

## **Studio – Creative Placemaking**

**Instructor: Leonardo Vazquez**

January 19 to May 11, 2016

### *About the class:*

Creative Placemaking is one of the fastest growing movements in the world of arts, architecture and urban planning. In essence, it focuses on engaging arts and culture to address social and economic issues in a community.

This studio will help students learn creative placemaking and develop either a site plan or a corridor design plan to further creative placemaking goals in a New Jersey community. Students will have the opportunity to work on a site plan for a section of park in Englewood, or a corridor design plan for a future cultural district in Hackensack. Depending on the number and interests of students in the class, there may be opportunities to work on a cultural corridor plan near the Rowan University campus in Glassboro. Students will have the opportunity to learn from and present their ideas to clients in these communities.

### Notes:

- This class will involve daytime fieldwork, interviews with key stakeholders, and public engagement sessions. The sessions will usually occur on weekday evenings (no evening public meetings on Friday)
- All students are encouraged to attend the Creative Placemaking Leadership Summit, March 18, 9-4 pm at Rutgers-Newark. Students will also be encouraged to present their work at the Creative Placemaking Knowledge Exchange, June 24, location in New Jersey TBA.

In this studio, students will be placed in teams to work in Englewood and Hackensack. Throughout the course, students will be encouraged to share ideas and get critiques from their colleagues in their teams and those working in other teams.

After students are introduced to concepts and precedents in creative placemaking, each project will consist of these phases:

- A background phase, in which students become knowledgeable in their project community, learn about recent and ongoing creative placemaking work there, and interview key stakeholders. Students may also be asked to develop a public engagement session in the project community to gather more information. (Late January to early March)

- A preliminary design plan, which will include presenting draft recommendations to key stakeholders and the public, and receiving feedback. (Mid March to mid-April)
- A final design plan, which would be reviewed by key stakeholders and landscape architects. (Late April to early May)

### *Key learning outcomes:*

By the end of the course, the successful student will:

- Master important concepts and nuances in the theory and practice of creative placemaking
- Have contributed to developing a real plan for a real client
- Learn skills and build experience in conducting public engagement
- Become skilled at analyzing sites for arts and cultural uses
- Better understand the needs of various arts and cultural organizations and their patrons, and be able to address those needs through physical design

### *Deliverables*

By the end of the course, each project team will have prepared:

- A standard background analysis of the study area
- Preliminary designs and strategies, as well as justifications for each
- Final designs and strategies that reflect feedback from peers, professional landscape architects, and key stakeholders in the project community
- A final plan, in a poster format, with an accompanying report
- A digital library of precedent images

### *Readings and assignments*

The required text for this course is *Arts and Cultural Programming*, by Gaylene Carpenter and Doug Blandy. Additional readings will be provided through the online classroom that will be established for this class.

Students are expected to contribute knowledge about relevant readings or references to the class.

### *About the instructor:*

Leonardo Vazquez is a national award-winning planner who is a leader in two emerging fields in urban planning: creative placemaking and cultural competency. He has two decades of experience in community development, community engagement, small group facilitation, local economic development, leadership development and strategic communications. He has worked with a wide variety of communities in New Jersey, California, Connecticut, Louisiana, New

York and Pennsylvania. With a strong focus on implementation and sustainability, he specializes in building leadership teams to oversee plans and raising funds to support planning and implementation efforts. In addition to his affiliation with the National Consortium for Creative Placemaking, Leonardo Vazquez is a Senior Associate at Nishuane Group and a Visiting Professor of Practice at the Austin Knowlton School of Architecture of The Ohio State University. He is the author of *Leading from the Middle: Strategic Thinking for Urban Planning and Community Development Professionals* and co-editor of *Dialogos: Placemaking in Latino Communities*. He has written for several professional and general interest publications, including *Landscape Architecture*, *NJ Spotlight*, *Planetizen*, *Planning*, *Progressive Planning* and *The Star-Ledger*. He is the recipient of the 2012 American Planning Association National Leadership Award for Advancing Diversity and Social Justice in Honor of Paul Davidoff. It is the highest award given in the urban planning field on issues of social equity. He received a Bachelor of Science in Journalism from Northwestern University and a Master of Planning and Master of Public Administration, both from the University of Southern California.

*For more information:*

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