Community Development: Theory and Practice

UCS 1000, Winter 2010

J. David Hulchanski, Professor

Tuesday evenings, 6:00 to 9:00 p.m., Room 346, Social Work, 246 Bloor St W.

Office: 246 Bloor St., Room 538, 978-1973; and 455 Spadina Ave., Room 410, 978-4093

Email: david.hulchanski@utoronto.ca   www.hulchanski.ca

"The States Parties … recognize the right of everyone to an adequate standard of living..., including adequate food, clothing and housing, and to the continuous improvement of living conditions."
– International Covenant on Economic, Social and Cultural Rights, 1966

"Social progress and development shall be founded on respect for the dignity and value of the human person and shall ensure the promotion of human rights and social justice, which requires: The immediate and final elimination of all forms of inequality, exploitation of peoples and individuals, colonialism and racism;… The recognition and effective implementation of … economic, social and cultural rights without any discrimination."
– UN Declaration on Social Progress and Development, 1969

We do not have much time. We are at the point of leaving to our children a world in which we ourselves would not wish to live. But we do find a tremendous inspiration and hope in the fact that the global NGO community taking part in the Social Summit in such a massive way can forge a common understanding of and strategy for the lasting improvement of humankind and nature. With shared responsibility, we can draw from the present crisis the creativity needed to make a world community truly work. This is our common commitment as we leave the Copenhagen Summit.
– *Declaration of civil society organizations participating in the 1995 NGO forum of the World Summit for Social Development*

Course Rationale and Significance

This graduate seminar is the core course of the University of Toronto's Collaborative Program in Community Development. This course is designed to provide a critical understanding of theoretical and practical developments in the evolution (and contested nature) of 'community development' in a comparative societal context. For purposes of this course, community development is understood as a dynamic and comprehensive process that has social, political, economic and ecological dimensions. The course is designed to provide an overview of the theory and practice of community development, including an historical review, an examination of contemporary issues and debates, theories of social change, methodological considerations, and examples of current CD initiatives. Key concepts to be explored are the important definitions of communities, globalization and neoliberalism, differences in the types and styles of participation, the role of voluntary associations, minority groups and community leadership.

The course explores various models of community development in relation to their goals, processes and outcomes. An emphasis will be put on understanding 'indigenous'/ lay-led spontaneous community mobilization as well as community work as an arena of practice for professionals (those employed in the health, social work, planning, and other sectors, by the State, NGOs or the private sector).

In our class discussions, we will examine the challenges of community development in the context of the current socio-economic realities internationally and in Canada. Canada's demographic diversity—for example, gender, age, class, ethno-cultural, disability, and sexual orientation—requires community development strategies that are anti-racist, non-discriminatory and inclusive. At the end of the course, students will grasp the main traditions and current approaches to CD, and will be able to relate these theories and concepts to an analysis of how communities work for social change and social justice.

Learning Objectives

The aim of the course is to provide students in the Collaborative Program a thorough review and analysis of community development theory and practice. The course seeks to help students:

- develop an appreciation of the main traditions, theoretical debates, experiences and research findings in community development both as a change process and as an interdisciplinary field.

- identify ideological assumptions underlying community development theories with attention to socio-economic and political influences affecting development.

- identify and articulate models of community development, social planning, advocacy, community building, and social action, providing a broad understanding of the scope and range of activities in community development in Canada and internationally.

- develop an understanding of the basic principles, strategies skills needed to work with diverse communities.

- introduce students to some of the research, scholarship and practice on community development undertaken in Toronto and elsewhere.

Course Schedule

Though discussion of theory and practice will not be separated, the course will have sessions that focus on each. The first half of the course will focus on theory and macro contextual issues associated with and affecting community development. The second will focus on practice, including bringing practitioners to class. The content of the practice focussed half of the course will be developed following discussion with students.

1. Introduction to the course (Jan 5)

2. Community Development Issues and Concepts (Jan 12)

3. How did we get here? The Evolution of Community Development Theory and Practice (Jan. 19)

4. The macro political Context: Neoliberalism, globalization and growing inequality (Jan 26)

5. Human Rights & Community Development (Feb. 2)

6. What is Social Justice? What about social injustice? (Feb. 9)

Reading Week – no class (Feb. 16)

7. Practice: Community Organizations & Social Movements (Feb. 23)

8. Practice: Community Organizations & Social Movements (March 2)

9. PRACTICE: (1) Participatory budgeting: A tool for community development? (March 9)

10. PRACTICE: (2) Community Development staff in social agencies: What do they do? (March 9)

11. Practice: ...   (March 16)

12. Discussion of student research topics (March 23, 30)

Educational Philosophy

This course is designed to support the University's commitment to prepare graduates for ethical, competent, innovative and effective, professional practice. It is conducted in manner in keeping with the University's purpose of "fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice."

Within this overall philosophy students are encouraged to take initiative for their own development as life-long learners. Discussion is an important mode for sharing ideas, interrogating ones own analysis and building alternative frameworks. Principles of adult learning are supported: development of an educational climate that is conducive to openness and risk-taking, self-directed learning by taking initiative to identify one's own learning needs, and by linking concepts presented in class to one's own professional practice experiences.

Each session covers a specific issue or aspect of a topic. Students are expected to come prepared (a critical reading of the assigned literature) and participate in the classroom discussions.

Required Readings

Readings are intended to stimulate critical discussion of what the authors have to say.

The specific readings for each session are identified in the course outline. These are required.

The readings identified as 'supplemental' are optional. These supplemental citations serve as a selected bibliography, for further reading.

All readings are available as PDFs on the *Blackboard* website for this course, in the *Course Documents* section.

Course Requirements

Classroom Participation (10%). Students are expected to attend all classes and to participate in the discussion. This is a seminar. Each of us will play a crucial role in one another's learning process, and we have much to learn from one another. Each student is expected to come to class having completed the required readings and be ready for class discussion. We will create a space for one another that promotes learning, discussion, and growth, and we will challenge one another in the spirit of inspiring this growth. Missing more than one session (excluding the first) without a valid reason according to University policy will affect this participation grade. The quality of the course depends a great deal on the quality of discussion in the classroom. The readings identified as supplemental serve as a guide to related literature on the topic of the session.

Two Short Papers (20% each). Two short paper (maximum 800 words):

- Neoliberalism & CD – Paper #1 due Feb. 9 – based on material covered in Sessions 2 to 4; theme: *"Neolibralism: Challenges and Opportunities for Community Development"*

- Social Justice is ... – Paper #2 due Feb 23 – social justice is one of the "essentially contested concepts." There is and can be no easy approach to defining and applying the concept. Based on all sessions up to Session 6 write a short (800 word) paper on the meaning of "social justice" in relation to community development. Your paper will begin: "Social justice is ... "

These present a summary of your analysis and understanding. They are similar to an opinion article in a newspaper. Assert a certain position/understanding and then explain and defend yourself. These are based on classroom discussion and the readings. They are normative, i.e., your norms and values are unavoidably involved and explicitly sought. The exercise seeks a thoughtful, insightful summary of your current understanding and assessment (an analysis, not a description). This is not a research paper – in the sense that further research is expected. Do not use footnotes or extensive quotes. You can refer to authors as the source for a certain approach or key idea, such as (Jones 1989:37).

Research Paper and Brief Classroom Presentation (50%). Students will critically examine the literature and current debates on a topic of their choice (within the theme of this course). Students will:

- *by March 2* submit by email a one or two page outline of the topic to be addressed (including a list of key questions or issues, a search strategy, and a few initial citations) and discuss this with the instructor;

- present the initial findings *in Sessions 12 and 13* of the course; maximum 5 minute presentation of the key issues, analysis, and argument *with* a 1 or 2 page handout for students in the class (I will photocopy these or you; submit to me by email);

- *by April 6* submit the final paper (about 15 pages plus bibliography and appendix).

Evaluation Criteria

"Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials." from *U of T School of Graduate Studies Calendar.*

A. Excellent. Exceptional performance in which there is strong evidence of original thinking, good organization, capacity to analyze and synthesize; a superior grasp of the subject matter with sound critical evaluations; evidence of a knowledge base derived from extensive reading of the literature.

B. Good. Good performance in which there is evidence of a grasp of the subject matter, some evidence of critical capacity and analytic ability and reasonable understanding of the relevant issues under examination; evidence of familiarity with the literature.

FZ. Inadequate. Inadequate performance in which there is evidence of a superficial and/or confused understanding of the subject matter; weakness in critical and analytic skills, limited or irrelevant use of literature.

+ / - High / Low Distinction. Secondary distinctions are made within the A and B grade categories by using + and - to signify that the work is high or low within that letter grade.

Accessibility Support & Accommodations

Students with accessibility issues are advised to get in touch with the instructor as early as possible so that appropriate adaptation, support, and/or accommodations can be put into place. We encourage you to visit the Accessibility Services website: www.accessibility.utoronto.ca/

O UTLINE & R EADING L IST

1. Introduction to the course (Jan 5)

Readings

1.   Several items distributed in class for discussion.

Part I: Theory

2. Community Development Issues and Concepts (Jan 12)

Readings

2.1. Bauman, Zygmunt (2001) Introduction ("An Overture, or Welcome to Elusive Community"),
     from his book Community: Seeking Safety in an Insecure World, Polity.

2.2. Turner, John F.C. (1996) "Tools for Building Community: An examination of 13 Hypotheses,"
     Habitat International, 20(3), 339-347.

2.3. Sihlongonyane, Mfaniseni Fana(2009) "Community development as a buzz-word," *Development
     in Practice*, 19(2), 136-147.

2.4. Dreier, Peter (2007) "Community Organizing for What? Progressive Politics and Movement in
     America," Chapter 9 of *Transforming the City: Community Organizing and the Challenge of
     Political Change*, Marion Orr, editor, University of Kansas Press.

2.5. Geoghegan, M., & Powell, F. (2009) Community development and the contested politics of the
     late modern agora: Of, alongside or against neoliberalism? *Community Development
     Journal, 44*(4), 430-447.

2.6. Craig, G. Community capacity-building: Something old, something new . . .? *Critical Social
     Policy, 27*(3), 335-359.

2.7. Manteaw, Bob (2008) "From tokenism to social justice: Rethinking the bottom line for
     sustainable community development," *Community Development Journal,* 43(4), pp. 428–443.

Supplemental Readings:

2.8. Middleton, A., Murie, A. & Groves, R. (2005) "Social capital and neighbourhoods that work,"
     Urban Studies, 42(10), 1711-1738.

2.9. Chaskin, Robert J. (2001) "Building Community Capacity: A Definitional Framework and Case
     Studies," *Urban Affairs Review*, 36(3), 291-323.

2.10. Foley, M. and Edwards, B. (1999) "Is it time to disinvest in social capital?" *Journal of Public
     Policy*, 19, 141–173.

3. How did we get here? The Evolution of Community Development Theory and Practice (Jan. 19)

Any community whose citizens, or any considerable proportion of them, insist on standing on the side-lines and criticizing the work of the players, will be a failure as a team proposition... There are two classes of citizens in the town – useful citizens and others. – 1916

The plan outlined ... is based upon the premise that real progress and achievement in community development are possible only through continuing collaboration of citizens, public officials, and private interests. It presents a way of developing citizen participation in this three-partner enterprise. – 1947

The central problem – enabling the emergent peoples to 'want what they need, and do what they want – still remains to be solved. – 1961

Community development is still a frontier discipline where all must tread warily and work in an experimental manner. In Canada, the real and the ideal, the medium and the message come together. A small number of people are working towards the emergence of a new kind of society built around the needs of real people. – 1969

Readings

In this session we will discuss approximately two dozen community development readings that date from 1916 to 1970.

These are posted in the *Course Documents* section of the Blackboard webpage for this course. Students will be designated to take main responsibility for several of the readings and then help lead the discussion on those particular readings.

All students should at least skim the rest of the readings to get a feel for what is being discussed and the way in which it is being discussed.

4. The macro political Context: Neoliberalism, globalization and growing inequality (Jan 26)

> *"Inequality today, in capitalist, market-dominated economies, is grounded in an historical process of unequal acquisition of property. The existing distribution is a function of past distributions which, if unjust by whatever criteria, simply perpetuate injustice. And the present projects injustice into the future. Hence the calls sometimes made for a once-and-for-all-time radical redistribution of wealth and property ownership, to eliminate entrenched hierarchies."* (D.M. Smith, 1994, p.122)

How do we best conceive of neoliberalism for purposes of understanding the politics of change over the recent three decades and for developing realistic responses at the community level?

Readings

4.1. Beck, Ulrich (2000) *What is Globalization?* Polity Press, Introduction, pp. 1-13; Chapter 4, "Errors of Globalization," pp. 117-128, and "A social contract against exclusion?" pp. 152-155.

4.2. Brown, Wendy (2006) "American Nightmare: Neoliberalism, Neoconservatism, and De-democratization," *Political Theory*, 34(6), 690-714.

4.3. Harvey, David (2005) Introduction and Chapter 1 of his *A Brief History of Neoliberalism*, Oxford University Press.

4.4. Gray, John (2007) "Utopia enters the mainstream [neoliberalism starting with Thatcherism]," Chapter 3 of his *Black Mass: Apocalyptic Religion and the Death of Utopia*, Doubleday Canada.

4.5. Hackworth, Jason (2007) "The Place, Time, and Process of Neoliberal Urbanism," Chapter 1 of his *The Neoliberal City*, Cornell University Press.

Supplemental Readings:

4.6. McBride, S. & K. McNutt (2007) Devolution and neoliberalism in the Canadian welfare state: Ideology, national and international conditioning frameworks, and policy change in British Columbia." *Global Social Policy* 7(2): 177–201.

4.7. Cunningham, Frank (2002) "Catallaxy [public choice theory and neoliberalism]," Chapter 6 in his *Theories of Democracy: A Critical Introduction*, Routledge, 101-122.

4.8. Cohen, G.A. (1994) "Back to socialist basics," *New Left Review*, 1: 207, pp.3-16.

4.9. Berner, E & B Phillips (2005) "Left to their own devices? Community self-help between alternative development and neo-liberalism," *Community Development Journal*, 40(1), 17-29.

4.10. Mishra, Ramesh (2000) *Globalization and the Welfare State*, Edward Elgar, Chapter 1, "The Logic of Globalization: The Changing Content of the Welfare State," pp. 1-17; and Chapter 7, "Towards a Global Social Policy," pp. 111-131.

5. Human Rights & Community Development (Feb. 2)

5.1. Ife, Jim (2003) *Community Development and Human Rights*, Keynote address, Strengthening Communities Conference, Curtin University of Technology, Sydney, April 2003

5.2. Scott, Craig (1999) "Canada's International Human Rights Obligations and Disadvantaged Members of Society: Finally in the Spotlight? *Constitutional Forum* (Edmonton), 10(4), Summer, pp. 97-111.

5.3. UN Committee on ESCR (2009) *Canada: Concluding Observations*, Geneva, May.

5.4. Ontario, Ministry of Intergovernmental Affairs (1991) *A Canadian Social Charter: Making Our Shared Values Stronger, A discussion Paper*. Toronto.

5.5. Harvey, David (2008) The Right to the City, *New Left Review*, 53.

Supplemental Readings:

5.6. Donnelly, Jack (2007) The Relative Universality of Human Rights," *Human Rights Quarterly*, 29, 281–306

5.7. Whelan, Daniel J. & Jack Donnelly (2007) "The West, Economic and Social Rights, and the Global Human Rights Regime: Setting the Record Straight," *Human Rights Quarterly*, 29, 908–949.

5.8. Ignatieff, Michael (2000) *The Rights Revolution*, Toronto: Anansi.

5.9. Russell, Peter H. (1993) Constitutional Odyssey: Can Canadians Become a Sovereign People? 2nd edition, University of Toronto Press.

6.   What is Social Justice? What about social injustice? (Feb. 9)

"Canada is a prosperous, modern country. A nation of freedom and social justice."
        – Prime Minister Jean Chrétien, New Year address to the Nation, December 31, 1999.

"Principles of social justice must involve applying standards of comparison not just at one moment of time but over a period to establish trends, and therefore invite explanations and remedies for what has gone wrong. ... The Commission [on Social Justice] does not attempt to examine the causes, apportion blame, or explain how the slide can be halted or reversed.... Surprisingly, the Commission on Social Justice neglects key principles which have been held to define 'socialist' policies, including equality, solidarity, minimum sufficiency, public service, public ownership, progressive taxation, redistribution, service-affordability and internationalism."
        – Peter Townsend, 1995

Social justice is one of the 'essentially contested concepts.' There is and can be no easy – widely agreed upon – approach to defining and applying the concept. Though the academic debates of the 1970s and 1980s over how to define justice in the abstract continue, there is a now a more applied and policy relevant body of literature emerging. In addition, there is the related and someone neglected question of *injustice*. Is a framework (whether conceptual or applied) based on social justice different from one based on social injustice?

Readings

6.1. "What is Social Justice" from *Social Justice: Strategies for National Renewal, the Report of the [UK Labour Party] Commission on Social Justice*, London: Vintage, 1994. (The Commission for Social Justice was given the task of producing a reasoned theoretical basis for systematizing social planning for the UK in response to neoliberal Thatcherism.).

6.2. Townsend, Peter (1995) "Persuasion and Conformity: An Assessment of the Borrie Report on Social Justice," *New Left Review*, I/213, pp. 137-150.

6.3. Nancy Fraser, Nancy (2005) "Reframing Justice in a Globalizing World," *New Left Review*, 36, pp. 69-88.

6.4. Simon, Thomas W. (1994) "Injustice versus Justice," Chapter 1 of his *Democracy and Social Injustice: Law, Politics and Philosophy*, Boston: Rowman & Littlefield Publishers.

6.5. Cunningham, Frank (2007) *What's Wrong with Inequality*? Canadian Centre for Policy Alternatives, Growing Gap Project. 10 pages.

Supplemental Readings

6.6. Plant, Raymond (1998) "Why Social Justice?" Chapter 15 in D. Boucher and P. Kelly, eds., *Social Justice: From Hume to Walzer*, London: Routledge, 267-281.

6.7. Madood, Tariq (1998) "Racial Equality: Colour, Culture and Justice," Chapter 11 in D. Boucher and P. Kelly, eds., *Social Justice: From Hume to Walzer*, London: Routledge, 200-214.

6.8. Hayek, Friedrich A. (1978) *Law, Legislation and Liberty: The Mirage of Social Justice*, U of Chicago Press.

6.9. Boucher, D and P. Kelly, eds. (1998) *Social Justice: From Hume to Walzer*, London: Routledge.

6.10. Sunstein, Cass R. (1997) Free Markets and Social Justice, Oxford U. Press.

Reading Week – no class (Feb. 16)

Reminder: Short paper #2 due on Feb 23.

Part II: Practice

7. Practice: Community Organizations & Social Movements (Feb. 23)

Ann Fitzpatrick, MSW (Toronto), BSW (Western Ontario). 6 to 7pm.
- Community Worker, Children's Aid Society of Toronto since 1986 as a member of the Community Development and Prevention Team.
- Active member of a number of community coalitions, networks and organizations, including: Housing Action Now, Recession Relief Coalition, Fairview Interagency Network, and the SPACE Coalition.
- Researcher and co-author with David Hulchanski and others in 2001 of *One in Five . . . Housing as a Factor in the Admission of Children to Care: New Survey of Children's Aid Society of Toronto* (CUCS Research Bulletin) an update of a 1992 study published as "Housing as a Factor in Admissions of Children to Temporary Care: A Survey," *Child Welfare: Journal of Policy, Practice, and Program*, 74(3), 1995, pp. 547-562.

Readings

7.1. Candaele, Kelly & Peter Dreier (2008) "The Year of the Organizer: The Obama campaign's commitment to the principles of community organizing. *The American Prospect* (web only), Feb.

7.2. Alinsky, Saul D. (1971) "Tactics," Chapter in Rules for Radicals: A Pragmatic Primer for Realistic Radicals, NY: Vintage Books, pp 126-164.

7.3. Conway, Janet W. (2004) "Social Movements and Countervailing Power in a Time of Empire," Chapter 9 of her book *Identity, Place, Knowledge: Social Movements Contesting Globalization*, Halifax: Fernwood Publishing.

7.4. Homan, Mark S. (1999) *Promoting Community Change: Making it Happen in the Real World*, Second Edition, Brooks/Cole Publishing, Chapter 12, "Building the Organized Effort," pp. 275-318; and Chapter 13, "Taking Action – Strategies and Tactics," pp. 319-354.

Supplemental Readings

7.5. Heineck, Kira (2003) *Women, Power and Politics*, Toronto: The Ontario and Toronto Coalitions for Better Child Care. Available online: http://www.urbancentre.utoronto.ca/pdfs/elibrary/OCBCC_Women-Power-Politrics.pdf

7.6. Thomas Wolff (2001) "Community Coalition Building – Contemporary Practice and Research," American Journal of Community Psychology, 29(2), pp. 165-172.

7.7. M. L. Granner, M.L. and P. A. Sharpe (2004) "Evaluating community coalition characteristics and functioning: a summary of measurement tools," *Health Education Research: Theory & Research*, 19(5), 514-532.

7.8. Homan, Mark S. (1999) *Rules of the Game: Lessons from the Field of Community Change*, Brooks/Cole Publishing.

8. Practice: Community Organizations & Social Movements (March 2)

Panel discussion
Michael Shapcott, Wellesley Institute, Director, Affordable Housing and Social Innovation
Israt Ahmed, Social Planning Toronto, Community Planner, Scarborough

9. PRACTICE: (1) Participatory budgeting: A tool for community development? (March 9)

Daniel Schugurensky, Professor, Adult Education & Community Development, OISE/UT
   6 to 7:15pm.

Since its modest beginnings in 1989 in Porto Alegre (Brazil) as a small experiment of deliberation and decision-making on municipal resource allocations, participatory budgeting (PB) has become one of the most innovative and successful models of participatory democracy, and it is implemented in over 1,200 municipalities around the world (including three in Canada). In a nutshel, participatory budgeting (PB) is a democratic process in which community members directly decide how to spend part of a public budget. This presentation will describe the PB process, will examine its accomplishments and challenges, and will discuss some implications for community development.

Here is a list of 6 short readings. The additional readings (Baiocchi, and Fung & Wright) are suggestions for those who want to read further.

9.1. What is PB? http://www.watsonblogs.org/participatorybudgeting/aboutpb.html

9.2   Brief History of PB. http://www.watsonblogs.org/participatorybudgeting/historypb.html

9.3. United Nations Human Settlements Programme (2004). 72 Frequently Asked Questions about
       Participatory Budgeting. http://staging.unchs.org/campaigns/governance/documents/FAQPP.pdf

9.4. Smith, Graham (2005). Beyond the Ballot. 57 Democratic Innovations from Around the World.
      London: POWER Inquiry
      http://www.soton.ac.uk/ccd/events/SuppMat/Beyond%20the%20Ballot.pdf

9.5 Wampler, Brian (2000). A guide to participatory budgeting.
      http://www.internationalbudget.org/cdrom/papers/systems/ParticipatoryBudgets/Wampl
      er.pdf

9.6 Josh Lerner (New School for Social Research) & Estair Van Wagner (York University)
      Participatory Budgeting in Canada   http://www.tni.org/archives/newpol-docs_pbcanada

Supplemental Readings

9.7. Baiocchi, Gianpaolo (2005) Militants and Citizens: The Politics of Participatory Democracy in
      Porto Alegre. Palo Alto, CA: Stanford University Press.

9.8. Fung, Archon, & Erik Olin Wright (eds.) (2003). Deepening democracy: Institutional innovations
      in empowered participatory governance. The real utopias IV.
      http://www.ssc.wisc.edu/~wright/Deepening.pdf.

9-2   PRACTICE: (2) Community Development staff in social agencies: What do they do? (March 9)

Rick Eagan, Community Development, St. Christopher House, 7:30 to 9pm

St. Christopher House as one of Canada's first settlement houses has a long tradition and history of integrating Community Development Work along a continuum of services to neighbourhoods. This presentation will summarize the historical development of the neighbourhood based multi service model, how it fits within a broader continuum of CD work, and more recent developments as the model has evolved, adapted and interpreted within larger socio-economic developments.

Readings

9.9. Yan, Miu Chung (2004) "Bridging the Fragmented Community: Revitalizing Settlement Houses in the Global Era," *Journal of Community Practice*, Vol. 12(1/2).

9.10. International Federation of Settlements and Neighbourhood Centres (IFS) (2005) *Building Inclusive Communities*, IFS.

9.11. Toronto Association for Neighbourhood Services (TANS) (1995) *Neighbourhood-Based, Multi-Service Centres: A Model for Service Delivery*. TANS.

10.   PRACTICE: Community redevelopment after a disaster: New Orleans nearly 5 years after Hurricane Katrina (March 16)

Tanya Gulliver

Tanya Gulliver is an activist, university instructor, consultant, writer and graduate student. In 2009, Tanya finished her Masters in Environmental Studies at York University; her research explored the impact of extreme heat on vulnerable populations and created a new tool to protect these communities. She is currently working on her PhD (also in Environmental Studies) which is looking at issues of response and recovery in post-Hurricane Katrina New Orleans.

Readings

10.1. Rodriguez, H. & Barnshaw, J. (2006) The social construction of disasters: From heat waves to worst-case scenarios. *Contemporary Sociology*, 35(3), 218-223.

10.2. Elliott, J.R. & Pais, J. (2006). "Race, class and Hurricane Katrina: Social differences in human responses to disaster." *Social Science Research*, 35: 295-321.

10.3. Tierney, K. (2006). Foreshadowing Katrina: Recent Sociological Contributions to Vulnerability Science. *Contemporary Sociology*, 35(3), 207-212.

There is also the YouTube video about last year's trip that my students made. It's about 30 minutes in length, It is available at:

Part 1 - http://www.youtube.com/watch?v=zF2w3ZkhLZE

Part 2 – http://www.youtube.com/watch?v=-3_YnZgdeC4

Part 3 – http://www.youtube.com/watch?v=zDLuzdNjHiM

Part 4 – http://www.youtube.com/watch?v=oAq_UnELoK4

11.   Discussion of student research topics (March 23, 30)

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