



**Winnipeg Inner City Research Alliance & Institute of Urban Studies:  
Summer Institute 2004**  
Urban Studies Special Topics (84.3010/3)

***“What Makes a Good Urban Neighbourhood”***

**Classroom:** TBA  
**Time:** May 31<sup>st</sup> June 5<sup>th</sup> 2004  
Full-day sessions with/  
evening events

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**Course Description:**

The urban neighbourhood is a complex “geographic” entity. It is the place we call home, and it provides shelter, opportunities and potentialities, yet defining *neighbourhood* remains a difficult task. Does one vision the neighbourhood as simply an economic, political or social entity? Is it a combination of these or other factors? Scholars have debated these questions for decades and have yet to come up with a universally accepted definition. Perhaps, it is this lack of a single definition that gives neighbourhoods their uniqueness, making them places that capture our imagination and ignite our spirits. Equally, neighbourhoods have been places where dreams have faded into distant memories of what this place “once was”.

This course explores the complexity and diversity of the neighbourhood within an urban setting. Drawing on theory and casework, the Summer Institute adopts a multi-disciplinary approach to tackling this broad subject. Together, students, community workers and residents will examine urban neighbourhoods in a sharing and learning environment. By drawing extensively on case studies, fieldwork and inner city projects, this course provides an excellent setting for better understanding the changing and textured fabric of the urban neighbourhood.

Topics include: Neighbourhood Decline, Gentrification, Community Capacity Building, Aboriginal Community Building, Safety, the Built Environment, and Community Engagement.

The Summer Institute has consistently drawn university students with backgrounds in areas such as Geography, Sociology, Urban and Environmental Studies, Political Science and International Development Studies. Community practitioners with an interest or background in community development will find the course of interest and value to their work.

The Summer Institute provides a practical and hands-on learning environment. Instruction consists of lectures, seminars, field trips and sessions with community groups and academics. Evening sessions are led by local and national experts in the field, and facilitates an exchange of ideas among participants.

The Summer Institute is a 3-credit hour University of Winnipeg course, and counts toward degrees in Geography, Politics, Sociology, Environmental and Urban Studies, and International Development Studies. The course can also be used as an elective in many other majors.

Participants may take the course for academic credit or receive a certificate of participation. Those taking the course for credit are required to complete a research major paper.

**Resources Required:** There is no textbook for this course. A list of relevant readings and other resources will be provided. On-reserve material will be available at the Institute of Urban Studies.

**Term Assignment and Mark Distribution:**

Annotated Bibliography*	20%	June 11, 2004
Research Project Outline*	5%	June 11, 2004
Major Research Assignment*	60%	August 1, 2004
Attendance & Participation	15%	

\*Assignments are to be completed by participants taking the course for credit.

**Course Organization and Outline:**

The course content is organized around a number of broad thematic areas related to neighbourhood studies. Themes include: defining the inner city, community building strategies, the role of policy in the development of neighbourhood infrastructure, community art, health, and housing issues. A list of the themes and subject matter is attached as Appendix A.

The Summer Institute consists of 24 sessions, delivered by community organizers/workers, academics and students engaged in graduate work with backgrounds in community development and inner city issues.

In addition to the sessions, a half-day field trip during which students will have an opportunity to view first hand the challenges and potentials of the urban neighbourhood. The field trip will involve site visits to unique neighbourhood projects that link theory with practice. To learn in the classroom is one thing but to see and touch the results is a great way to appreciate the changes underway in the city.

Students should note that they will be required to attend two evening sessions held on Monday and Wednesday evening. The themes of these lectures will relate to the course and will include a panel discussion of issues.

**Learning Outcomes:**

Students who complete this course can expect to achieve the following learning outcomes:

- a) a knowledge of the basic concepts, theories and practices of neighbourhood development;
- b) a better understanding of the economic, social and physical processes associated with community development;
- c) an appreciation of the interrelationships that exist within urban based programmes and the specific policies the delivers assistance to neighbourhoods;
- d) what community development approaches and initiatives have been used to arrest and reverse decline in the urban neighbourhood;

- e) how to determine, collect and organize decision-relevant information that will support the community building process in cities;
- f) the basic knowledge and planning tools necessary to work with, and in, communities to improve both the physical infrastructure and general quality of life of residents;
- g) a knowledge of the limitations cities and communities face in attempting to address urban problems within the neighbourhood; and,
- h) an understanding of community dynamics, how to mobilize community and build capacity from a grassroots neighbourhood perspective.

**Grading:**

The following grading system will be used as a guideline in this course:

<u>Grade</u>	<u>Percentage</u>
A+	90-100
A	84-89
A-	80-83
B+	75-79
B	70-74
C+	65-69
C	58-64
D	50-57
F	less than 50

The numeric boundaries separating letter grades may be adjusted at the demand of the Department Review Committee or the University Senate.

**Senate Regulations:**

Students are expected to conduct themselves according to the standards and regulations set out by the University of Winnipeg. The University Senate would like you to be particularly aware of the following regulations published in the 2003-2004 General Calendar: GRADING (Regulation VII-3, pp. 47 to 48), APPEALS (Regulation VII-8, pp. 52 to 53), and ACADEMIC MISCONDUCT AND DISCIPLINE (Regulation VII-7, pp. 50 to 52).