

URBDP 507 Studio--Spring Quarter 2015
Snoqualmie Agricultural Economic Development Plan
Burien Community Urban Agriculture Center

Meeting Time and Location: Tue/Th 1:30-5:20, 416 Gould Hall

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Office Hours:	By apt.	By apt.

Course Description

The intent of the first planning studio is to introduce the plan-making process, building upon the work completed in URBDP 506, Planning Studio Introduction. The prep course provided time for skill building, background research, issue identification, community involvement, and preliminary analysis. During Spring Quarter, URBDP 507 will build on that work, focusing on the development and evaluation of plan alternatives and recommendations based on project/client needs and best practices taking into account local conditions. This course is highly participatory. *Its success will rest on your participation and involvement in teams and individually.*

Studio is an intensive learning experience that seeks to meaningfully cover a complex subject in a relatively brief period of time. There are two projects in 507 this year. For one, we will be working with the Sno-Valley Tilth to develop an agricultural economic development plan for the valley that takes into account the current agricultural position, regional characteristics, threats and opportunities, and potential for development and protection of agriculture and other supportive uses. We will be developing materials to assist them in both identification and development of preliminary strategies to address agricultural and community concerns, and prioritize or propose sequencing of those strategies based on potential future opportunities. For the second project, we will be working with the City of Burien and the King Conservation District to envision and develop alternative use plans for a subarea in the north part of the city. We will develop 3-4 alternative programs for the 8-acre Bel-R Greenhouse site as options depending on future funding opportunities and potential partners. We will develop support materials for each of the alternatives that might include plans and figure drawings or models to allow for community members to see what the ideas could look like; suggestions of likely project partners in the Burien or Seattle region; and how the programming would "work" or connect and integrate onsite and across the community.

You will have the opportunity in this studio to:

- Work with organizational staff, community members, county staff, and possibly elected and appointed officials
- Prepare background research and materials
- Facilitate and prepare materials for a final client/community advisory meeting and mid-term project development presentations
- Develop policy and planning documents that will indicate a path towards long-term agricultural sustainability (Snoqualmie).

- Develop site plans to communicate program ideas to a wide audience of potential partners, funders, and city staff and elected officials (Burien).

Objectives of Course

The class will develop skills in the following:

- Research methods
- Issue identification and clarification
- Idea/alternative development
- Professional protocol
- Public participation
- Report or document preparation

Participation, Assignments, and Grading

Each participant is expected to work in teams and individually to complete assignments in a competent and timely manner. Professional quality work is expected.

You are expected to:

1. Attend and actively participate in scheduled classes and events.
2. Contribute to the effectiveness of your teams.
3. *Prepare and submit high-quality 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.
3. Your effectiveness as a team member.
4. Completion and quality of assigned tasks.

Grades are *approximately* distributed by:

Class Participation and Attendance, (leadership?)	30%
Problem Identification, Workplans, and Scoping	20%
Element/Alternative Drafting, Development, and Presentation	20%
Final Documents and Presentation	30%

If you have a disability (physical, learning, or psychological) that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, such as recruiting note-takers, readers, or extended time on assignments, please contact me, or Disabled Student Services, within the first week of the quarter. DSS is available at 685-1511, or at http://www.washington.edu/students/genocat/front/Disabled_Student.html, and will be able to provide you with information and review appropriate arrangements for reasonable accommodation.

Finally, I expect students to uphold university policies on academic integrity. Failure to uphold academic integrity will be dealt with in accordance with university procedures. The UW's policy on academic integrity and plagiarism is located at:

<http://depts.washington.edu/grading/issue1/honesty.htm>. Any issues that arise will be elevated to the dean's office as per CBE policy.

Preliminary Weekly Schedule (this will likely change as we go!!)

Week 1, Mar 31	Task generation meeting with clients, scoping
Week 2, April 7	Draft proposals (scopes) prepared, preliminary research
Week 3, April 14	Draft proposals vetted by clients, idea development, research
Week 4, April 21	Work week, idea development and refinement (APA in Seattle)
Week 5, April 28	First Presentations of material ("50%" done?) Week 4 for Sno-V?
Week 6, May 5	Work week: desk crits
Week 7, May 12	Second Presentation of proposals
Week 8, May 19	Work week: outline for final plan/report, meeting design/preparation, draft plan writing
Week 9, May 26	Work week: complete proposals, meeting preparation, draft plan writing
Week 10, June 2	Final plans/report due Friday, final meeting materials done
Finals week	Community meeting on draft Agricultural Development Plan

Studio Description (distilled from several CBE instructors' thinking...)

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.