

## HOD 6100: Professional Seminar: Becoming a Change Agent

Thursdays 4:10 – 7:00 P.M. Mayborn 205

Fall Semester 2016

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### Table of Contents

- [Course Description](#)
- [Attendance and participation](#)
- [Laptop Policy](#)
- [Academic Honesty](#)
- [Late Work Policy](#)
- [Grading Scale](#)
- [Grading Policy](#)
- [Course Accommodations](#)
- [Course Materials](#)
- [Correspondence](#)
- [Graded Assignments](#)
- [Class Schedule](#)

**Course Description:** Integrating theories, practice, and experience, this course introduces the professional competencies needed to operate as a change agent in the broad field of community development.

Course objectives are as follows:

- Students will gain a broad and practical understanding of concepts that underlie the CDA degree.
- Students will understand how history, context, meaning, power, and possibility shape communities, people groups, and social issues.
- Students will understand how individuals, communities, and people

groups shape history, context, meaning, power and possibility

- Students will reflect upon their own history, context, meaning-making processes, power and possibility and how those affect each student as a practitioner
- Students will learn to notice how communities and people groups are able to draw upon the above resources to mobilize resistance to injustice

### Attendance and Participation:

Attendance and participation in this class is expected and essential. As members of a classroom community, we are all responsible for our own and each other's learning. In order to fulfill your responsibility to yourself and your fellow classmates, you are expected to come to class on time, fully prepared, and ready for discussion.

**Laptop Policy:** Students may not have out their laptops during classroom instruction or discussions.

You should bring your laptops to class because some classroom activities and exercises will require them, however, you should keep them put away until the professor instructs

otherwise. If you have questions about this policy or the research that supports it, please see: Barbash, F. (2014). Why students using laptops learn less in class even when they really are taking notes. Washington Post, April 28.

**Academic Honesty:** For this course, you are bound by the terms of the Vanderbilt University Honor Code. Any breach of academic honesty, including cheating, plagiarism, or failing to report a known or suspected violation of the Code will be reported to the Honor Council. In particular, creative work including papers and web presentations must assign credit to the sources you use. Material borrowed from another-quotations, paraphrases, key words, or ideas - must be credited following appropriate citation procedures (footnotes and bibliography).

**Grading Scale:** There is a total of 100 points possible for the assignments from this class. Final grades will represent the percentage of these points that you earned. Letter grades will be assigned as follows:

A 94-100, A- 90-93,  
B+ 87-89, B 84-86, B- 80-83,  
C+ 77-79, C 74-76, C- 70-73,  
D 60-69,  
F 59 and below

**Late Work Policy:** You are expected to turn in your assignments at the beginning of class on the day they are due. In the event that you turn your assignment in late, you will have

10% deducted from your grade for each 24-hour period that the assignment is past due.

**Grading Policy:** It is the responsibility of each student to submit work that is on time, original, complete, and done with the best of his or her ability. It is the responsibility of the instructor to evaluate your academic performance in this class with fairness and honesty, and to provide you with constructive and timely feedback to assist you in your development as a student. In the event that you feel that the instructor has failed in her responsibilities to you, within 48 hours of receiving graded materials, you should:

1) Submit in writing, via e-mail to both instructors, an explanation of your disagreement with the grade you have received, and a proposal for the grade that you believe you deserve.

2) Schedule an appointment with the professors. Bring a copy of the graded material and your written proposal to the meeting.

**Course Accommodations:** If you need course accommodations due to a disability, if you have emergency medical information to share with us, or if you need special arrangements in case the building must be evacuated, please make an appointment with us and/or the EAD (2-4705) as soon as possible.

**Course Materials:** All readings required for this course will be posted on Blackboard.

**Correspondence:** To ensure transparent communication, direct all correspondence to both co-instructors for the course.

## Graded Assignments

Graded Assignments		
On-going	<b>Class Participation</b>	<b>15%</b>
Oct 20 Nov 10 Nov 17 Dec 8	<b>Group: Regional Study Project</b> <ul style="list-style-type: none"> <li>▪ Regional Timeline</li> <li>▪ Demographic Survey</li> <li>▪ Regional Tour</li> <li>▪ Presentation</li> </ul>	<b><u>40%</u></b> 15% 10% 10% 5%
Nov 3	<b>Professional Development Assignment (October 29)</b>	<b>5%</b>
Sept 1 Sept 8 Variable November 17 Dec 12	<b>Individual: Curated Entries to A People’s Guide</b> <ul style="list-style-type: none"> <li>▪ Proposal</li> <li>▪ Reflexive Practice</li> <li>▪ Entry Share (Select 1)</li> <li>▪ Entry Drafts</li> <li>▪ Final Entry Submission</li> </ul>	<b><u>40%</u></b> 2% 8% 5% 15% 10%

**Class Participation:** Excellence in class participation includes preparing thoroughly for class, asking thoughtful questions that demonstrate your preparation, and participating in group discussions and other class activities. Excellence in class participation also includes being respectful of other students’ input, opinions, and ideas.

**Professional Development Assignment:** Each student will prepare for, attend, and complete a reflection about the Professional Development Fair on October 27<sup>th</sup>. The purpose of this assignment is threefold: 1) to engage in ongoing professional development, 2) to network with possible practicum or future job placements, and 3) to gain additional interview experience within the community development field. Your written assignment will include the following components:

- Preparation document for the Professional Development Fair: Identify your top 5 organizations and 3-5 specific questions for each, based on preliminary research.
- (Evolving) Personal Statement: A copy of your original personal statement to study in CDA, accompanied by a revised personal statement (no more than 3 pages) that is informed by your emerging interests, clarified values, and/or the development of your professional identity.
- Reflection: A 1 page synthesis of and reflection on the feedback you received from your interview feedback forms, focusing on your strengths and areas to develop in the coming year.

**Individual Project: Curated Entries to A People’s Guide** - See “[Project Descriptions.](#)”

**Group Project: Background Nashville Regional Report** - See “[Project Descriptions.](#)”

## Class Schedule: Fall 2016

**Note: Schedule subject to change. Come to class prepared to discuss the readings listed for each week.**

Date	Topic	Readings	Deliverable
Aug 25	Introduction to CDA & Proseminar	<ul style="list-style-type: none"> <li>▪ Dewey, <i>Search for the great community</i></li> <li>▪ People's Guide proposal</li> </ul>	
Sept 1	The Reflective Practitioner	<ul style="list-style-type: none"> <li>▪ Taylor, C. (2013). Critically reflective practice. <i>The New Politics of Social Work</i>.</li> <li>▪ Tuck, E. (2009). Suspending Damage: A Letter to Communities Harvard Educational Review</li> </ul>	Proposal for People's Guide Submission
Sept 8	The Just Practice Framework and Theories of Justice	<ul style="list-style-type: none"> <li>▪ Finn, J. (2016). <i>Just Practice: The Social Justice Approach to Social Work</i>. Lyceum Press, Chicago. Ch 1. <i>Note: this is a draft from the forthcoming new edition; do not duplicate the draft or cite it elsewhere.</i></li> <li>▪ Nussbaum (2001). Creating Capabilities. Ch 1-3 (1-68.)</li> </ul>	Reflexive Practice
Sept 15	(Re)presenting the City	<ul style="list-style-type: none"> <li>▪ Neeley &amp; Samura (2011) Social geographies of race: connecting race and space</li> <li>▪ LA Guide Intro, Samples</li> <li>▪ <a href="#">Nashville Community Health Status Profile Report</a> (scan document)</li> </ul> <p>Guest Lecturer: John Vick, Metro Nashville Public Health Department</p>	
Sept 22	Power	<ul style="list-style-type: none"> <li>▪ Young, M.I. (1990). Five faces of oppression. In <i>Justice and the Politics of Difference</i>. Princeton: NJ: Princeton University Press.</li> <li>▪ Foucault, M. (1980). Two lectures. In <i>Power/Knowledge: Selected Interviews and Other Writings 1972-1977</i>. New York: Pantheon</li> </ul>	Entry Shares

Date	Topic	Readings	Deliverable
Sept 29	History - <b>Class will meet at Nashville Public Library</b>	<ul style="list-style-type: none"> <li>▪ Reed, T.V. (2005). Singing civil rights: The freedom song tradition. In <i>The Art of Protest</i>. Minneapolis, MN: University of Minnesota Press. pp. 1-39.</li> <li>▪ Houston (2012). The Nashville Way (chapter 6).</li> </ul>	Entry Shares
Oct 6	Place in Research	<ul style="list-style-type: none"> <li>▪ Tuck and McKenzie (2015). Place in Research. Ch. 4 -5 (75-125)</li> </ul> <p>Preparing for Registration and Practicum: Dr. Sarah Suiter and Dr. Kimberly Bess</p>	Entry Shares
Oct 13	No class: Fall Break		
Oct 20	History/Meaning	<ul style="list-style-type: none"> <li>▪ Rappaport, R. (2000). Community narratives: Tales of terror and joy. <i>American Journal of Community Psychology</i>, 28(1), 1-24.</li> <li>▪ Poletta, F. (2006). <i>It was like a fever: storytelling in protest and politics</i>. Chapter 1</li> </ul> <p>Guest: Jeff Henley, Peabody Career Services</p>	Entry Shares  Regional Timeline Due
Oct 27	Professional Development Fair		
Nov 3	Power	<ul style="list-style-type: none"> <li>▪ Stoudt, B. G., Fox, M., &amp; Fine, M. (2012). Contesting privilege with critical participatory action research. <i>Journal of Social Issues</i>, 68(1), 178-193.2</li> <li>▪ Bishop, B., Vicary, D., Browne, A. &amp; Guard, N. (2009). Public policy, participation and the third position: The implication of engaging communities on their own terms. <i>American Journal of Community Psychology</i>, 43: 111-121.</li> </ul>	Entry Shares  Professional Development Assignment

Date	Topic	Readings	Deliverable
Nov 10	Context	<ul style="list-style-type: none"> <li>▪ Barnes, S. (2008). A case study of the working poor single mother experience: An analysis of the structure versus agency discourse. <i>Journal of Poverty</i>, 12(2): 175-200.</li> <li>▪ Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. <i>Journal of community psychology</i>, 36(2), 116-136.</li> <li>▪ Reece, J., Norris, D., Olinger, J., Holley, K., &amp; Martin, M. (2013). Place matters: Using mapping to plan for opportunity, equity, and sustainability. Kirwan Institute at The Ohio State University.</li> </ul>	Entry Shares Demographic Surveys Due
Nov 17	Possibility	<ul style="list-style-type: none"> <li>▪ Bruce (2013). LGBT Pride as a Cultural Protest Tactic in a Southern City</li> <li>▪ Till, k. (2008) artistic and activist memory work: approaching place-based practice.</li> </ul>	Entry Shares Entry Drafts due, Neighborhood Tours Due
Nov 24	No class – Thanksgiving Break		
Dec 1	Possibility	<ul style="list-style-type: none"> <li>▪ McLeod, A. M. (2012). Confronting Criminal Law's Violence: The Possibilities of Unfinished Alternatives. <i>Unbound</i>, 8, 109-180.</li> <li>▪ Tuck and Yang (2014). Unbecoming Claims: Pedagogies of Refusal in Qualitative Research</li> </ul>	Entry Shares
Dec 8	<b>Nashville Regional Study Presentations</b>		
Dec 12	<b>Final Individual Entries Due</b> Due by 5:00 P.M.		

## Project Descriptions

In the fall of 2015, a team of Nashville scholar-activists began collecting entries for *A People's Guide to Nashville*. Part of an edited book series through University of California Press, *A People's Guide to Nashville* is an alternative guide to the city, with a focus on celebrating the people and places that have been too often veiled, forgotten, or ignored. You have **two course assignments** that you may choose to contribute this guide, one independent and one group project. The assignments have shared objectives: to learn more about the history, context, and contemporary concerns in Nashville; to allow you to apply theories, skills, and frameworks learned in 6100 (Pro Sem), 6210 (Community Inquiry), and 7210 (Community Development Theory); and to develop your capacities as a reflexive practitioner.

### **A. Group Project: Regional Study Project**

*A People's Guide to Nashville* will be geographically organized around five regions, each with an introductory chapter. You will be assigned a group and one of these regions to research. Throughout the semester, your group will gather information about the region using the information, techniques, and experiences you gain in all three core courses. You can choose to submit your final product to the book editors to be used as background research for the chapter, and you will be recognized in the book for any of your contributions to the text. There are four components of this project: a regional timeline, a demographic survey, a neighborhood tour, and a final presentation.

#### **1. Regional Timeline: 8-10 page paper and 1 accompanying graphic organizer (poster or slide)**

Document the significant eras and changes in your assigned region over time, beginning pre-settlement and continuing to the current moment. This timeline should include attention to the natural environment/natural disasters, urban planning and the built environment, population demographics, and socio-political-

cultural changes. While some elements on your timeline may also be significant to other regions, discuss how these events manifested and/or were experienced distinctly in this region. Looking toward the future, the timeline should conclude with identifying the key social justice questions facing this region in the current moment and years ahead.

#### **2. Demographic Survey: 4-5 page paper and 1 accompanying graphic organizer (poster, slide, or video)**

Drawing on census and other available data, the purpose of this demographic survey is to provide a snapshot of the major demographic characteristics of your region, as well as trends and changes in those characteristics over time. This survey should include attention to the number of people in your assigned region over time, and to key variables of race/ethnicity and income. You may choose to include other variables as well. Your paper should include a concise description of the sources of data, how you processed data, and limitations to your analysis based on the data available.

#### **3. Regional tour: 4-5 page paper and 1 accompanying graphic organizer (poster, slide, or video/online application)**

Based on your research over the course of the semester, and grounded in the mission and purpose of the People's Guide, curate a regional tour that includes 5-7 specific sites in your region. You can work from entries already submitted to the guide (talk to Amie for list), and/or add others. The paper will not include a complete entry for each site, rather it should provide a rationale for the inclusion of each entry, and explicate how this collection of sites together provides an important introduction to your assigned region.

#### **4. Presentation: Group presentation and accompanying slides**

You will have 30 minutes to present your semester's work (including key elements of your timeline, demographic survey and tour) to your peers (20 minutes for your presentation, 10 minutes for questions & discussion), and should be able to demonstrate the following competencies:

- Ability to collect primary data and access existing data about your region
- Ability to describe your region using multiple levels of analysis (individual, community, society) and multiple perspectives (political, social, economic)
- Ability to identify themes and trends within your region and link them to theories of community development.
- Ability to make effective use of graphics, media, and technology to present your work.
- Ability to describe the process(es) you used to reflect on your values and assumptions as you entered, studied, and described your neighborhood

**Guiding Questions:** The Just Practice framework (Finn & Jacobson, 2008) may assist your group throughout all stages of the Regional Study Project. The following prompts might be useful to consider while conducting your research and analysis:

- **Context:** What are the key issues, concerns, or areas of contention in this region today? How do interpersonal, organizational, and social contexts shape the region's built, social, and physical environment?
- **History:** What events, people, and policies have most significantly affected this region over time? What would a social justice timeline of this region look like? How have the region's inhabitants changed over time? What led to those changes? How are the key issues in the region today historically situated?
- **Meaning:** What are the (multiple) stories people tell to understand, explain, and/or make sense of this region of Nashville? Are there contested meanings among the different people or populations who live here? What are the "master narratives," buried stories, and/or stories of resistance?
- **Power:** How have individuals, organizations and/or communities accessed power and resources in this region? How is the power to effect change (differentially) distributed among people and/or populations in this region?
- **Possibility:** What are the "cutting edge" issues in this region (and, what/who is being cut)? What new ways of understanding/intervening in the region's built, social, and physical environment are being imagined?

**A Few Helpful Hints:**

- A good way to start getting to know your region would be to read some of the neighborhood profiles associated with your region that the Nashville Civic Design Center put together: <http://www.civicdesigncenter.org/projects/neighborhoods>
- Another good way to get to know your region would be to visit it. Get together with your group and drive around a bit. Notice neighborhood characteristics. Have lunch or dinner there. Go into local stores. Walk in the park if there is one...you get the picture.
- This project requires a high level of team work and research time outside of class. You are encouraged to meet weekly to discuss process (distribution of roles and responsibilities within the group) and content (how the theories you are learning in class apply to what you are observing in your region).
- We will build in some time in class for you to meet as a team discuss your progress on your projects, and get consulting from the instructors. Come with questions, concerns, and ideas so we can address them throughout the semester.
- Get started early!

**Here is a *suggested* timeline of how you might schedule your work:**

Tasks	Aug	Sept	Oct	Nov	Dec
Start learning about your neighborhood <ul style="list-style-type: none"> <li>• Access Nashville CDC information</li> <li>• Visit</li> </ul>					
Collect data about your neighborhood <ul style="list-style-type: none"> <li>• Visit library archives</li> <li>• Gather existing data sources</li> <li>• Windshield surveys</li> <li>• Observation at community meetings</li> </ul>					
Meet weekly to discuss how the theories you are learning in class apply to what you are observing in your neighborhood					
Develop and use tools to reflect on your experiences <ul style="list-style-type: none"> <li>• Journaling</li> <li>• Group discussions</li> </ul>					
Plan tour <ul style="list-style-type: none"> <li>• Identify main findings</li> <li>• Layout the “story” you want to tell</li> </ul>					
Prepare and deliver final presentation <ul style="list-style-type: none"> <li>• Assign responsibilities</li> </ul>					

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| • Practice and get feedback |  |  |  |  |  |  |
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## **B. Individual Project: Curated Entries to A People's Guide**

Following the guidelines for submission (provided on OAK), co-produce a curated set of 2 entries for A People's Guide to Nashville. These entries should align with your own areas of interest, and fill a niche area for the guide (more information will be provided in class). Because this project is about creating opportunities for people to write - or collaborate in writing - their own history, this project will require you building relationships with community partners. Ideally, these relationships are built over time by a demonstrated investment in a community/organization/people. Based on many factors- not the least of which include the history of marginalized communities being "used" by researchers advancing their careers and students completing course assignments - sometimes those relationships take more time to nurture than the academic calendar allows. It would be in conflict with the ethics of the project to instrumentalize community members by rushing over relationship-building in order to complete an assignment. Thus, although the project requires that you make a significant effort to build relationships, you are not going to be graded on whether or not you are successful at building a collaborative partnership at this time. The assignments remain the same whether or not you have a community partner. Note: You are not required to submit these entries to be considered for inclusion in A People's Guide. If you would prefer not to submit them to the book, please indicate this on your final submission. Otherwise, they will be automatically submitted for you.

This assignment has four components (due dates on syllabus):

1. **Proposal:** Write a 1-2 paragraph description of your interest, discussing how it aligns with the People's Guide, and initial thoughts on where you might collect data and what individuals/groups you might work with.
2. **Reflexive Practice:** Write a 1-2 page reflection on your area of interest. Consider the following questions:
  - Why *you* and why *this topic*? What specifically about your life, experience, positionality draws you to this project?
  - What do you already know about this topic? What don't you know?
  - What skills/strengths/resources do you already have that you can bring to this project? What skills/strengths/resources will you need to develop?
  - What do you expect to learn? What do you hope to learn? What might you be shocked to learn?
  - Who can you learn from? Who might be easy for you to reach out to? Who might be harder? Why?

### **3. Entry Share: Select one sites to discuss**

You will have no more than 5 minutes to share about your process of creating an entry. Be prepared to talk about your how you are collecting data, how the relationship-building process is proceeding, and how you are discerning what information to include and exclude. Highlight successes, challenges, and key learnings along the way. Bring a typed one-page summary of your talking points to turn in the day of your entry share. It is expected that those presenting earlier in the semester will be at an earlier stage than those presented later.

#### **4. Draft Submission**

Turn in a draft of your two entries, developed to the specifications of A People's Guide (see 'Call for Submissions' guidelines). These will be returned with suggested revisions and areas needing attention.

#### **5. Final Submission**

Submit final revised entries to the specifications of A People's Guide (see 'Call for Submissions' guidelines), incorporating editor feedback and

getting final approval from all authors/community partners. Note: You are not required to submit these entries to be considered for inclusion in A People's Guide. If you would prefer not to submit them to the book, please indicate this on your final submission. Otherwise, they will be automatically submitted for you.

**Here is a *suggested* timeline of how you might schedule your individual work:**

Tasks	Aug	Sept	Oct	Nov	Dec
Identifying topic of interest <ul style="list-style-type: none"> <li>proposal</li> <li>reflexive practice assignment</li> <li>preliminary research on topic, people, and places</li> </ul>					
Partner outreach and relationship building <ul style="list-style-type: none"> <li>prepare for outreach (what are your goals? what want to share? What want to learn?)</li> <li>establish rapport</li> <li>hone in on key social justice story, and key place to lay story down</li> <li>determine roles and responsibilities, and authorship</li> <li>Identify primary and secondary sources of data</li> </ul>					
Ongoing research <ul style="list-style-type: none"> <li>Gather data (interviews, archival, newspapers, observations of meetings/events/places)</li> </ul>					
Draft entries <ul style="list-style-type: none"> <li>Follow submission guidelines</li> <li>Review with collaborator</li> </ul>					
Develop and use tools to reflect on your experiences <ul style="list-style-type: none"> <li>Journaling</li> <li>Entry share</li> </ul>					
Complete final entry submission <ul style="list-style-type: none"> <li>Incorporate feedback from editor, partner</li> <li>Review and approve with partner</li> </ul>					