



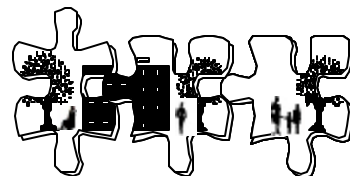
# WHAT MAKES A GOOD URBAN NEIGHBOURHOOD?



**WIRA/IUS**  
**Summer Institute 2004**  
May 31 to June 5  
University of Winnipeg

## FINAL REPORT

Presented by:  
the Winnipeg Inner-city Research Alliance (WIRA)  
and  
the Institute of Urban Studies (IUS)



## WIRA/IUS Summer Institute 2004 Final Report

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## OVERVIEW OF REPORT

- The third WIRA/IUS Summer Institute – “What Makes a Good Urban Neighbourhood” – was held from May 31<sup>st</sup> to June 5<sup>th</sup> 2004.
- 23 participants were registered, including 13 students and 10 community representatives.
- Students took the course for academic credit and completed two assignments plus a major paper following the one-week intensive course. Community participants who attended received a certificate and were encouraged to complete a “Best Practices” Project.
- The course consisted of daytime and evening sessions, a fieldtrip and an optional social evening.
- The two evening sessions were open to the public and were attended in total by about 450 people.
- 31 community and academic presenters contributed a broad range of ideas and perspectives to the 18 daytime and 2 evening sessions throughout the week.
- Working examples and practical experience complemented the theoretical component.
- Themes throughout the week included; Defining Winnipeg’s Inner City; Policy Response to Neighbourhood Decline; Gentrification; Community Capacity Building; and Urban Design.
- The informal tone of the week was complemented by the participatory and interactive nature of the sessions, encouraging discussion and interaction.
- The Thursday afternoon fieldtrip provided a more concrete context for the week’s discussions and presentations.
- Feedback from participants, presenters and organizers indicate that the WIRA/IUS Summer Institute 2004 was a great success.



## INTRODUCTION

The Summer Institute 2004 was sponsored and hosted by the Institute of Urban Studies and the Winnipeg Inner City Research Alliance. The Institute of Urban Studies (IUS) undertakes and coordinates applied multi-disciplinary research aimed at practical solutions to urban development challenges in a broad context, but with a special emphasis on the inner city.

The Winnipeg Inner City Research Alliance (WIRA) is a group of academic researchers and community partners committed to action-oriented research, the ultimate goal of which is to improve the quality of life in Winnipeg's Inner City. WIRA draws people together to build partnerships and develop ideas and initiatives to help arrest neighbourhood decline and strengthen community capacity. The WIRA initiative is part of the Community-University Research Alliance program of the Social Sciences and Humanities Research Council. Canada Mortgage and Housing Corporation has also contributed funding for the first three years of the WIRA initiative.

The Summer Institute is the main component of WIRA's educational mandate, and targets university students and community practitioners. It builds knowledge and capacity at the community level and adopts a practical, hands-on approach. Instruction consists of fieldtrips, lectures, and seminars with community groups and academics. Sessions are led by local and national experts in the field, and facilitate an exchange of ideas among participants.

Planning of the Summer Institute is a complex and collaborative process that takes place over a six month period and is undertaken by a group of dedicated staff at the Institute of Urban Studies. Many thanks to each of them for the time, effort, ideas and enthusiasm they contributed in creating the third in a series of very successful initiatives. A supplementary document detailing the Summer Institute planning process is available on request.

For more information about the Institute of Urban Studies, the Winnipeg Inner city Research Alliance, or the Summer Institute, please visit the website <http://ius.uwinnipeg.ca> or call (204) 982-1140.

### Urban Studies Special Topic (84.3010/3)

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

This course will closely examine the dynamics of neighbourhood change and community development in Winnipeg's Inner City. Related theory and societal norms will be explored, as will current policy and neighbourhood programs. Assumptions will be identified and challenged. Topics include: Neighbourhood Decline, Gentrification, Aboriginal Community, Community Capacity Building, Safety, the Built Environment, and Community Engagement. This course is intended for university students and individuals who are working or volunteering with an inner city organization or group.



## 1.0 OBJECTIVES

The WIRA/IUS Summer Institute is designed with a number of objectives in mind. The intention of each Summer Institute is to create a unique, shared learning experience for university students and community practitioners through a series of workshop-style sessions addressing a range of key issues related to community development in Winnipeg's inner city. The Summer Institute aims to take a "hands-on" approach to learning, to combine classroom learning with "in the field" experience of Winnipeg's inner-city communities, and to provide instruction that combines theory with practice.

### 1.1 Shared Learning Experience

The 2004 Summer Institute was successful in creating a learning environment that drew on and built upon the experience and knowledge of presenters and participants alike. Sessions were structured to encourage hands-on activities, question and answer components, interactive group work, and dialogue. Community participants and students made valuable contributions to discussions throughout the week, particularly in relation to their own neighbourhoods or areas of expertise.

### 1.2 Hands-on Approach to Learning

The Summer Institute combined lecture-style classroom instruction with other types of learning experiences. Some presenters engaged the participants in group-work and 'role-play' activities. The three-hour fieldtrip to various areas of the city was an interactive experience that brought about much debate on neighbourhood issues among participants.

### 1.3 Drawing on Community Expertise

The majority of sessions were facilitated by local community practitioners. The Summer Institute was an excellent opportunity to bring together individuals working in different areas of community development in the inner city. Presenters had the opportunity to meet others who are engaged in - or undertake research in - similar areas of interest. Many were able to connect and learn about each others' initiatives and research, and a few even attended other sessions. Informal connections and plans for future collaboration were made between and among some of the participants and presenters.

## 2.0 PARTICIPANTS

A total of 23 participants were registered in the Summer Institute. The thirteen University students who took the course for credit represented a range of disciplinary backgrounds including Geography, Environmental and Urban Studies, and International Development Studies. The Province of Manitoba's Neighbourhoods Alive! program sponsored ten community participants who took the course for a certificate. A few of the organizations sent two or more representatives to share one registration spot by taking turns attending sessions. The small class size seemed to encourage the quality of interaction aimed for in the course.



### 3.0 SESSIONS

Daytime sessions of the WIRA/IUS Summer Institute 2004 were held from 8:30 a.m. to 4:30 p.m., Monday to Friday. Each day included two morning sessions, two afternoon sessions, two coffee breaks and a 45-minute lunch break. The Summer Institute provides approximately 38 hours of contact time, more than sufficient for a half-course credit.

A new component of the Summer Institute this year was a one-hour participant research and assignment session, held immediately before lunch from Monday to Friday. Participants spent time in a computer lab for this session, during where they were given instruction on how to access on-line journals, where to find web-based resources, how to analyze on-line sources, how to create a bibliography, and tips for using the U of W library system. During this session students were given time to work on their assignments and begin researching their final paper topic, while community participants worked on their 'Best Practices' project.

Also included in the Summer Institute were keynote presentations on Monday and Wednesday evenings that were open to the general public. Saturday sessions were held from 9:00 a.m. to 12:30 p.m.

An optional component of the course was the Friday Wrap-up Event held after class at the University of Winnipeg's Faculty Club. Participants, organizers, and presenters had the opportunity to get to know each other in a casual setting, and enjoy a buffet of appetizers and refreshments.

Refer to Appendix A for the Summer Institute schedule of sessions. Below is an overview of the content of each of these sessions.



#### Session 1

**Presenters:** Jino Distasio, Course Instructor  
Anita Friesen, Summer Institute Liaison

#### **Topic: Introduction to the Summer Institute**

Participants were welcomed to the Summer Institute and given a general overview of the course, including information about course content, assignments, attendance and participation, logistical details, course materials, and overall tone and objectives. They were provided with a comprehensive package of information and forms, and a WIRA Summer Institute 2004 travel mug.



## Session 2

**Presenter:** Jino Distasio, Acting Director, Institute of Urban Studies

### **Topic: The Makings of Neighbourhoods**

This presentation examined the foundation of neighbourhood studies, emphasizing a review of the development and application of key theory. To ensure that a cross-section was presented, the seminal works/theories relating to the development of the neighbourhood were highlighted. This included the ecological, subcultural and political economy approaches used to assess the dynamic and changing nature of neighbourhoods. The discussion introduced ideas that linked with the week's other presentations, providing a theoretical foundation on which to build and discuss the question of "What Makes a Good Urban Neighbourhood" throughout the week.

## Session 3

**Presenter:** Linda Ring, Neighbourhood Planner, City of Winnipeg, Planning and Land Use Division

### **Topic: Defining Winnipeg's Inner City - A municipal perspective**

Presentation of a historical perspective of Winnipeg's inner city, beginning with a portrait of the city in 1885, led into analysis of the events and forces that shaped the changes in Winnipeg's physical form and social structure over the years. Economic disparity and slow growth led to a focus of Winnipeg's development plans on neighbourhoods. Efforts to define Winnipeg's inner city neighbourhoods have centred on examination of physical, social and economic indicators. A number of characterization studies and strategic initiatives to revitalize the inner city were described and discussed during the presentation, including: Winnipeg Area Characterization Study; Winnipeg Neighbourhood Housing Designation Study; 2001 Census; N.I.P/RRAP; Core Area Initiative; Manitoba/Winnipeg Community Revitalization Program; Winnipeg Development Agreement; Winnipeg Housing and Homelessness Initiative. This leads to present day, in which some inner-city neighbourhoods are becoming desirable places to live after years of decline. What are the influences at play now? How do we sustain this momentum? Is this momentum always positive?

## Session 4

**Presenter:** Nancy Higgitt, Department of Family Social Sciences, University of Manitoba

### **Topic: Healthy Communities: More than Bricks and Mortar**



When we say inner-city communities what comes to mind? Often it is negative factors including poor housing, crime and poverty. We seldom have the opportunity to understand inner-city neighbourhoods from the perspectives of people living there. This presentation drew on the findings of a study that is examining inner-city residents' perceptions of their community. Discussion focused on the views of seldom-consulted residents regarding facilitators and barriers to community well-being and how those residents are building community from the inside out. The presentation also included some discussion about the community-based, results-oriented research methodology.

## Session 5

**Keynote Presenter:** Dan Burden, Walkable Communities Inc., Florida

### **Topic: Walkable Communities**

A dynamic presentation with numerous slides of examples of how public spaces can be transformed from barren, uninviting, potentially unsafe areas into visually enticing, people-friendly walkable communities. This highly visual, information-rich presentation addressed the remaking of towns from auto congested, angry and uncivil space into peaceful, economical successful, viable village centers, neighborhoods,

towns and regions. It illustrated dozens of successful towns and cities of all sizes, and showed how they changed their town planning, roadway design and funding decisions from reactive to proactive, achieving livability and financial success. It illustrated the contrast between traditional and conventional patterns of development, including the social, environmental and health impacts of conventional sprawl. The importance of parks, public space, and other places for association was discussed, as were the five building blocks of a successful community: security, convenience, efficiency, comfort and welcome. The urban village as the solution to new and old neighborhoods -- small, connected and mixed.



### **Session 6**

**Presenter: Tom Carter**, Canada Research Chair in Urban Change and Adaptation; Professor of

Geography at the University of Winnipeg, Principal Investigator and Research Liaison Director of the University's Community University Research Alliance (CURA) Program called WIRA.

#### **Topic: Neighbourhood Decline: A Winnipeg Case Study 1971- 2001**

The presentation focussed on Winnipeg's inner city, highlighting the socio-economic changes that have occurred over the thirty-year period of 1971 - 2001. The session presented an analysis of population, housing, employment, household, family, ethnicity, income, poverty and other socio-economic statistics that illustrate how the inner city has changed over the thirty years. Is the inner city a better urban neighbourhood today than it was thirty-years ago? What are the challenges and barriers Winnipeg faces in its efforts to make inner city neighbourhoods "good urban neighbourhoods"?

### **Session 7**

**Presenters: Linda McFadyen**, Assistant Deputy Minister, Manitoba Intergovernmental Affairs and Trade  
**Jon Gunn**, Neighbourhood Programs, Manitoba Intergovernmental Affairs and Trade

#### **Topic: Provincial Policy Responses to Neighbourhood Decline**

This presentation provided a historical overview of the gradual shift in the provincial government's neighbourhood revitalization policy from "provider" to "facilitator"; and an examination of the current policy framework, including the context for these policies, their objectives in relation to past policies, and a description and analysis of the resulting programs.

### **Session 8**

**Presenter: Ian Skelton**, Planning, University of Manitoba

#### **Topic: Gentrification: Too Much of a Good Thing?**

This session approached the topic of gentrification by examining different ways of conceptualizing dynamics of change in inner city neighbourhoods, including market oriented and community development oriented models. It then used these models to anticipate outcomes under different types of neighbourhood interventions. Indicators of recent change in West Broadway were described. The discussion that followed was an examination of the concept of gentrification, the advantages and disadvantages of this type of change, and how to define the point at which it is no longer a positive force in neighbourhoods.



## Session 9

**Presenter:** Jerry Buckland, International Development Studies at Menno Simons College

### **Topic: Inner-City Financial Service Needs & Fringe Banks**

The presentation discussed financial service needs and fringe banks in the inner city. It began with an explanation of why financial services are necessary for human and community development. The role of



financial services within a capitalist market economy was explained. The presentation then went on to examine the particular financial service needs of inner-city neighbourhoods. Because of lower-than-average incomes and mainstream bank restructuring, inner-city neighbourhoods face particular constraints in accessing financial services. The result is greater dependence on fringe banks. The presentation concluded with an examination of options for improving financial services in the inner-city. These include government policies that more effectively regulate mainstream and fringe banks, and government and nonprofit organization financial services programs.

## Session 10

**Presenter:** Sharon Taylor, Wolseley Family Place

### **Topic: How do we Build our Community/Neighbourhood with Respect and Dignity?**

The building of sustainable communities and the integration of community development require a change in approach but, more importantly, a change in thinking and attitude. Community development demands a redistribution of responsibility and authority, as well as a shift in power. It is about empowerment and true participation through communication, knowledge exchange, decision-making, education, and the application of agreed upon courses of action. It is community's involvement in determining priorities that is the foundation of community development. Widespread participation enables those who are entrusted with leadership roles to act on the community's behalf with confidence. But, what do we do when the leaderships' and some community members' decisions are not undertaken with dignity and respect for others? Theory is great, but is it always practical? To illustrate the challenges of consensus building within a community, the class was divided into groups, each group representing a community of individuals. A scenario was presented and the groups had to work to come to agreement, with each individual role-playing with their own often-competing needs and agendas.

## Session 11

**Presenters:** Leanne Beaubien, Melissa Croft, Spence Neighbourhood Association

### **Topic: Community Capacity Building: Case Study**

A skills-identification activity introduced the topic of community capacity building, which the presenters then defined. The presentation reported on research that is currently being undertaken in the Spence Neighbourhood. It described how the project concept emerged from discussions within the neighbourhood about strategies for Community Economic Development (CED). Residents identified the need for a survey of community capacities as a foundation for CED. The presenters highlighted their initial findings in house-to-house questionnaires that are being completed by multi-lingual project interviewers, and spoke of the challenges they are facing.



## **Session 12**

**Presenter:** Cindy Coker, SEED Winnipeg

**Topic:** Community Economic Development

The relationship between community development and economic development was the focus of this presentation. By reviewing examples of community economic development (CED) projects the participants examined the design and practices that emphasize multiple bottom lines and look for the win-win-win for the neighbourhood, the workers, and business viability. Other supports/services necessary for the successful development of CED businesses were also discussed.

## **Session 13**

**Presenters:** Etoile Stewart, student researcher

Jason Granger, Art City

Michelle Kuly, student researcher

**Topic:** Art and Community

What is the relationship between community and art? Drawing upon the research goals defined in the WIRA research project "Enhancing Cultural Capital" in Winnipeg's Inner City: Asset-Based Community Development through the Fine, Literary and Performing Arts", this presentation explored the relationship between art, community and the urban environment. It began with a summary of the WIRA research project (currently underway), a brief history of how art - from public art to participatory programming - came to be recognized as a vital aspect of community building, and as a contributing factor to the overall health of any community. Examples of what is being done in other cities, as well as in the current literature about art and community, were included. Trends and action in terms of art and community in Canada were addressed specifically, and a case study of Art City in Winnipeg was presented. Finally, the benefits (aesthetic, social, economic etc.) that art can provide to any urban neighbourhood were explored.



## **Session 14**

**Keynote Presenter:** Avi Friedman, School of Architecture, McGill University, Montreal

**Topic:** City of Neighbourhoods

As Canadian cities struggle to reinvent themselves in the face of new emerging social and economic realities, a range of new paradigms are explored. A key challenge in all the models is how to make the city attractive to residents again. A city of neighbourhoods, accessible and affordable to all was a key principle that guided Dr. Friedman's design for downtown Montreal, Winnipeg, Regina and Lethbridge, among other cities. In his dynamic and enthusiastic presentation, Dr. Avi Friedman described new tendencies and outlined principles that can help make cities attractive again, and illustrated them using recent designs.

## **Session 15**

**Presenter:** Ted McLachlan, Landscape Architecture at the University of Manitoba

**Topic:** Designing a Good Neighbourhood

Let's start with people – a good neighbourhood set in a healthy community is one that engenders pride, a sense of place and, above all, physical and visual engagement. The presentation was organized around four main themes: Special People Special Places; Landscapes for Users; Legibility and Visibility; and, Different Parks for Different People. These themes explored the design of the public and private realms of a neighbourhood through the eyes of the residents, both young and old.

## Session 16

**Presenter: Gerard Allard**, Winnipeg Police Service

### **Topic: Criminal Prevention Through Environment Design In Practice**

Constable Allard spoke on Community Policing in relation to Criminal Prevention Through Environmental Design (CPTED). A practical in-class scenario, involving gunfire, theft of an object, and manipulation of social pressures illustrated the power of changes to the environment in thwarting crime. The presentation that followed provided an overview of first generation, and second-generation CPTED principles. These were illustrated by examples of environmental changes to the commercial district of downtown Winnipeg that have been initiated by the Winnipeg Police, and their resulting impact on criminal activity.

## Session 17 & 18

**Leader: Jino Distasio**, Acting Director, Institute of Urban Studies

### **Fieldtrip: The Makings of Good Neighbourhoods**

The objectives of the fieldtrip were:

- To highlight the characteristics of varying neighbourhood types, which have contributed to stability, decline or turnaround;
- To learn from the history of places as well as from the present;
- To highlight the community efforts underway that make neighbourhoods better; and,
- To talk with those who are trying to make a difference through private or publicly funded initiatives.

The fieldtrip component of the Summer Institute allowed students to see the tangible evidence of what makes a good neighbourhood. Starting with a historical overview of the development of a typical neighbourhood, students were exposed to the role of the early 19th century streetcar and its influence on shaping the urban structure of the city, both past and present. Stops along the way included talking with the operator of a bed and breakfast, an innovative architect who has undertaken an infill project, and a downtown developer in the midst of a condominium project. Students were also led on a guided walk through an inner city neighbourhood to appreciate the broad range of influences on a single street. This included evidence of investment of community organizations and the neglect of some properties. The purpose was to note that there remains a great challenge in creating a truly "great neighbourhood."



## Session 19

**Presenters: Gail Watson**, Income and Health Project, Women's Health Clinic

**Molly McCracken**, Formerly of the Prairie Women's Health Centre of Excellence

### **Topic: Health and Housing**

The findings of a new report – *Women Need Safe, Stable, Affordable Housing: A study of social, private and co-op housing in Winnipeg* – were reviewed. The session identified which housing models and practices best meet women's needs and deal with the effects of different housing policies on Winnipeg women's health and well being, economic security and skills. Women comprise the higher percentage of renters, and new housing should be built to meet the needs of lower income women renters. Workshop discussion focused on how the research report recommendations, including creating affordable housing options for women with low incomes, participatory decision-making processes, and restructuring social assistance and disability policies could be supported within the community.

## Session 20

**Presenters:** Jino Distasio, Acting Director, Institute of Urban Studies  
Susan Mulligan, Research Associate, Institute of Urban Studies

### **Topic: SROs and Rooming Houses**

Over the past few decades, housing those most in need in Winnipeg has increasingly fallen on the shoulders of rooming houses and single room occupancy (SRO) hotel owners. These forms of shelter now comprise much of Winnipeg's low-income stock and are centralized within declining inner city neighbourhoods and along forgotten main streets of downtown.

Over the past three years, discussions with rooming house and SRO hotel residents have brought to light the harsh lifestyle in which meeting basic needs is a challenge. For the \$236 shelter payment provided by the Province of Manitoba, one may be able to rent a room in a rooming house or hotel. At best, this would be a small space but, most likely, this space would lack basic amenities such as bathroom or kitchen facilities. These and other basics are sometimes provided "down the hall" or on another floor.

An important finding in the rooming house population is that the shelter payment made by the Province of Manitoba of \$236 is not the rent being paid by tenants. More likely, tenants pay an additional top-up amount to owners which ranges from \$15-\$50 per month. This may seem like a small amount, but it represents a large portion of tenants' disposable income. This shortfall in tenants' budget for other necessities means they are forced to increasingly rely on food banks and soup kitchens. A key observation in this research is that this cycle has created an "industry of poverty" in Winnipeg.

This presentation drew upon two research projects examining these forms of shelter. The research included discussions with owners who claim they are being asked to play the role of landlord, medical provider and social worker for their diverse clientele. The outcome of the research was to propose a number of potential 'best practice' solutions for improving the viability of these two distinct forms of shelter. This presentation highlighted the findings of these two reports.

## Session 21

**Presenters:** Molly Johnson, Research Associate, Institute of Urban Studies  
Trevor Johnson, Environmental Design Student, University of Manitoba

### **Topic: Building Neighbourhoods through 'Integrated Transportation and Home Ownership Initiatives'**

Questions to participants about their preferences in relation to homeownership and mode of transportation started off this presentation. This was followed by a primer on mortgages and the role of Canada Mortgage and Housing Corporation. The concept of Location Efficient Mortgages (LEM) was explained, and the applicability of this concept to the Winnipeg context was discussed. Other transportation linked policies and initiatives were presented and discussed as well.



## Session 22

**Presenter:** Diane Roussin, on secondment with the Winnipeg Foundation as a Project Coordinator for the Centennial Neighbourhood Project

### **Topic: Neighbourhood Based Initiatives from an Aboriginal Perspective**

Diane's presentation was a personal reflection, based on her life-experiences, of what makes a good neighbourhood. She described her background and her first hand experiences in working with a variety of Aboriginal organizations in Manitoba over the past 11 years. The presentation touched on concepts such



as value-based decision making vs. rule-based decision making, learning organizations and learning approaches. The session was an open dialogue between participants and presenter.

#### **Session 23 - 24**

**Panel Participants:** **Judy Wasylycia-Leis**, MP for Winnipeg North Centre

**Christine Melnick**, Minister of Family Services and Housing; MLA for Riel

**Rob Altemeyer**: MLA for Wolseley

**Jenny Gerbasi**: City Councillor for Fort Rouge – East Fort Garry

**Mike Pagtakhan**, City Councillor for Point Douglas

#### **Panel Session Topic: The Role of Politics in Neighbourhood Change**

This session was structured differently than the week's other presentations. Prior to arrival the panel presenters had been provided with the questions below, and had been asked to prepare a 5 – 10 minute talk about their thoughts on some/all of these points. Each of the five political representatives took a turn to speak. The remainder of the session offered an opportunity for dialogue among the presenters and with the participants about the role of politics in neighbourhood change.

#### **Questions:**

1. What is your vision of a 'good' neighbourhood? What makes it a good place to live?
2. What would you say are the key components in the process of turning ideas into action in a neighbourhood? What role can politicians play in this?
3. What is the most effective way of engaging the community in making a 'good neighbourhood'?
4. What is the role of community organizations in neighbourhood revitalization?
5. What is 'political buy-in' and is it necessary in neighbourhood change? What can happen if there is not political buy-in?
6. Can politics be useful in addressing NIMBYism? (Not in my back yard)
7. Who has the power to change policies in order to enable good neighbourhoods to become a reality? How can community most effectively influence policy change?
8. How do we maintain the affordability of housing in neighbourhoods that are gentrifying?
9. How will the closure of community centers impact neighbourhoods in Winnipeg's inner city?



## 4.0 PARTICIPANT FEEDBACK

Participants were given the opportunity to provide their feedback on the WIRA/IUS Summer Institute 2004. On the final day of the course participants reflected on the week and offered their input about what was valuable and what could be improved. Each participant was also provided an evaluation form (Appendix E) on the first day. They were regularly encouraged to fill it out as the week progressed. The value of their input was stressed: the vast majority of the suggestions offered by participants from the previous year had been implemented to improve this year's Summer Institute. Evaluation forms were handed in on the final day of the course. Fifteen participants submitted a completed evaluation.

The evaluation form offered participants the opportunity to rate each presentation and other components of the Summer Institute on a scale of 1(poor) to 5(excellent) and to provide comments.

### 4.1 Participants' Rating of the Summer Institute

#### RATINGS OF COMPONENTS OF THE SUMMER INSTITUTE BY PARTICIPANTS

<i>Summer Institute Component</i>	<i>Average rating by participants (out of 5)</i>
Overall course content	4.3
Overall quality of the presentations	4.1
Usefulness of materials provided on first day	4.5
Usefulness of materials provided in sessions	4.5
Transportation	4.7
Refreshments	4.7
Meeting spaces	3.5
Helpfulness of organizers	4.9
Saturday's panel session	4.5
Participant research and assignment session	3.7
Fieldtrip	4.6
Friday wrap-up	4.7

### 4.2 Comments

Below is a sampling of the full range of comments and suggestions for improvement related to each of the components of the Summer Institute. These ideas were offered by participants in the evaluation forms and during the final evaluation discussion held on Saturday morning.

#### ***Session 1: Introduction to the Summer Institute***

- Good Intro to the course.
- The activity helped us to get to know each other
- Manner in which all were welcomed was great

#### ***Session 2: The Makings of Neighbourhoods***

- Engaging. Useful info. Good foundation for the week
- Class participation was great!
- Well-prepared, good introduction to history of discipline, good visuals and local examples.



**Session 3: Defining Winnipeg's Inner City: A Municipal Perspective**

- Very informative, lots of history
- Interesting info, especially the history of Winnipeg.
- Hard to follow speaker's points. Lack of clear objectives.

**Session 4: Community Building: More than Bricks and Mortar**

- Excellent speaker. Engaging. I became interested in topic because of her method of delivery and interaction with the class
- Great presenter. Appreciated her enthusiasm. She portrayed complexities.
- Her stories and enthusiasm were very inspiring. She was awesome!

**Session 5: Walkable Communities**

- Very educational and valuable content, great approach to presentation
- Brought forth ideas new to me. Made me think. Great photography helped hold interest.
- Excellent – I got a broad view of neighbourhoods which really increased my understanding.

**Session 6: Neighbourhood Decline: A Winnipeg Case Study 1971 – 2001**

- I like that the class was actively involved in this lecture. The info was relevant and useful.
- Excellent! Very good speaker, and listens well.
- Appreciated honesty and realism, compelling speaker, telling figures – frightening even!

**Session 7: Provincial Policy Responses to Neighbourhood Decline**

- Presenters worked well together
- Good to get the government policy perspective
- Excellent! And the handouts were very useful and informative
- Could have provided some analysis of how programs are working/ have worked

**Session 8: Gentrification: Too Much of a Good Thing?**

- Very interesting topic.
- Good intro to the complexities of the issue. Good visuals

**Session 9: Inner City Financial Service Needs and Fringe Banks**

- New info for me. Eye opening: I did not even think of this aspect of community development
- Presenter is a good listener, speaker and respects alternative views.
- Excellent speaker; open-minded, good use of visuals to support presentation and not direct it.
- Economic perspective always helpful.

**Session 10: How do we Build our Community/Neighbourhood with Respect and Dignity?**

- I like the idea of staying within community – great potential – makes me think
- Great hands-on activity! Speaker was very lively and entertaining
- Role playing exercise was great

**Session 11: Community Capacity Building: Case Study**

- Skills bank a nice idea, in theory.
- Great, but I think the presentation could have been more organized. I realize the presenters were probably not experienced, so they did do a good job.
- Appreciate specific case studies, but this one was not far enough along in progress to be robust

**Session 12: Community Economic Development**

- Clear and well organized
- Enjoyed the group discussion
- Good handouts. Excellent having a local video.

**Session 13: Art and Community**

- Great research
- Great! This really piqued my interest. New perspective

**Session 14: City of Neighbourhoods**

- Have him back again! He was my favourite!
- Very well done. The pictures were nice.
- Enthusiasm compelling. I'm sold on 'OOBAN' renewal. (ha!)

**Session 15: Designing a Good Neighbourhood**

- One of my favourite presentations (because he used visuals to illustrate his point)
- This was great! I like that it was looking from a child's perspective. Great pictures.
- Worked well with presentation that followed

**Session 16: Criminal Prevention Through Environmental Design in Practice**

- Eye-opener to the community. I like the pictures in the presentation
- Definitely learned some new things about crime and how to prevent it. Very interesting!
- Interesting and kind of scary demonstration.
- Nice to have an officer's view. Good visuals, good intro to CPTED

**Session 17 – 18: Fieldtrip**

- An overview of the fieldtrip, provided beforehand would have helped to put aspects of the fieldtrip into context
- Excellent. Wished it could be longer
- This was a good idea, but hard to follow the comments, since there was a lot of chaos with so many people, movement, etc.
- Good balance of looking at well-kept areas, and those distressed. Appreciated views of condos in construction.



**Session 19: Health and Housing**

- Great group work.
- Nice match with the following presentation
- Gender perspective valuable

**Session 20: SROs and Rooming Houses**

- An area not talked about much: Opened my eyes to some disconcerting issues
- Very important topic to fight poverty
- Very well done! I didn't realize how horrible conditions can get.
- Appreciated both presentations and presenters...both content, and exposition.

**Session 21: Building Neighbourhoods through 'Integrated Transportation and Home Ownership Initiatives'**

- Great question, and great connection made with mortgage and transit
- Well organized, engaging, informative
- Presentation staging was excellent

**Session 22: Neighbourhood Based Initiatives from an Aboriginal Perspective**

- Interesting case made where Aboriginals are clients always and kept that way.

**Session 23 - 24: The Role of Politics in Neighbourhood Change**

- Lots of great ideas brought forward by the whole panel

- It's good to know that all politicians aren't corrupt! They were great – very inspiring and empowering. One of my favourite presentations and a great way to end the course.
- Great cross-section of different levels of government.

#### **Friday Evening Wrap-up Event**

- Good Food!
- Very nice, thank-you!



#### **Participant Research and Assignment Sessions**

- Didn't get much done during these sessions. I work better on my own. This time wasn't needed.
- To have a research session everyday was valuable, but I think the sessions should have been more focused. The first two or three sessions could have been to show us how to find reference material (Ebscohost) and also exactly what is expected for the three assignments. The rest of the sessions could be used for students to start their research and get help.
- Need a better computer lab: upgraded programs, computers, etc.
- Molly and Michael were awesome, but the students weren't all that interested.
- Didn't really learn a lot that I couldn't figure out on my own, or didn't know from previous work on research essays
- A better explanation of the computer search would be really appreciated. Please realize that some people don't have any computer skills. Explanations were too fast.
- I actually didn't find this very useful because I didn't figure out until Friday what I was going to do my paper on.
- Appreciated instruction in online academic searching
- Appreciated introduction to IUS library

#### **Overall Course Content**

- I think I have learned more this week about neighbourhood building than I have in the past 3 years of school!
- Ecological/environmental aspects were not very much included in the course content (even though the mugs were a good idea)
- Good overall topic – gave me some good research ideas
- Very interesting, learned lots of new things. Thoroughly enjoyed!
- The Summer Institute had great 'flow': the sessions tied in well together and to the overall theme

#### **Overall Quality of the Presentations**

- Great diversity of presenters and presentations, and all very interesting
- The presenters had excellent visuals and great real-life examples
- The personal perspectives that presenters brought into their sessions were very insightful

#### **Usefulness of Materials...**

##### **- provided on first day of the Institute**

- More than enough. Thanks!
- Well put together. Bios are nice.
- Bibliography information could have been a bit more detailed

##### **- provided in the workshops**

- It would be nice if each presenters gave an outline to follow, even just the main points
- The handouts will ALL be useful at some point or another in the future.

### **Logistics and Organization...**

#### **- transportation**

- Nice bus, even if we looked like a SWAT team!
- It was nice that it wasn't a school bus

#### **- refreshments**

- Great variety
- VERY much appreciated.
- I wasn't even expecting anything, it was a good touch. Although, how about something healthy?
- Yummy!! Thank-you for the coffee and treats!

#### **- meeting spaces**

- It would have been nice to be in a more roundtable setting
- Windows in classroom would be nice
- How about outside for part of the time? It's summer and we're talking about neighbourhood!
- Tables with chairs would be much better than desks. Windows too!

### **Helpfulness of the Organizers**

- You guys are awesome! Thanks for everything.
- Extremely helpful and available.
- Always available for consultation and friendly.

### **What did you enjoy most about the WIRA/IUS Summer Institute?**

- The variety of speakers and different areas that were touched on gave a well-rounded idea of what makes a good urban neighbourhood.
- Political panel – feels like a good conclusion and promotes action
- Fieldtrip
- The diversity of elements in neighbourhood development taught through practical lectures/workshops
- I liked getting to know the pros, coordinators, and students. The smaller class size helped this.
- The use of visuals helped out – particularly the Constable's pictures, Ted's, Dan Burden's, etc. Local pictures and local video is effective in illustrating what speaker is trying to say
- I really liked some of the interesting information I learned, and the discussions with the class. My favourite part was the hands-on activity about the sex trade theoretical issue.
- I enjoyed the informal, welcoming atmosphere the most. The organizers of the week did a great job in making everyone feel heard and welcome.
- The evening keynote presenters and the fieldtrip
- I greatly appreciated the content, the guests, the terrific inter-disciplinarity and diversity of expert perspectives, how well organized the program was, the adherence to the schedule, the condensing into one intensive week, and the helpfulness and warmth of IUS staff.

### **What suggestions can you offer for improvement of the Summer Institute?**

- Promote the Summer Institute more during the Fall and Winter sessions, advertise it widely and visit different classes to tell them about it
- More hands-on activities, maybe break up the presentations with some fieldtrips, other media presentations, etc. Less useless statistics, maps, etc. that don't seem relevant/make any sense.
- More outdoor presentations – certain lectures/workshops could take place outdoors because they either did not have powerpoint or slide presentation or could better be understood in different settings.
- I found that a lot of the presenters assumed the students had a lot of background on their topics. They also used a lot of jargon that made some things difficult to understand.
- A couple more fieldtrips to gain more 'hands-on' experience (and get out of the classroom)
- More opportunities for those who are not as vocal to participate in other ways
- Increase the ethnic diversity of presenters and participants.

- More comfortable seating.
- When the students register, they should be directed to pick up a registrant's package from the Institute of Urban Studies so that they have more information coming into the course.
- The content of each day's Participant Research and Assignment session should be laid out in advance so that people can choose which sessions to attend or not attend (if they already have the knowledge and skills in that area).
- Make the evaluation scale from 1-10. 1-5 doesn't give me enough leeway to judge.

#### **Additional Comments?**

- A fun course, useful and interesting. Thank-you!
- Thank you. I learned a lot and really enjoyed the week! It was inspiring to see so many people excited about Winnipeg both in the Institute of Urban Studies and in the community.
- Great course! I am thinking about taking more courses from urban studies. It is really interesting. For the future, it would be great to bring more presenters from Aboriginal community. This time it was too little and too short.
- I loved this course and I wish courses like this were offered more often. Thank you for everything.
- I've been immensely satisfied by this course! Genuinely.
- Placing signs on doors directing to classroom was great.
- Having community reps in classroom alongside students was interesting, a very unique classroom dynamic. They seemed far more vocal and aware of issues than us students.
- Great tip to fill out evaluation after each presentation, otherwise would've forgotten many things.



## **5.0 CONCLUSIONS**

The WIRA/IUS Summer Institute 2004 was planned and structured in a similar manner to the two previous summer institutes, with modifications made based upon staff experience and participant feedback from previous years. This year's theme of "What Makes a Good Urban Neighbourhood" generated a great deal of interest and was general enough to attract a wide range of participants. It was also a theme that could incorporate presentations by many researchers working on WIRA projects. This exposed participants to cutting-edge research that is based on partnerships between community groups and academics. Disclosure of the successes and challenges inherent in this type of research provided an excellent learning opportunity for students.

This year's Summer Institute was extremely cohesive. Sessions that provided general introduction to theory, history and relevant terms provided the context for sessions that followed, which provided more specific visuals and real-life examples or case studies of the issues introduced. Many of the sessions later in the week tied back to topics discussed earlier. There was minimal duplication and the focus on the inner city remained strong throughout. As a result, the Summer Institute as a whole flowed very well and offered a comprehensive examination of the range of neighbourhood issues, elements, structures and processes, plus their interdependencies and interrelationships. The cohesiveness can be attributed to a few changes implemented by the planning team. This year presenters were provided in advance with more comprehensive background information about the goals of the Summer Institute, and more details of what was expected of the presentations. Potential duplication of material was identified well in advance by the planning team: presenters then had time to make appropriate adjustments to their presentations.

The presenters represented well the broad range of aspects of neighbourhood building and dynamics. Expression of their enthusiasm and viewpoints was particularly appreciated by the participants, as were the interactive activities, case studies, and visuals incorporated into the presentations. Participants particularly enjoyed the keynote speakers who introduced them to very new ways of thinking about urban design, architecture, and planning as it relates to building livable communities. These evening sessions were well attended by Summer Institute participants and by the general public (approximately 450). As in previous years, the fieldtrip was very popular. This outing provided an opportunity for participants to experience examples of neighbourhood-building, and then analyze them within the context of the week's learning.

The Summer Institute component that seemed to have the greatest impact on participants was the Saturday morning panel session - "The Role of Politics in Neighbourhood Change". We were fortunate to have five politicians on the panel: two municipal councilors, two provincial MLAs and one federal MP. Their interest and enthusiasm in neighbourhoods and community-building seemed to leave a strong, positive and hopeful impression on the participants. The politicians' very presence in the classroom, coupled with their open and supportive interaction seemed to make politics more relevant on a personal level for the participants. They encouraged participants to become active in their own communities and take responsibility for creating better urban neighbourhoods.

Student marks for this year's Summer Institute were spread across more assignments than in previous years. Two short assignments - a research idea, and a brief bibliography (see appendix B) - were added to lessen reliance on the final paper mark, and also to provide the instructor with evidence that the students were "on the right track" with their research papers (see appendix B). The assignments were intended to allow students to logically progress to the final paper. This resulted in students first accumulating a broad range of articles, then proceeding to draft a tentative research description (including possible research questions). This worked well for the majority of students who were able to take the first assignment and then come up with a more defined topic (based also on feedback from the instructor). However, given that the research paper was worth 60% of the final grade, there remained an increased chance of students underperforming based on the weight of this single assignment. There does not seem to be any way of avoiding this situation. Given the compressed nature of the course, a single and comprehensive assignment appears the only practical way to proceed. It is strongly advised that students be continually made aware of the importance of this and also be directed to either examples of previous works or to reference sites on producing research assignments.

Community participants were also given an assignment this year (see appendix B). The intention was to help them focus on a particular issue of interest within the theme related to their own organization, to build research skills, and to have gathered information that would be useful to their organization. The assignment was quite short so that they could complete it by the end of the week. However, this was not possible given time constraints, and once the Summer Institute ended, community participants did not have the time to dedicate to the assignment.



A new component of the Summer Institute this year was a series of Participant Research and Assignment sessions. This was created as a way to assist participants in finding appropriate research topics and the resources to match, thereby enhancing their learning, plus their research skills. From Monday to Friday, for an hour before lunch, participants gathered in a computer lab for these sessions. The intent was that each day would provide brief instruction on finding resources, followed by time to use this new knowledge to work on their assignments. A few challenges kept this from happening:

- For those participants unfamiliar with computer and internet use, the instruction was too fast and did not provide the detail



- of instruction they required.
- For those participants who were experienced in research, the sessions were a duplication of what they already knew.
- The computers did not have the software needed to utilize some of the research tools.
- Instruction took up the vast majority of each session, leaving little time for participants to work on their assignments

This aspect of the Summer Institute, despite its potential, did not meet expectations and would need to be re-designed for any future initiative.

Having one staff person designated to be present throughout the Summer Institute seemed to be effective in maintaining consistency. This staff person was responsible for greeting and briefing presenters, ensuring that their needs were attended to, introducing their presentations, thanking each presenter, taking notes on each session, taking attendance, ensuring the time schedule was adhered to, facilitating question sessions as needed, coordinating refreshment arrangements, and answering participants' logistical questions.

The Summer Institute took place in a 'Smart' classroom at the University of Winnipeg. The classroom was well equipped to meet all of the presenters' audio-visual needs. Technical assistance provided by a participant/IUS employee was invaluable in keeping things operating smoothly and on schedule.

Although it may seem of less importance, classroom comfort plays a large role in overall participant experience. The days are long and the learning is intense, so it is important that participants not be distracted by awkward classroom space and uncomfortable seats. Despite the planning team's best efforts, we were unable to reserve the classroom that would have best met our needs. Instead, the sessions had to be held in a setting that was less than ideal: the room was long and narrow and had two levels (not conducive to interaction), the seats were very uncomfortable, the rows of desks were not conducive to group work, and because there were no windows, there was no natural light or fresh air in the classroom.



Although the classroom may have been physically uncomfortable, the atmosphere certainly was not. Staff, presenters and students contributed to creating an interactive, relaxed, safe and casual setting in which participants seemed to feel free to participate and openly express their ideas. Participants noted this as an aspect of the Summer Institute that they particularly appreciated. In order that community participants would feel welcomed and comfortable from the beginning, arrangements were made in advance to have a staff person greet them at the entrance to the University and escort them to the classroom.

The registration process for the Summer Institute had some challenges this year. Despite early advertisement of the course via posters (see appendix D) and announcements in classes, student enrollment was lower than in previous years. This may have been due in part to a problem with the telephone registration system, which indicated that the class was full once 15 students had registered. This took a few days to rectify, during which time students were unable to register. Another factor contributing to low student numbers may have been that in one class announcement, it was mistakenly indicated that the Summer Institute was only worth one credit, when in reality it was worth 3 credits.

Community interest in the Summer Institute was much higher this year than in previous years. The ten sponsored registration spots were quickly filled, and a long waiting list soon developed. Those on the waiting list were offered the option of paying for registration, but none did. Despite securing community registrants' assurance that they would attend regularly, only five community groups had representatives who did. A few attended only once or not at all, but did not inform the planning team so that we could find

alternates to replace them. For these few, it was illness or urgent issues at work that kept them away, despite their desire to attend.

Each year of the Summer Institute has brought unique challenges, yet, as in past years the 2004 WIRA/IUS Summer Institute was a successful, interactive and memorable learning experience for all involved.



**APPENDIX A:**

**WIRA/IUS SUMMER INSTITUTE 2004 SCHEDULE**

**MAY 31 – JUNE 5: Room 4M37**

	<b>MON, MAY 31</b>	<b>TUES, JUNE 1</b>	<b>WED, JUNE 2</b>	<b>THURS, JUNE 3</b>	<b>FRIDAY, JUNE 4</b>	<b>SAT, JUNE 5</b>
<b>8:30 – 10:00</b>	<b>Session 1:</b> - Intro to course: Jino Distasio and Anita Friesen The Makings of Neighbourhoods: Jino	<b>Session 6:</b> Neighbourhood Decline: A Winnipeg Case Study 1971 – 2001 Tom Carter	<b>Session 10:</b> How do we build our Community/Neighbourhood with respect and Dignity?: Sharon Taylor	<b>Session 15:</b> Designing a Good Neighbourhood: Ted McLauchlan	<b>Session 19:</b> Health and Housing: Gail Watson and Molly McCracken	<b>Session 23: Panel</b> Role of Politics: Christine Melnick, Judy Wasylycia-Leis, Rob Altemeyer, , Mike Pagtakhan, Jenny Gerbasi
<b>10:00 – 10:15</b>	----- Coffee Break -----					
<b>10:15 – 11:45</b>	<b>Session 2:</b> ...more 'Makings...' Jino Distasio	<b>Session 7:</b> Prov. Policy responses to Neighbourhood Decline: Linda McFadyen & Jon Gunn	<b>Session 11:</b> Community Capacity Building: Case Study by LeeAnn Beaubien, Melissa Croft	<b>Session 16:</b> Criminal Prevention through environmental design in practice: Constable Gerard Allard	<b>Session 20:</b> SROs and Rooming Houses: Jino Distasio and Susan Mulligan	<b>Session 24:</b> Panel: Role of Politics (cont)
<b>11:45 – 12:45</b>	Participant Research and Assignment Session, Room #3C12 (refer to handout in package for more details)					<b>Session 25:</b> Discussion Evaluation and Wrap-up
<b>12:45 – 1:30</b>	----- Lunch -----					
<b>1:30 – 3:00</b>	<b>Session 3:</b> Defining Winnipeg's Inner City: a Municipal Perspective Linda Ring	<b>Session 8:</b> Gentrification: Too Much of a Good Thing? Ian Skelton	<b>Session 12:</b> Community Economic Development: Cindy Coker, SEED	<b>Session 17:</b> Fieldtrip in inner city: The Makings of Good Neighbourhoods Jino Distasio	<b>Session 21:</b> Building Neighbourhoods through Transportation.. Molly Johnson, Trevor Johnson	
<b>3:00 – 3:15</b>	----- Coffee Break -----					
<b>3:15 – 4:30</b>	<b>Session 4:</b> Community Building – More than Bricks and Mortar: Nancy Higgitt	<b>Session 9:</b> Fringe Banks: Jerry Buckland	<b>Session 13:</b> Art and Community: Jason Granger, Etoile Stewart, Michelle Kuly	<b>Session 18:</b> Fieldtrip in inner city	<b>Session 22:</b> N'hood Based Initiatives from an Aboriginal perspective: D. Roussin	
<b>Evening 7:00 – 9:00</b>	<b>Session 5: KEYNOTE</b> Walkable Communities: Dan Burden		<b>Session 14: KEYNOTE</b> City of Neighbourhoods : Avi Friedman		<b>4:30 – 6:00</b> Wrap-up event, Faculty Club	

## APPENDIX B: COURSE DESCRIPTION

### 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:** 4M37  
**Time:** May 31<sup>st</sup> - June 5<sup>th</sup> 2004  
Full-day sessions with  
evening events

**Lead Instructor:** Jino Distasio  
**Office #:** 103-520 Portage  
**Phone:** 982-1147  
**e-mail:** j.distasio@uwinnipeg.ca

#### **Course Description:**

The urban neighbourhood is a complex "geographic" entity. It is the place we call home, it provides shelter, opportunities and potentialities, yet defining "*neighbourhood*" remains a difficult task. Does one envision the neighbourhood as simply an economic, political or social entity? Is it a combination of these factors or are others involved? 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, some neighbourhoods are places where dreams have faded into distant memories of what such a 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, fieldtrips and sessions with community groups and academics. Evening sessions are led by local and national experts in the field, and facilitate 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 fieldtrip during which students will have an opportunity to view first hand the challenges and potentials of the urban neighbourhood. The fieldtrip 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 knowledge of the basic concepts, theories and practices of neighbourhood development;

- ◆ a better understanding of the economic, social and physical processes associated with community development;
- ◆ an appreciation of the inter-relationships that exist within urban based programmes and the specific policies that delivers assistance to neighbourhoods in need;
- ◆ what community development approaches and initiatives have been used to arrest and reverse decline in urban neighbourhoods;
- ◆ how to determine, collect and organize decision-relevant information that will support the community building process in cities;
- ◆ 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;
- ◆ a knowledge of the limitations cities and communities face in attempting to address urban problems within the neighbourhood; and,
- ◆ 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).



## **APPENDIX C: ASSIGNMENTS:**

### **WIRA/IUS Summer Institute 2004 “What Makes a Good Urban Neighbourhood?” 84.3010/3**

#### **Annotated Bibliography Assignment**

**DUE: June 11<sup>th</sup> 2004**

**Worth 20% of final grade**

#### **Purpose:**

To familiarize the student with library and database resources that will be useful for their final paper, as well as provide the student an opportunity to build a base of resources for the paper.

#### **Description:**

A 20-item annotated bibliography in APA format with introduction and conclusion.

#### **Instructions :**

During the daily research sessions (11:45-12:30) the student will search for books, journal articles and websites. This research can initially be oriented to that day's theme, but should be geared towards ultimately providing you with a foundation for your final paper.

After reading the materials you've gathered, prepare annotations for 20 of them. Each entry should include the citation (formatted according to APA - American Psychological Association – for an quick overview see the Online Writing Lab at Purdue University: [http://owl.english.purdue.edu/handouts/research/r\\_ap.html](http://owl.english.purdue.edu/handouts/research/r_ap.html)), along with a brief but sufficiently detailed description of the work. This should review the main purpose of the work, conclusion and general thoughts on the work's ability to support your own project.

The annotated bibliography should be framed with a short introduction that reviews the purpose of your bibliography and a conclusion which summarizes the material gathered within the framework of its applicability for your proposed research.

For assistance with this project, please feel free to consult with the University of Winnipeg Library Reference staff – who will be informed of this project in advance – or with IUS Research Associate Michael Dudley.

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Canada, R3C 0G2  
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## **Summer Institute Research Assignment Assignment One: “*Making a Good Neighbourhood*”**

**Research Paper Due August 1, 2004 (60% of course grade)**

### **Purpose**

Over the course of one week, students will have been exposed to a number of perspectives on the *makings of good neighbourhoods*. In this assignment the overriding purpose is for students to present a paper that essentially answers the question “*what* makes a good urban neighbourhood.” Using this as the foundation for the assignment, students are free to explore a variety of topics, but to use this guiding question as the basis from which to form an argument, and potentially agree or disagree that “we” can make good neighbourhoods. Perhaps one stance might be that, in fact, we have not yet made a good neighbourhood.

### **Structure**

The research paper should consist of 3000-4000 words or approximately 15-20 typed, double spaced pages at a 12pt font (this is exclusion of supporting materials such as appendix, abstract etc). The paper should be structured using an acceptable format and be well organized, with sections and headings (see example below). The paper should also be well written and free of grammatical and spelling errors. It must be presented using APA 5<sup>th</sup> Edition (this will be discussed during the research hour).

### **Topic Selection**

Students are free to consider topics of their own interest but to adhere to the guiding question. All topics must be approved. Please see assignment description for June 11 noted below.

### **Grading of the paper**

Marks will be assigned using the distribution listed in the course outline. Grades will be based on the level of analysis, the presentation of materials and the answering of the posed research questions. The handling of material and data will also be important, as will the organization and layout of the paper. Adherence to the topic and the general thesis will also be considered.

### **Example of Paper Structure:**

- abstract (a brief summary of the paper and key findings)
- table of contents with list of figures and tables
- introduction with statement of objectives and research questions
- body of paper differentiated by sections and headings
- conclusion that not only summarizes the paper but clearly answers the posed research question(s).
- bibliography in APA 5<sup>th</sup> Edition
- appendix

### **Assignment Two: Statement of Research Intent Due June 11<sup>th</sup> (5% of course grade)**

Students are expected to submit a brief *research statement* outlining the intent and subject area of their proposed project. This should be a few paragraphs in length and provide an overview of the topic and list potential research questions. Although there can be some discrepancy between this and the final paper, students should make efforts to ensure consistency. Should topics change substantively, a revised comment or two, via email, should be sent.

\*Final papers will not be graded without this assignment being completed.

**WIRA/IUS Summer Institute 2004**  
**PROJECT: BEST PRACTICES**  
**For Community Participants**



**Project:** Identification, description and evaluation of ‘best practices’ in community development

**Objectives:**

- ❑ To broaden community participants’ knowledge base about what initiatives have proven to work well in other communities.
- ❑ To glean from the ‘best practices’ identified, those elements which may be duplicated/transferred to their own community organizations
- ❑ To ultimately contribute to strong, appropriate and effective community-based initiatives in Winnipeg’s inner city
- ❑ To add to the Winnipeg Inner City Research Alliance’s ‘Best Practices’ project, so that the findings may be compiled and shared with other community-based organizations.

**To be completed by: Friday, June 18<sup>th</sup>**

Note: The projects will not be graded, but the certificate will only be awarded upon completion and submission of a satisfactory written report. If more than one person from an organization is sharing a registration spot for their community organization, those individuals may choose to work independently on separate reports, or collaborate on a joint report.

**Details:**

- ❑ Content should relate directly to the ideas discussed in class and to your own organization’s existing or future initiatives. The week’s sessions will look at answering the question of “What Makes a Good Urban Neighbourhood”. Through this assignment you will work towards answering “How is a Good Urban Neighbourhood Made?” in ways that are directly applicable to your own organization and/or neighbourhood.
- ❑ Title page to include: name of participant(s), name of organization, date completed, “WIRA/IUS Summer Institute 2004”
- ❑ A complete, alphabetized list of references at the end of the report
- ❑ May choose to research only one program, or more than one program of own organization.
- ❑ Length: at least 10 pages, single spaced, following template
- ❑ See next page for template for project

**TEMPLATE  
COMMUNITY PARTICIPANTS' PROJECT  
WIRA/IUS SUMMER INSTITUTE 2004**

**Type of Program:** eg. Low Income Housing program

**Sub-category:** eg. Home Ownership training

**Name of Project:** eg. "The Donaldson Street Coop Homeownership Training initiative"

**Best Practice:** eg. "Peer counseling: low-income homeowners provide advice and guidance to those just entering the housing market"

**Description:** One paragraph description of the project, including cost of project

**Challenges:** Describe the difficulties encountered in project

**What works well:** Highlight the aspects of the project that have proven to work particularly well

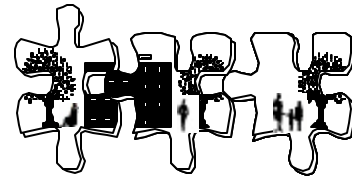
**Transferability:** Analysis of the aspects of the project that would/would not transfer well to your own organization. Why/why not? Unique challenges that may be encountered in implementing it. Unique strengths of organization that would facilitate implementation of project, or aspects of the project.

## APPENDIX D: ADVERTISING POSTERS

The Winnipeg Inner-city Research Alliance and  
the Institute of Urban Studies presents:



# WIRA/IUS Summer Institute May 31 to June 5, 2004 University of Winnipeg



The WIRA/IUS Summer Institute is targeted at University Students and Community Practitioners with a strong interest or background in community development. The Institute will adopt a practical, hands-on approach. Instruction will consist of lectures, seminars, fieldtrips and sessions with community groups. Sessions will be led by local and national experts in the field, and will facilitate an exchange of ideas among participants.

Urban Studies Special Topic (84.3010/3)

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

This course will closely examine the dynamics of neighbourhood change and community development in Winnipeg’s Inner City. Related theory and societal norms will be explored, as will current policy and neighbourhood programs. Assumptions will be identified and challenged. Topics include: Neighbourhood Decline, Gentrification, Aboriginal Community, Community Capacity Building, Safety, the Built Environment, and Community Engagement. This course is intended for university students and individuals who are working or volunteering with an inner city organization or group.



The WIRA/IUS Summer Institute is a week-long course that will consist of intensive, full-day sessions, a half day on Saturday, June 5, plus evening sessions on Monday, May 31 and Wednesday, June 2. There will be in-class assignments for all participants – student attendance is compulsory. Each community group/organization may register for only one spot, but may have a number of representatives who trade off attending sessions. Community participants not taking the course for academic credit will be fully subsidized. Spaces are limited, so register early.

For more information about the Summer Institute, please contact Jillian Golby Borsa at 982-1140, or [j.golby@uwinnipeg.ca](mailto:j.golby@uwinnipeg.ca). For details and reports of the first two Summer Institutes, visit our website at [http://ius.uwinnipeg.ca/wira\\_summer\\_institute.html](http://ius.uwinnipeg.ca/wira_summer_institute.html)

*Winnipeg Inner City Research Alliance and  
the Institute of Urban Studies*

*Present a Free Public Lecture*

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# ***WALKABLE COMMUNITIES***

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## **Dan Burden**

Founder of Walkable Communities Inc.  
High Springs, Florida     [www.walkable.org](http://www.walkable.org)



Dan Burden is a recognized authority on bicycle and pedestrian facilities and programs.

For the past twenty-five years he has been developing, promoting and evaluating alternative transportation and sustainable communities at national, regional, state and local levels in the United States. He specializes in transportation and land use planning, research and implementation of pedestrian, bicycle, traffic calming and street improvement projects.

Dan Burden's vision has been to assist business and community leaders in their quest to create streets, activity centers, business districts and neighborhoods for people. He brings a message about creating community for people, not just cars. His highly visual, information-rich workshop will showcase ways to plan and design better streets, town centers, and neighborhoods.

**Monday, May 31<sup>st</sup>**  
**7:00 – 9:00 pm**

University of Winnipeg, Eckhardt- Gramatte Hall  
2nd floor Centennial Hall, 515 Portage Ave



Winnipeg Inner City Research Alliance, Institute of Urban Studies  
and Manitoba Professional Planners Institute

Present a Free Public Lecture

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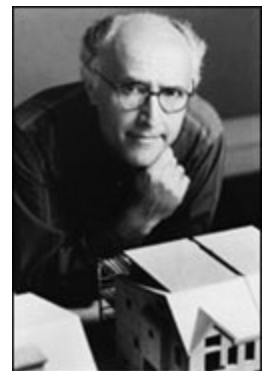
# ***CITY OF NEIGHBOURHOODS***

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## **Dr. Avi Friedman**

Renowned Author and Professor at the School of Architecture,  
McGill

***"Friedman is a whirlwind of energy, ebullience and no-nonsense arguments."***  
Canadian Geographic



As Canadian cities struggle to reinvent themselves in the face of new emerging social and economic realities, a range of new paradigms are explored. A key challenge in all the models is how to make the city attractive to residents again. A city of neighbourhoods, accessible and affordable to all was a key principle that guided Dr. Friedman's design for downtown Montreal, Winnipeg, Regina and Lethbridge, among other cities.

In his presentation, Dr. Avi Friedman will describe new tendencies and outline principles that can help make cities attractive again, and illustrate them using recent designs.

***Avi Friedman is confidently acclaimed by Wallpaper magazine "one of the top 10 style setters who will most influence the way we live in the next quarter century."***

**Wednesday, June 2nd,  
7:00 – 9:00 pm**

University of Winnipeg, Eckhardt- Gramatte Hall  
2nd floor Centennial Hall, 515 Portage Ave



- Art and Community  
(J. Granger, M. Kuly, E. Stewart) 1 2 3 4 5
- City of Neighbourhoods  
(Avi Friedman) 1 2 3 4 5

#### **Thursday, June 3**

- Designing a Good Neighbourhood  
(Ted McLachlan) 1 2 3 4 5
- Criminal Prevention Through Environmental Design in Practice  
(Gerard Allard) 1 2 3 4 5
- Fieldtrip: Inner-city tour 1 2 3 4 5

#### **Friday, June 4**

- Health and Housing  
(Gail Watson) 1 2 3 4 5
- SROs and Rooming Houses  
(Jino Distasio and Susan Mulligan) 1 2 3 4 5
- Building Neighbourhoods through Integrated Transportation and Home Ownership Initiatives  
(Molly Johnson & Trevor Johnson) 1 2 3 4 5
- Neighbourhood Based Initiatives from an Aboriginal Perspective  
(Diane Roussin) 1 2 3 4 5
- Friday evening Wrap-up event 1 2 3 4 5

#### **Saturday, June 5: Panel presentation**

- Rob Altemeyer 1 2 3 4 5
- Judy Wasylycia Leis 1 2 3 4 5
- Jenny Gerbasi 1 2 3 4 5
- Mike Pagtakhan 1 2 3 4 5
- Christine Melnick 1 2 3 4 5
- Discussion with panel 1 2 3 4 5

#### **Monday - Friday**

- Research/Assignment Session 1 2 3 4 5

**Please let us know what you thought about the:**

**Rating: please circle**  
*(1 =Poor – 5 =Excellent)*

**Comments:**

- Overall course content                    1 2 3 4 5
  
- Overall Quality of the presentations    1 2 3 4 5
  
- Usefulness of materials:  
  provided on first day of the institute    1 2 3 4 5  
  
  provided in the workshops                1 2 3 4 5
  
- Logistics and Organization  
  transportation                              1 2 3 4 5  
  
  refreshments                                1 2 3 4 5  
  
  meeting spaces                             1 2 3 4 5
  
- The helpfulness of the organizers       1 2 3 4 5

What did you enjoy most about the WIRA/IUS Summer Institute?

What suggestions can you offer for improvement of the Summer Institute?

Additional Comments:

***Thank-you for your input. Enjoy the rest of your summer!***