![College of Built Environments, University of Washington logo]

The Nehemiah Studio: RE 551 and URBDP 508

Planning, Design, and Real Estate solutions for Seattle's Black Churches and Institutions
Updated 10.08.20

Credits: 5
Term, Day, Time: Autumn 2020, TTHF, 10:30 am-12:50 pm
Instructors: Rachel Berney (UDP), Donald King (ARCH), Al Levine (RE)
TA: Yuyi Wang (BE)
Location: Zoom, links are available in the Introduction module on Canvas
Office Hours: By appointment online or by phone
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Overview

Course Description
The ill effects of rapid socioeconomic change have impacted the Seattle Central District (CD) more so than any other area in Seattle. Gentrification and displacement of the Black population has reached crisis levels as the percentage of African Americans living in the CD has declined from 73 percent in 1970 to less than 14 percent today. As a result, Seattle is losing the largest contiguous Black neighborhood north of California. Black institutions in the CD and throughout Seattle—including Black churches—face difficult decisions about whether to stay or to go.

Collectively, the churches own property and other assets. And, as a network, they could support each other in making more deliberate and strategic real-estate decisions than they likely could alone. This vision is moving forward as the Nehemiah Initiative, led by the Goodwill Missionary Baptist Church and other members of the initiative's working group. The Nehemiah Initiative is a multi-pronged community development and anti-displacement collaboration focused on exploring means and methods to mitigate gentrification and displacement through the development of the significant real estate assets of Black churches. The initiative seeks to develop affordable mixed-used projects according to community needs and desires with the goal to retain, bring back, and attract new residents and tenants.

This course is an interdisciplinary studio focused on developing, designing, and supporting real estate, design, and planning solutions in partnership with the Nehemiah Initiative for church-owned properties in Seattle. In this studio we will focus on analyzing existing conditions, provide alternative design futures, and develop scenarios for future development based on the highest "Beloved Community" use.

"Our goal is to create a beloved community and. this will require a qualitative change in our souls. as well as a quantitative change in our lives." — Martin Luther King Jr.

Through this work we will support the needs of the Nehemiah Initiative in its initial phase of scoping work and choosing scenarios for future development and the training of graduate students in the College of Built Environments. This course satisfies the requirements for RE 551 and URBDP 508.

Learning Objectives
These objectives coordinate with the studio's three major assignments. By the end of this course, you will know:

1. How to conduct a thorough and rigorous team-sourced precedent and contextual analysis for a specific, real-world development site, including the broader concerns and requirements of land use, zoning, transportation planning, and urban design guidelines, among other city requirements. Application of incentives for development departures to encourage the development of affordable housing will be explored. Your team will present this work verbally, graphically, and as part of a final studio book to the faculty and client.

2. How to create a market analysis for a development site. All RE students must participate in the market analysis and cost analysis portion; this is an optional activity for other students. Your team will present this work verbally, graphically, and as part of a final studio book to the faculty and client.

3. How to develop a preliminary suitability/development analysis and report for a specific, real-world development site, including the broader concerns and requirements of market constraints, land use, zoning, transportation planning, and urban design guidelines, among others. Your team will present this work verbally, graphically, and as part of a final studio book to the faculty and client.

4. How to develop and present final development recommendations in a comprehensive fashion including real estate, architectural, and urban design and planning concerns. The cumulative work of the studio will be summarized and presented in a final presentation to the client and to faculty, and a studio book.

Other Useful Courses
Other studio, visual communication, and/or development courses, such as public-private partnerships, are especially useful.

Classroom Norms & Expectations

Classroom Norms
The University of Washington and the College of Built Environments believe that diversity is integral to excellence. In this class we will value and honor diverse experiences and perspectives and strive to create a welcoming and respectful learning environment for all students. In this class we will also respect the general goals of academic freedom and ensure that they are maintained. Differences of opinion, critical analysis, and honest feedback are welcomed but should be expressed in a manner that supports the learning process.

Studio Culture
This is a studio course. Our expectation is that you will work productively whether it be individually or collectively in multiple-hour class sessions. We will engage with you in review, discussions, team meetings, etc. Our aim is for the studio environment to be welcoming and to encourage you to do your best work.

Community Engagement
This class engages directly with church communities. Through the studio learning environment, and especially through Dean Cheng's intercultural communication class, we will help you augment your awareness and skills to engage with others, especially as partner-clients in development and planning and design work.

Sensitive Data
Some of the material we work with and the research that we do in this class will be on development topics that might prove sensitive for our clients. We expect that you will keep confidential any material deemed as such.

If you feel that any of these standards are not being met by a fellow student or an instructor, you should discuss your concerns with an instructor, or bring them to the attention of a department chair.

Communication
We will make use of our Canvas site, Google Drive, and Zoom class sessions to communicate as a studio. Please problem-solve with your peers and take advantage of meeting with the instructors during studio hours. For general questions that cannot be answered by a thorough review of the syllabus or asking another classmate, we encourage you to use the **Q&A tab** on the class Canvas site. The Q&A is set up as a discussion thread. General questions and responses will be helpful for all to see.

Email: We will do our best to reply to emails within 48 hours, 72 hours over a weekend, and the work day following a holiday unless otherwise noted. We may not respond to questions during the 24 hours before an assignment is due – so plan ahead.

Technology in the Classroom
Computers and web-enabled devices are powerful and important learning tools. You will use them a lot throughout this class and the year, especially if COVID persists. Be aware of your screen time and take precautions to stretch, change your visual focus, and so forth on a regular basis. Consider taking notes manually (pen and paper), which has the added benefits of helping with learning and recall. Ample research demonstrates that we learn better when taking notes by hand and that multi-tasking is not a "thing" that humans do well.

Students who require a device to use for academic purposes have access to the UW Student Loaner Program, please visit http://be.washington.edu/spaces/computing/student-loaner-program/.

Attendance
Your attendance in class is needed to help ensure that you receive instruction and feedback on your work, maximize your ability to learn, and participate in activities with your team. If you have an emergency and can't make it to class, please let us know as soon as possible.

Course Requirements

Readings/Resources
Readings/resources for enrichment and select topics can be found on Canvas. As you proceed through the studio, please share additional resources that you find with the class.

Technological Proficiency and Hardware/Software Required
Competency with the Microsoft Office Suite and Adobe Creative Suite are expected in this course. If you have any questions and/or concerns about your ability to meet this requirement, you must speak with the instructors during week 1 regarding this matter. Remote access is available to software in the Digital Commons.

Description and Assessment of Assignments
This section provides an overview of the three main assignments for the studio, the initial site visit, and two brief required self/peer evaluations. For detailed information and performance criteria see the individual assignments, which will be made available in class and on Canvas. For any discrepancies between this overview and the assignments, the assignments take precedence.

- **Site Visit/Walking Tour**
  - We encourage you to visit your site if it is safe for you and you feel comfortable doing so. The teaching team will visit all three sites on Friday, 10/2, and will make videos of each site available shortly thereafter.

- **Assignment 01: Context Research & Market Analysis**
  - <u>Student Development Team Responsibilities</u>
    Includes a team presentation. Evaluated based on comprehensiveness and depth of analysis; also, on creation of graphics that work well for a lay audience. Team organization will flex as needed to accomplish analysis tasks per instructors' guidance.

    <u>Part A</u>:
    All students will be divided into site teams to research the following contexts: Social/Cultural, Spatial/Mobility, and Regulatory (including zoning, land use, entitlements, and MHA incentives). This research will include an investigation of precedents.

    <u>Part B</u>:
    Market analysis and illustration of different approaches/development buildable envelopes
    All RE students must participate in the market analysis and cost-estimate portion; optional for other students.

- **Assignment 02: Preliminary Development**
    <u>Student Development Team Responsibilities</u>
    Includes a team presentation. Evaluated based on how each respond to 1. NI- and client-stated goals, 2. "Highest & best" Beloved Community use, 3. Assignment 01 findings, and 4. project team synthesis.

      <u>Typical Real Estate aspects</u>
      Focus on recommended uses, preliminary suitability, SWOT analysis
      2 development alternatives minimum for each site
      To do: Development pro forma, operating budget, risk analysis, exit strategy, financing sources and uses

Typical Design & planning aspects
In-depth analysis of existing policy goals, planned capital investments, service upgrades, and so forth for mobility, open space, etc. (builds on Assignment 01)
Initial neighborhood plan proposal
Architectural and landscape architectural concepts

- **Midterm Self/Peer Evaluation**
  Brief evaluation submitted to Canvas by each student that evaluates their and their teammates contribution to the project.

- **Assignment 03: Final Development Recommendations**
  Student Development Team Responsibilities
  Includes a team presentation. Evaluated based on how each respond to 1. NI-stated goals, 2. Assignment 01/02 findings, and 3. synthesized project team goals.

  Comprehensive development proposal from each team for the immediate site and broader context. The final assignment will be verbally and visually presented; it will also be presented in da studio book. Teams will work together to complete these products.

- **Final Self/Peer Evaluation**
  Brief evaluation submitted to Canvas by each student that evaluates their and their teammates contribution to the project.

Grading Breakdown Summary

Assignment	% of Grade
Site visit video review and commentary (individual)	5
Assignment 01A (team)	
01A – Context Research	10
01B – Market Analysis	10
01C - Presentation	5
Assignment 02 Preliminary Development Proposal (team)	
02A - Preliminary proposal, client mtg	20
02B - Presentation	5
Midterm self/peer evaluation and reflection (individual)	5
Assignment 03 Final Development Proposal (team)	
03A - Final Development Proposal	30
03B - Presentation	5
Final self/peer evaluation and reflection (individual)	5
Total	*100*

Grading Scale
Final course grades will be calculated using the UW Graduate Grading Scale:

A	4.0	95-100 points	Outstanding
A-	3.8	90-94 points	Excellent
B+	3.4	85-89 points	Competency achieved to high standard
B	3.0	80-84 points	Competency achieved
B-	2.8	75-79 points	Below Competency

Late Work
Exceptions for excused absences apply; such situations should be discussed with the instructors. The penalty for late work is a 10% reduction in the grade for each day late.

Course-specific Policies
Please see Classroom Norms above.

Course evaluation
Formal course evaluation occurs at the end of the quarter university-wide. If you are experiencing a problem with the class, please let the us know as soon as possible, as we might be able to correct for changes if needed within the course of the class. We welcome ongoing feedback on how to create the best course experience.

Statement on Academic Conduct and Support Systems

Academic Integrity
The University of Washington expects students to know their responsibilities and to maintain the highest standards of academic conduct (WAC 478-121). Students are held responsible for any violation of the University of Washington Student Code irrespective of whether the violation was intentional or not. Students suspected of cheating or otherwise violating the misconduct code will be referred to the College disciplinary process.

Plagiarism: Plagiarism is the use of another person's words or ideas without proper citation. Plagiarism is considered a form of cheating at the University of Washington and can result in disciplinary action including and up to dismissal from the university. If you are unsure of what plagiarism is, or how to avoid it, please consult your instructor.

For more information on academic responsibility, including plagiarism and other forms of cheating, see http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf

Academic Accommodations
Your experience in this class is important to us. Students with disabilities are welcomed in this class. If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students (DRS), 448 Schmitz, 206-543-8924 (V) or 206-543-8925 (TTY). More information is available at https://depts.washington.edu/uwdrs.

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations at your earliest convenience so 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.

Religious Accommodations

Washington state law requires that UW accommodate student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/)

Support Systems

The University of Washington provides a variety of resources for students to help ensure their health and safety. If you do not see what you need on this list, please consult the departmental website, or speak with your instructor or your program's graduate advisor.

UW Student Wellbeing - https://wellbeing.uw.edu/topic/mental-health/

UW Food Pantry, https://www.washington.edu/anyhungryhusky/the-uw-food-pantry/
Poplar Hall 210, 1311 NE 41st St
UW Leadership Without Borders, undocu@uw.edu or (206) 685-6301
UW Office of the Ombud, ombuds@uw.edu or (206) 543-6028.
UW Police – Emergencies 911, Non-emergencies (206) 685-UWPD (8973)
UW Police Department Victim Advocate – (206) 543-9337 or UWPDAdvocate@uw.edu
UW Q Center, HUB 315
UW SafeCampus – Emergencies 911, (206) 685-7233 (available 24/7)
UW Sexual Assault Resources, http://www.washington.edu/sexualassault/
UW Student Counseling Center – (206) 543-1240, 401 Schmitz Hall,
        http://www.washington.edu/counseling/
UW Title IX Investigation Office – (206) 616-5334 or tixinv@uw.edu

Crisis Connections – 1 (866) 427-4747 (Seattle area, mental health)
National Sexual Assault Telephone Hotline – 1 (800)-656-4673
National Suicide Prevention Lifeline – 1 (800) 273-8255, www.suicidepreventionlifeline.org
Roots Young Adult Shelter – (206) 632-1635 or rootsinfo.org

Course Schedule

Subject to update as needed. The current version of the schedule and syllabus will always be available on Canvas.

	Tuesday Topics & Activities	**Thursday** Topics & Activities	**Friday** Topics & Activities
W1	No class	10/1 Studio intro, site presentation & discussion	**10/2** No class. Teaching team in field to do site videos.
W2	10/6 **Assignment 1 issued** A1 work	10/8 A1 work RE: Sound Communities Project	10/9 A1 work
W3	10/13 A1 work, **Design & Programming presentation**	10/15 A1 work RE: Sound Communities Project	10/16 A1 work, **client interviews**
W4	10/20 A1 work, **Beloved Community Development w/Dr. Mark Jones**	10/22 A1 work RE: Sound Communities Project	**10/23** **Assignment 1 Review**
W5 **[CBE EDI Week]**	10/27 **Assignment 2 issued,** studio book template available	10/29 A2 work RE: Sound Communities Project	10/30 A2 work, **Community Land Trusts w/Kathleen Hosfeld, Affordable Housing overview w/Julie Howe**

W6	11/03 A2 work	11/05 A2 work	11/06 A2 work
W7	11/10 A2 work	11/12 A2 work	**11/13** **Assignment 02 Review**
W8	11/17 **Assignment 3 issued** & work	11/19 A3 work	11/20 A3 work
W9	**11/24** A3 work	11/26 Thanksgiving Holiday No Class	11/27 Thanksgiving Holiday No Class
W10	12/01 A3 work	12/03 A3 work	12/04 A3 work
W11	12/08 A3 work	12/10 A3 work, **practice presentations**	**12/11** **Final review**
W12	**FINALS WEEK: Final studio book chapters due**		