



Post COVID Recovery Plan for Downtown Seattle

URBDP 507 C: General Urban Planning Laboratory

SPRING 2021

Lecture: Mondays, Wednesdays and Fridays | 10:00 am - 12:50 pm (M & W), 9:00 AM to 11:50 AM (F) | Zoom

Instructor : E. David Blum, AICP

Course Description

This studio brings together multiple planning elements within the context of a real-world problem. The focus of this work is on understanding the current status of and potential improvements to the Pike/Pine Corridor and Pioneer Square Historic District in the City of Seattle within the framework of a post COVID recovery plan.

This studio will provide students with learning opportunities across a variety of planning issues. The principal focus of the studio is the following:

Understanding how the COVID pandemic has impacted the Pike/Pine Corridor and Pioneer Square Historic District in Seattle.

Recommending strategies and specific interventions to help solve current problems in various realms: building occupancy and adaptive reuse; resource allocation; public policies; partnerships among the private, nonprofit and public sectors; and re-organization of public space.

Learning Objectives

To experience working in a collaborative environment on a real project for an actual client.

To experience self-directed work individually and within a group framework.

To better understand planning principles and theories.

To gain increased knowledge of planning principles in an applied project environment. To produce work products of high quality on a fixed schedule.

Evaluation and Grading

Your performance in this class includes:

Scope of Work and Project Timeline [Group assignment]: 10%

Thoughtful strategy and structure for representing the scope of work for this project. Thoughtful exploration of topics that integrate ideas from site visits, research and collaboration with the client.

Class Participation and Attendance [Individual assignment]: 25%

Extensive, active and continual involvement and contribution to the project.

Participate collaboratively, flexibly, consistently and productively as a member of their assigned project group.

Complete all assignments on time and comply with assignment instructions.

Demonstrated and measured responsiveness to review feedback. Identifiable incorporation of that feedback evidenced by changes and improvements in the products and deliverables. Promptly ask the instructor for clarification of all assignments, as necessary.

Please Note: Students should expect to devote 1 to 2 hours of work time outside of class hours for every hour of scheduled studio time.

First Individual Assignment: Reflection Essay: The Current State of Downtown Seattle: 15%

As you know several undergraduate students in CEP 498 have recently completed research on the current state of the Seattle III study areas. Apparently the City of Seattle has been favorably impressed with this work and distributed that report widely among its various departments.

If you have not already done so please review this document at:

[Final Presentation Seattle Recovery Plan-1.pptx](#)

After reviewing that report please upload an essay to Canvas of not less than 500 words that addresses the following question:

"Based upon the information provided in the CEP 498 Recovery Plan, and your understanding of the city's current problems, what work tasks should be completed in this URBDP 507 studio and why?"

Final Individual Assignment: Reflection Essay: "The Geography of Nowhere": 10%

The book "Geography of Nowhere", subtitled "The Rise and Decline of America's Man-Made Landscape", written by James Howard Kunstler, provides an overview of the American built environment from the founding of the country to the present. You can download a copy for a small cost which we will reimburse or borrow a paperback copy from me.

After you have an opportunity to read this book please upload an essay to Canvas of not less than 500 words describing what you have learned regarding the future of downtown Seattle. We are looking for a

well-developed and cohesive essay that clearly derives from the topics discussed in the book with succinct and engaging content.

Mid-quarter Presentation and Project Report [Group assignment]: 15%

All students will contribute to the draft mid-quarter presentation and report including:

An online presentation to invited stakeholders and faculty which summarizes and explains the project work.

A **draft** report including all relevant information in digital format.

Final Presentation and Project Report [Group assignment]: 25%

All students will contribute to the completion of the project by the end of the quarter including:

An online presentation to invited stakeholders and faculty which summarizes and explains the project work.

A **final** report including all relevant information in digital format.

Studio Culture

The bulk of the “in class work” time will be spent working at your table on class assignments and projects. Studio includes individual in-class work time during which the instructor is expected to review your work and answer questions as needed. In addition, some of the studio time will be spent on desk “crits” (short for critiques) and group crits. A desk crit is a one-on-one dialogue between a student and an instructor about the student’s project and process. A group crit is a discussion between the instructor and any number of students on issues pertaining to the group’s project. There will also be some opportunities for pin-up review and discussion in which student projects will be critiqued by other faculty, professionals and/or student peers. For those of you who are new to the studio environment, please note that it can be a relatively unstructured work period. Studio time should be used only for these work tasks and for exchanging work-related ideas among students and instructor.

Responsibility and Procedures for Dealing with Costs Associated with Studio

If the instructor assigns students to purchase specific materials to be used in the studio please keep copies of all receipts for these items. The instructor will arrange for you to be reimbursed for these purchases by the end of the quarter.

Collaboration

Given the nature of the field of urban planning, much of the work in this class is collaborative. Each member of a group is expected to contribute equitably through the studio process and the generation of a final product. Students at the graduate level are expected to be capable of negotiating these issues independently, although the instructor is available if questions arise.

CANVAS Site

The course syllabus, schedule, assignments, and readings will be made available on the CANVAS site and updated regularly. It is the responsibility of each student in the studio course to review the CANVAS site consistently during the quarter to insure their understanding and compliance with all requirements of the course. For some students this means a daily review of the CANVAS site.

Other Policies

This class is of course governed by all of the University of Washington student policies, including those regarding plagiarism and multiple submissions. It is your responsibility to be familiar with and adhere to these policies.

A Note on Absences

Students at the graduate level are expected to be capable of managing their own schedules. Please note that unavoidable absences should be pre-arranged and the instructor reserves the right to lower a student's final grade if there are more than two absences during the quarter.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so that we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention related learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Safe Space

According to the "Safe Space Network", safe space is: a place where anyone can relax and be able to fully express, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, religious affiliation, age, or physical or mental ability. [It is] a place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others. Our classroom will be a Safe Space this quarter.

Deadlines

All deadlines for submission of required work deliverables and presentations are clearly noted on the course calendar. We will discuss each deadline well in advance of that specific date and make sure that all students understand when and how to make the required submissions.

Academic Honesty

This class is of course governed by all of the University of Washington student policies, including those on plagiarism and multiple submissions. It is your responsibility to be familiar with these policies. More information is available on this website:

<https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Electronic Etiquette Policy

Avoid phone conversations or texting during the studio and please be courteous.

Sensitive Topics *(If studio engaged sensitive topics on race, gender, class and sexuality)*

It is an expectation that we will all approach these topics with sensitivity, thoughtfulness, and openness and recognize that different people will have their own relationships to this material. Be respectful of diverse opinions and allow everyone to contribute in discussions.

Suggested Readings List/ Resources

“Makeshift Metropolis” Witold Rybczynski: Scribner, 2010.

“Introduction to Cities” Xiangmin Chen, Anthony Orum, Krista Paulen: Wiley Blackwell, 2012. “The Triumph of the City” Edward Glaeser: Penguin Press, 2010.

“The Death and Life of Great American Cities” Jane Jacobs: Vintage Books, 1992. “Suburban Nation” Andres Duany, Elizabeth Plater-Zyber, Jeff Speck: North Point Press, 2000.

“The Image of the City” Kevin Lynch: The MIT Press, 1960.

“The City in History” Lewis Mumford: Hardcourt, Inc. 1961