

URBDP 507 A Sp 18: General Urban Planning Laboratory

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URBDP 507 Studio--Spring Quarter 2018

Tacoma Residential Infill Pilot Program

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

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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 Prep. The prep course provided time for skill building, background research, issue identification, community involvement, and preliminary analysis. Some of this was geared as an academic exercise for class, and some was for the client.

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. Work early, work often!**

Studio is an intensive learning experience that seeks to meaningfully cover a complex subject in a relatively brief period of time. The project for this section of 507 this year is to refine Tacoma's nascent Infill Pilot Program, and identify opportunities and resources to support process improvements for the current program as well as its growth into the future.

You will have the opportunity in this studio to:

- Work with city staff, nonprofit organization staff, community members, 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 strategic approaches to the challenges of housing affordability and development with respect to infill housing in Tacoma.

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%

Differently abled students are always welcome in my class. If you have a disability that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, please contact Disability Resources for Students within the first week of the quarter. DRS is available by telephone at 543-8924, or online at: <http://depts.washington.edu/uwdrs/> (<http://depts.washington.edu/uwdrs/>) and they will be able to provide you with information and review 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> (<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 but will give you a sense of timing)

WEEK 1, Mar 27, 29	Getting settled into studio, task generation, scoping and material development
WEEK 2, April 3,5 development	Draft proposals (scopes) prepared, preliminary research and material
WEEK 3, April 10, 12 development	Draft proposals vetted by clients, idea development, research and material
WEEK 4, April 17, 19	Work week, idea development and refinement of ideas and materials
WEEK 5, April 24, 26 (Surveys, incentive zones, subsidy options, etc.)	First Presentations of proposal material ("50%" done? Maybe Week 4?)
WEEK 6, May 1, 3	Work week: desk crits
WEEK 7, May 8, 10	Second Presentation of materials (if warranted, TBD with client)
WEEK 8, May 15, 17 writing	Work week: outline for final plan/report, meeting design/preparation, draft plan
WEEK 9, May 22, 24	Work week: complete proposals, meeting preparation, draft plan writing
WEEK 10, May 29, 31	Final plans/report due Friday, final meeting materials done (suggested)
FINAL WEEK	Community meeting (open house?)

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.

Course Summary:

Date	Details	
Fri Apr 6, 2018	 Draft of scope of work https://canvas.uw.edu/courses/1131859/assignments/4173893	due by 11:59pm
Mon Jun 11, 2018	 Final Report https://canvas.uw.edu/courses/1131859/assignments/4274037	due by 9am
	 Class Participation, Attendance, Leadership, etc. https://canvas.uw.edu/courses/1131859/assignments/4278841	
	 Element/Alternative Drafting, Development, and Presentation https://canvas.uw.edu/courses/1131859/assignments/4278858	
	 Final Presentation (https://canvas.uw.edu/courses/1131859/assignments/4278867)	
	 Problem Identification, Workplans, and Scoping https://canvas.uw.edu/courses/1131859/assignments/4278847	