

URBAN DESIGN AND PLANNING 506A: PLANNING STUDIO BASICS

Winter Quarter 2014

Meeting Time and Location: Wednesday 1:30-4:20 p.m. plus possible supplemental field trips and workshops, 110 Gould.

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| Instructors: | Branden Born | Rick Sepler, AICP | TA: Peng Chen |
| email: | bborn@u.washington.edu | richard.sepler@gmail.com | chenp5@uw.edu |
| Phone: | 543.4975 or | | 418 Gould |
| Office: | 206.718.5769 | | By appointment |
| Office Hours: | 410H Gould | By appointment | |
| | Tuesday, 1:30-2:30 | | |

Course Description

This class is a precursor to UDP studios, URBDP 507 and 508. The intent of the studio sequence is to give students guided introduction to the plan-making process. While 507 and 508 courses will delve more specifically into site-based material, 506 seeks to build the process skills needed for further studio study as well as professional practice.

The studio sequence thus provides time for background research, issue identification, public involvement, skill development, and preliminary analysis. Much of this will happen in 506, during winter quarter. During spring quarter, if students choose a traditional course sequence for their studio class, URBDP 507 will focus on the development and evaluation of plan alternatives, policy development and implementation techniques, and the mechanics of plan/document preparation for a specific site. Other studio classes fulfilling the sequence requirement could include the China studio, NAIOP, urban design, and the Chandigarh studio, among others.

In 506, in addition to a focus on specific skill development, our class will be working with two clients on separate projects. One will be with Port Orchard planning staff to prepare materials for a Comprehensive Plan update. The second project will be working with the Vashon Land Trust and Vashon Growers Alliance to conduct visioning, site analysis and scenario development for open space on the island to support the local food system. Exercises in these projects could include developing visioning exercises, site planning, conducting research on local conditions, engaging multiple public groups, and identifying issues and opportunities relevant to the topics. Students who choose to continue into URBDP 507 in the spring will stay with the project they began in this class.

You will have the opportunity in this class/studio to:

- Work directly with staff, community members, and elected officials
- Prepare background research and materials
- Prepare outreach-related materials
- Facilitate a (several?) community meeting presentation
- Conduct information gathering through focus groups, surveys, or interviews

Which will lead to activities in sequential studios:

- Prepare plan/policy alternatives and implementation strategies (Spring Quarter)
- Present your alternatives and recommendations to the community (Spring Quarter)
- Prepare a complete draft of plan/policy report (Spring Quarter)
- Present the draft Plan to the community

These planning processes and documents that you will be designing and implementing are not simply studio exercises—they will ultimately shape plans created for both locations in the upcoming months/years.

This course will be *highly participatory*. Its success will rest on your participation and involvement in teams and individually. In addition to individual skill development the goal of the course is to complete background research (existing conditions), work directly with the subject communities (public participation) to identify issues and opportunities (visioning), and prepare a preliminary analysis of possible planning strategies (goals and alternative development).

In preparation for Spring's 508 studios, this course addresses three main general questions:

1. What are the historic and current conditions within the study area? And, how have the current plans served the changes the region has undergone in the last decade? What are the opportunities and barriers we need to understand in order to understand the context conditions?
2. What are the interests and desires of residents and commercial interests? How can these be addressed in the plan or planning process?
3. What approaches could be used to achieve the identified goals of the communities?

Objectives of Course

The class will develop skills in the following:

- Research methods
- Issue identification
- Public participation and presentation
- Report and memo preparation
- Professional preparation, including working with staff and public presentations
- Preparation of preliminary alternatives
- Prepare for preparation of comprehensive plan or (overlay) zoning amendments/updates.

Participation and Assignments

The course is based your active involvement. Each participant is expected to work in teams and individually to complete assignments in a competent and timely manner.

Studio Description

Studio is . . . a class involving lectures, discussion, design work, problem-solving work, independent research, individual and team informal reviews of student work (Desk crits and pin-ups), formal reviews of student work by outside faculty and clients (or client stand-ins), and . . .

- a culture: studio is an intense learning experience with every participant fully committing to the project while working individually or in various team settings. It only works if there is an infectious energy about it – everyone keeps everyone else up at night; it is unavoidably competitive, but it should also be mutually supportive and, above all, a form of PLAY.
- a place: studio is a second home; students will be expected to maintain the work space and arrange it to suit their own working habits; drawing tables, computers, discussion area, etc.
- an iterative, dynamic approach to problem-driven learning; each phase of the work is reviewed and discussed by the group or inside/outside reviewers, and presentations at each pin-up or review should be polished, even as they will be revised according to the reviewers' and instructor's comments. Each assignment and exercise follows from the last, and therefore the exact structure of the course cannot be determined in advance; though the main structure is set in the course schedule.

- an exercise in commitment: studio earns more credit and requires more class time than any other course, and students might expect to give it priority over other classes. Studio differs from most other courses in that it requires more teamwork, interdisciplinary exchange, research, discussion and work on multiple scales and aspects simultaneously.

Expectations and Grading

You are expected to:

1. Attend and actively participate in scheduled classes and events. Multiple unexcused absences will result in a failing grade.
2. Contribute to the effectiveness of your team.
3. Prepare and submit assignments in a timely manner.

Grades will be based on:

1. How regularly and actively you participate in class discussions and activities.
2. Your ability to *listen and support* your colleagues in discussion in teams and the class.
3. Your effectiveness as a team member and class member.
4. Completion of all assigned tasks, including brief web quizzes and written work.

Accordingly, grades are *approximately* distributed by:

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| Class Participation and Attendance | 40% |
| Background Research and Initial Conditions Reports | 25% |
| Preparation and Participation in Community Workshop | 10% |
| Preliminary Approaches Memorandum | 15% |
| Team leadership and participation | 10% |

Class Schedule

| Week/ Date | Topic | Reading (generally on course website) | Tasks |
|----------------------|--|---|---|
| W1, Jan 8 | Intro, studio culture, team work, 507 intros, talkers and listeners exercise if time permits | Prof. Kasprisin's memo on studio culture, start ICR chapters in ULUP (501 text), Group working models and ideas (e.g. Tuckman, and see web examples--lots, but at least look to these, as interested) (http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm) http://isites.harvard.edu/fs/html/icb.topic58474/wigintro.html#GettingStarted | WebQ: What kind of group member are you? (see Harvard link) |
| W2, Jan 15 (Rick) | Public participation | Bryson, Fung | Assign meeting team WebQ: Skill set ranking, specialization, project choice (due Jan 20) |

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| W3, Jan 22 (Rick) | Planning process design, initial conditions reporting, scopes of work | Writing Scopes of Work, Cogan-Designing Public Meetings, review ULUP ICR chapters. | Assign project and ICR teams, |
| W4, Jan 29 (Rick) | Site visits (in class, if possible, or weekend?) | Site materials, TBD | Scope of work for ICR due |
| W5, Feb 5 | Memo writing, team reports on site visits, preliminary recommendations from public meeting teams | Guidelines for the preparation of policy memos, Electronic Hallway: Memo Writing, Electronic Hallway: Brief guidelines for writing action memos, | Report (informal but organized) on site visit, ICR work |
| W6, Feb 12 | Work week, crits/teams meet with faculty | TBD if necessary | ICR work |
| W7, Feb 19 (Rick) | Presentation and discussion of ICRs: challenges and opportunities in each project. | None planned | ICR summary memo, ICR full report, ICR presentation (30 min), Assign client meeting team |
| W8, Feb 26 | Outreach and meeting prep | None planned | As designed in outreach planning, outreach, interviews, meeting prep, draft annotated agenda due |
| W9, Mar 5 | Dry run of public meeting (discuss with clients or have there), report on outreach | None planned | Outreach summaries (memo?), meeting materials, |
| W10, Mar 12 | Public Meeting, date TBD | None planned | Final meeting material due Mar 10, 3 best ideas memo due 2 days post meeting |
| W11 Mar 19 | Client follow-up meeting | Client meeting team reads Three Best Ideas AKA Preliminary Approach memos, summarizes into client memo for presentation | Three Best Ideas summary memo, summary notes/memo(?) from meeting for next quarter. |