ARTSSCI/ISCI 3IE1 Module Outline

Course Title: Urban Placemaking

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Faculty Contact: Dr. Jean Wilson
Maximum enrollment: 16
First offering: October 22-23, 2016 (student presentations on October 27)

This one-unit module will explore the concept of urban placemaking, a collaborative process of animating public and private spaces to strengthen the social and cultural fabric of a city. We will delve into the use of arts-based practices, environmental resources, social enterprise, and civic engagement tools to reimagine underutilized properties. In addition, we will examine why placemaking projects are often guided by the principles of adaptive reuse, such as sustainable development and heritage preservation.

This is an experiential, place-based course. We will be exploring urban placemaking initiatives around the world, such as the Dorchester Projects in Chicago, the High Line in New York City, and the converted Tempelhof Airport in Berlin. We will visit examples of such projects in Toronto, including Artscape Youngplace, a community cultural hub housed in the former Shaw Street School. Using these spaces as case studies, students will participate in facilitated discussions about the challenges associated with ensuring that they are community-driven, adaptable, vibrant, and inclusive. Students will also have the opportunity to conduct independent research on a placemaking project of their choosing.

Attendance is required for every session of the module on both Saturday and Sunday, as well as the evening of presentations the following week.

Objectives

1. Expose students to community-based perspectives on city-building that promote civic engagement, foster social cohesion, and animate the urban environment.

2. Encourage critical thinking about contemporary urban issues and the role of placemaking in developing more livable cities.

Delivery

Class sessions are outlined in detail below:

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<th>Session</th>
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| 1       | Introduction to Urban Placemaking | Topics:  
- What is urban placemaking? A brief introduction to the concept and different ways of defining it  
- Contextualizing urban placemaking in urban planning history, including a discussion of major thinkers such as Jane Jacobs, William H. Whyte, and Jan Gehl | - Lecture and discussion |
| 2 | Animating Street Life and Social Enterprise | Topics:  
- The role of an active street scene in building community, drawing on William H. Whyte’s theory of triangulation  
- The use of social enterprise to ensure the long-term sustainability of urban placemaking projects  
Readings:  
- “Triangulation” (Chapter 11 of *The Social Life of Small Urban Spaces* by William H. Whyte) | - Visit Market 707 (an initiative of Scadding Court Community Centre in which local entrepreneurs manage food stalls housed in retrofitted shipping containers)  
- Enjoy lunch at the market (students also have option to bring their own lunch)  
- Short talk about the market, either by instructors or by someone at Scadding Court (i.e. Kevin Lee, Executive Director, or one of the food vendors) |
| 3 | Creative Placemaking | Topics:  
- Benefits and challenges of using arts and culture as a placemaking tool  
- Elements of creative placemaking (i.e. cultural districts and institutions, mixed-use development, community arts, public art)  
- Introduction to Artscape, one of the largest creative placemaking organizations in North America  
- Introduce concept of adaptive reuse  
Readings: | - Visit and tour Artscape Youngplace and the Gladstone Hotel  
- Lecture and discussion |
| 4 | Placemaking for Urban Sustainability | **Topics:**  
- The role of green placemaking projects in the ongoing urban sustainability transition (i.e. how projects can increase environmental awareness, enhance climate change mitigation and adaptation efforts, and build stronger, locally-focused communities)  
- An introduction to the concept of ‘the Carrot City’  
- Innovative examples for discussion: Evergreen Brickworks (Toronto), the High Line (New York) and Prinzessinnengarten (Berlin)  

**Readings:**  
- [http://openarchive.icomos.org/1178/1/III-3-Article3_Lobko.pdf](http://openarchive.icomos.org/1178/1/III-3-Article3_Lobko.pdf)  
- Virtual tour of examples such as Evergreen Brickworks and the High Line  
- Lecture and discussion |  
| 5 | Placemaking in Under-Resourced Neighbourhoods | **Topics:**  
- How to draw on existing local resources (adaptive reuse, cultural asset mapping)  
- Shifting the perception of what culture is, who can produce it, and where it can be accessed  
- International examples as case studies: Rebuild Foundation (Chicago), Project Row Houses (Houston)  

**Readings:**  
- [http://creativetimereports.org/2013/10/07/rick-lowe-project-row-houses/](http://creativetimereports.org/2013/10/07/rick-lowe-project-row-houses/)  
- Lecture and discussion  
- Watch TED Talk by founder of Rebuild Foundation: [https://www.ted.com/talks/theaster_gates_how_to_revive_a_neighborhood_with_imagination_beauty_and_art#t-567922](https://www.ted.com/talks/theaster_gates_how_to_revive_a_neighborhood_with_imagination_beauty_and_art#t-567922) |  
| 6 | Tactical Urbanism and Temporary Urban Interventions | **Topics:**  
- Introduce concept of tactical urbanism and ‘pop up’ projects and use them as a point of comparison to larger scale, more permanent placemaking initiatives (i.e. Emma’s Hoftour vs. Market 707)  

**Readings:**  
- Lecture and discussion  
- Possible guest lecture from someone involved in the 100in1Day |
The value of these projects as labs of urban experimentation
-Discuss tactical urbanism in Hamilton, with reference to 100in1Day initiative in Hamilton

**Readings:**
- Excerpts from https://issuu.com/streetplanscollaborative/docs/tactical_urbanism_vol_2_final?backgroun

# Deliverables
Successful completion of the module will involve evaluation of a student’s ability to:

1. Actively participate in all sessions by engaging in the facilitated group discussions throughout the module.

2. Research an existing placemaking initiative or create a proposal for an initiative of their own design and give a presentation about it to the class.

3. Critically think about the content of the course in a short written reflection.

This class will have 2 components all graded on a pass/fail basis. Students must pass all components to pass the course.

# Components
1. Research assignment:
   Students will have the opportunity to conduct independent research in individuals or pairs and give a short presentation on one of the following topics:
   - An existing placemaking initiative of their choosing in Toronto, Hamilton, or elsewhere
   - A proposal for a new placemaking initiative or urban intervention of their own design

2. One-page reflection on the concept of urban placemaking