab for students. The Communication Lab will provide workshops to enhance the professional writing and presentation skills of our students across a variety of formats and media. The Lab will also offer intensive ESL support as well as limited tutoring services. Please contact Merle Singer at msinger@wustl.edu to make an appointment.
- Other writing resources include the APA Style Manual and links to various online writing resources: [http://www.artsci.wustl.edu/~writing/links.html](http://www.artsci.wustl.edu/~writing/links.html)

**Instructor Availability:** If you would like to meet with me outside of class, please make an appointment or send me an email. Email is your best resource for communicating with me.

**VIII. ASSIGNMENTS AND GRADING CRITERIA**

Grading is based on the quality of the work you turn in. If you have questions about how to do an assignment or wish to get feedback on your assignments, please make an appointment to see me. Once a grade is given, it will not be changed. Only individuals who do superior work will be assigned the grade of “A.” All written assignments should be written in accordance with the relevant APA style guidelines and employ correct grammar and spelling. If you need help writing or formatting your paper, please make an appointment with the Writing Lab to get assistance.

**Assignments:**

1. **Classroom Discussion Leadership and Participation**

All students will be assigned to two small groups, one during the first (A) half of the semester and one during the second (B) half. These groups will initiate class discussion by participating in a fishbowl or other cooperative learning structure. All discussions will center on the required readings. So, for example, a small group of students will begin the class discussion in a fishbowl (an inner circle where only they will discuss), which will then be opened up to the full class. This will facilitate each student having an opportunity to enter into the classroom discussion.

(10 points)
B. Individual Participation
Students will be responsible for completing journaling assignments in class. Journals are turned in at the end of each class for review. (5 points)

C. Critical Analysis Papers
The first week of the course, you will be assigned three different weeks to write a critical analysis of the readings. Weekly topics are listed in the syllabus. Each analysis should be between two and four pages with references and citations made to the readings. You will turn in each analysis in class on the assigned due date. (20 points)

D. Current Event Small Group Facilitation
Throughout the course, a portion of the learning time is for small discussion groups on current events and their connection to our readings. Each student is expected to facilitate their assigned small group once during the semester. On your designated day, bring a discussion guide that includes: 1) Information about a current event or news story relevant to that week’s lens (make sure to bring copies of the news article, blog, video, or other media to share with the group); and 2) Three thoughtful questions linking the current event to our readings for the week. You will use these questions to guide a small group discussion for approximately 30 minutes — plan to bring for me an additional copy of the current event and your discussion questions. The facilitation is graded on the relevance of the ongoing event/news story to the week’s topic, provoking and thoughtful questions, and engaging the group for the entire assigned time. (25 points)

E. Group Presentation: Moving Towards Liberation
You will be assigned to a group of 3-4 people to present on movements for liberation around one of the identities we will focus on this semester. That is, you will share on acts of resistance in the face of oppression, and efforts, strategies, and visions for social change focused on issues of privilege, power, and human diversity. You may choose a social movement, an individual, a group, a project, an agency, a campaign, an artist, a group of artists, a public person, a law, an organization, etc., working for diversity and social justice. The history as well as the present are filled with examples of incredible efforts and acts of courage that did and do create change. Your presentation will correspond with the week that we are covering the identity you are assigned.

Presentation style: Professional multimedia presentation. Use methods and materials that are engaging to your audience. Use PowerPoint with caution, as it can inhibit creating exciting, inspiring presentation. Presentation should address the following: a) the context, b) the efforts and goals, c) the impact, d) strategies used that did and did not work and how, and e) future applications for you/social work. More will be said in class about this. Each group will create a handout to show opportunities to participate in liberation efforts locally, statewide, nationally, and globally. Be sure to look for opportunities from a variety of political viewpoints, as well as opportunities that are cognizant of intersections of identity.
F. Reflections on Personal and Professional Development on Social Justice and Human Diversity

Spend some time reflecting on the identities and issues that we covered throughout the semester, and write a personal essay discussing areas where you have experienced learning or growth. Be sure to touch on both privileged and targeted identities. Compare where you are now with where you were at the start of the semester. Present your experiences to the class.

Discuss:

- your readiness to meet the Social Work Code of Ethics related to cultural competency;
- your professional goals as a social worker and where this fits in ensuring culturally competent practice;
- what article(s), class activities, speakers, etc., made you uncomfortable, impacted your learning (why/how?);
- how you will continue learning personally and/or professionally;
- how you will work for liberation on these issues;
- what is still unanswered for you in relation to social justice and human diversity.

This paper is a first-person essay, no more than 6 pages, double-spaced. Each person will present a 5-minute reflection in a presentation format.

(25 points)

Grading:

Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95% - 100%</td>
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<tr>
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<td>70% - 73%</td>
<td>C-</td>
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</table>

IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
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<tbody>
<tr>
<td>Class Participation</td>
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<td>Values, Skills, Cognitive and Affective Processes, Knowledge</td>
</tr>
<tr>
<td>Critical Analysis on Readings</td>
<td>C1, C2, C3, C6</td>
<td>Cognitive and Affective Processes</td>
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<tr>
<td>Moving Towards Liberation</td>
<td>C1, C2, C3</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Reflections on Personal and Professional Development on Social Justice and Human Diversity</td>
<td>C1, C2, C3</td>
<td>Cognitive and Affective Processes, Values</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

**Week 1: (8.26.19)**
**Introductions, Psychological Safety, Community Building, and SJE Approach**
Learning Objectives (content and process outcomes):
1. Develop a collaborative and respectful learning community, based on personal and group norms and guidelines
2. Distinguish SJE approach from other approaches (such as diversity education)
3. Identify key elements of SJE approach to oppression and its manifestations at various levels and types

Key Concepts:
- Social justice, diversity, SJE
- Oppression as a structural and societal phenomenon
- Various manifestations of oppression: Levels and types
- Comfort zones, learning edges, triggers

Readings:
*Required -
None

**Week 2: (9.9.19)**
**Theoretical Foundations: Cycle of Socialization, and Social Identity and Positionality**
Learning Objectives (content and process outcomes):
1. Understand processes of socialization within institutional structures, including internalization and reproduction of received messages (both conceptually and personally)
2. Understand the concept of social identities and their relationship to statuses of advantage and disadvantage
3. Become aware of intersections of multiple identities and statuses

Key Concepts:
- Socialization, reproduction, and internalization
- Social categories, social group memberships, and social group identity
- Social status and position: Advantage, inclusion, social power, and privilege; disadvantage, exclusion, powerlessness, and marginalization
- Intersectionality: Intersections of multiple (different) social group identities and location
- Advocacy and empowerment

Readings:
*Required -
- Sensoy, Chapters 1 & 2
- Adams, Section 1 (Core Concepts for SJE)

**Week 3: (9.16.19)**
**Racism Design: Connecting to Self and Developing Shared Language**
Learning Objectives (content and process outcomes):
1. Create a positive learning environment through developing community agreements/guidelines for support and risk taking
2. Explore personal learning/experiences about race and racism to begin to develop understanding of the ways that racism is communicated and reinforced at systemic, institutional, and cultural levels
3. Develop a shared understanding of key terms and ideas, including racial formation, race, racism, socialization, and social construction
4. Explore institutional and cultural forms of racism

**Key Concepts:**
- Stereotypes
- Personal bias
- Cycle of socialization
- Assumptions

**Readings:**
- *Required -
  - Sensoy, Chapter 3 and Chapter 4

**Week 4:** (9.23.19)

**Racism Design: Historical and Conceptual Understanding of Racism**

**Learning Objectives (content and process outcomes):**
1. Understand how racism operates in U.S. history and contemporary life
2. Understand covert and overt racism and microaggressions
3. Identify and analyze the material consequences of racial construction for people of color

**Key Concepts:**
- Social construction
- Institutional racism
- White normativity
- White privilege
- Microaggressions
- Intent v. impact,
- Logics of racism

**Readings:**
- *Required -
  - Sensoy, Chapter 5
  - Adams, Section 2 (Context)

**Assignment Due - Critical Analysis Paper #1**

**Week 5:** (9.30.19)

**Racism Design: Unearned Advantage and White Privilege**

**Learning Objectives (content and process outcomes):**
1. Understand the cultural and institutional privileges/advantages attached to “whiteness” in the U.S.
2. Recognize examples of white privilege in everyday interpersonal interactions and institutional, social, and cultural life
Key Concepts:
- White privilege
- White normativity
- Unearned advantage
- Institutionalized whiteness

Readings:
*Required -
- Sensoy, Chapter 8 and Chapter 9
- Adams, Section 2 (Voices)

Week 6: (10.7.19)
Racism Design: Guest Speaker
Racism Design: Possibilities for Change and Taking Action
Learning Objectives (content and process outcomes):
1. Plan concrete ways of taking action
2. Construct visions of liberatory alternatives and develop action plans to reach them
3. Build coalition and work with others

Key Concepts:
- Accountability
- Solidarity
- Acting as allies
- Spheres of influence

Readings:
*Required -
- Adams, Section 2 (Next Steps)

Assignment Due: Liberation Presentation #1

Week 7: (10.21.19)
Class and Classism
Learning Objectives (content and process outcomes):
1. Define and explain: Class culture, cultural capital, and social capital, and understand how each indicator is related to the reproduction of power
2. Understand some historical context for the current class system
3. Locate you and your families relative to each class indicator and the historical context you learned
4. Note intersectionality of other manifestations of oppression with classism

Key Concepts:
- Class culture
- Cultural capital
- Social capital
- Power
- Unionization

Readings:
**Required -**
- Sensoy, Chapter 10
- Adams, Section 3 (Context)

**Week 8: (10.30.19)**

**Class and Classism - Bringing in Unrepresented Voices**

**Presentation: Mass Incarceration Community Education Initiative**

**Learning Objectives (content and process outcomes):**
1. Incorporate unfamiliar examples from class positionalities that are un- or under-represented in the group
2. Intersectionality
3. Identify manifestations of classism at different levels and in different forms

**Key Concepts:**
- Individual
- Institutional and Cultural levels
- Five Faces of Oppression

**Week 9: (11.4.19)**

**Class and Classism - Bringing in Unrepresented Voices**

**Learning Objectives (content and process outcomes):**
4. Incorporate unfamiliar examples from class positionalities that are un- or under-represented in the group
5. Intersectionality
6. Identify manifestations of classism at different levels and in different forms

**Key Concepts:**
- Individual
- Institutional and Cultural levels
- Five Faces of Oppression

**Readings:**
- *Required -
  - Adams, Section 3 (Voices)

**Assignment Due - Critical Analysis #2**

**Classism – Week 10 (11.11.19)**

**Class and Classism - Bringing in Unrepresented Voices**

**Learning Objectives (content and process outcomes):**
1. Apply concepts of class and classism to specific organizational context of their school, workplace, etc.
2. Apply concepts of class and classism to their own behavior as an “ally” to those with less class privilege than them
3. Consider elements needed for an effective action plan

**Key Concepts:**
- Acting as allies
- Advocates
• In coalition
• Network building
• Spheres of influence

Readings:

*Required -
❖ Adams, Section 3 (Next Steps)

Assignment Due: Liberation Presentation #2

**Week 11:** (11.18.19)
Sexism Heterosexism, and Trans Oppression Integrated Design
Exploring Intersections and Privilege

Learning Objectives (content and process outcomes):

1. To understand the distinctions and interlocking dynamics of sexism, heterosexism, and trans oppression
2. To reflect on learned behaviors and perspectives that contribute to our constructions of sex, gender, and sexuality identities
3. To explore the multiplicity of identities and experiences that are negatively impacted by sexism, heterosexism, and trans oppression
4. To identify manifestations of heterosexism, sexism, and trans oppressions
5. To provide opportunities to explore how other social identities intersect and impact sexism, heterosexism, and trans oppression
6. To develop strategies and tactics individually, institutionally, and systemically that will interrupt heterosexism, sexism, and trans oppression
7. To envision a liberatory future free of sexism, heterosexism, and trans oppression

Readings:

*Required –
❖ Sensoy, Chapter 7
❖ Adams, Section 5 (Context) pages 354-367

**Week 12:** (11.25.19)
Sexism Heterosexism, and Trans Oppression Integrated Design

Learning Objectives (content and process outcomes):

1. To understand the distinctions and interlocking dynamics of sexism, heterosexism, and trans oppression
2. To reflect on learned behaviors and perspectives that contribute to our constructions of sex, gender, and sexuality identities
3. To explore the multiplicity of identities and experiences that are negatively impacted by sexism, heterosexism, and trans oppression
4. To identify manifestations of heterosexism, sexism, and trans oppressions
5. To provide opportunities to explore how other social identities intersect and impact sexism, heterosexism, and trans oppression
6. To develop strategies and tactics individually, institutionally, and systemically that will interrupt heterosexism, sexism, and trans oppression
7. To envision a liberatory future free of sexism, heterosexism, and trans oppression

**Readings:**

*Required -

- Adams, Section 5 (Context) pages 388-411

**Week 13: (12.2.19)**

**Sexism Heterosexism, and Trans Oppression Integrated Design**

**Learning Objectives (content and process outcomes):**

1. To understand the distinctions and interlocking dynamics of sexism, heterosexism, and trans oppression
2. To reflect on learned behaviors and perspectives that contribute to our constructions of sex, gender, and sexuality identities
3. To explore the multiplicity of identities and experiences that are negatively impacted by sexism, heterosexism, and trans oppression
4. To identify manifestations of heterosexism, sexism, and trans oppressions
5. To provide opportunities to explore how other social identities intersect and impact sexism, heterosexism, and trans oppression
6. To develop strategies and tactics individually, institutionally, and systemically that will interrupt heterosexism, sexism, and trans oppression
7. To envision a liberatory future free of sexism, heterosexism, and trans oppression

**Readings:**

*Required -

- Adams, Section 5 (Context) pages 367-388

**Assignment Due - Critical Analysis #3**

**Week 14: (12.9.19)**

**Sexism Heterosexism, and Trans Oppression Integrated: Guest Speaker**

**Sexism Heterosexism, and Trans Oppression Integrated Design**

**Learning Objectives (content and process outcomes):**

1. Consider a time when you took actions to stop heterosexism, heterosexism, and/or trans oppression, or a time when you wanted to take actions but did not
2. Use your prior knowledge to develop a list of actions to create change that will end sexism, heterosexism, and trans oppression
3. Engage in individual/personal action planning to consider ways to eliminate sexism, heterosexism, and trans oppression
4. Consider action within a specific context, and how to overcome barriers that make change difficult

**Readings:**

*Required -

- Adams, Section 5 (Next Steps)

**Assignment Due - Liberation Presentation #3**
**Week 15:** (12.16.19)

Presentations and End of Class Wrap Up

**Readings:**

*Required –

- Sensoy, Chapter 11 and Chapter 12
- Adams, Section 8 (Context)

**Assignment Due - Personal Reflection Paper and Presentation**