



URBDP 506: Planning Studio Prep

WINTER 2021

Lecture: Tuesday and Thursday | 1:30 - 3:20 pm | Online via Zoom

Instructor : Branden Born, Associate Professor

Course Description

Overview of UDP Studio Sequence and 506 Objectives

This class is an applied skill development class that will introduce both the studio environment and a set of skills necessary for successful professional practice in planning. The class is the entry to the UDP studio sequence (506, 507, 508). The intent of the studio sequence is to give students guided introduction to the plan-making process and professional skills necessary for success in the field.

While 507 and 508 courses will delve more specifically into site-based material, 506 seeks to build the process skills needed for further planning studio study as well as professional practice. It does so through a combination of lectures, supportive readings, and project-oriented activities. This class, different than a studio course, is mostly lecture and discussion-based. Much of the project-oriented activity happens in groups outside the class. In 507 and 508, more in-class time is devoted to the project, with less focus on specific skill instruction or development through lecture and discussion. There is a different balance for all the classes in the sequence, with more in-class work and student direction the further along you go. The skills we will cover in this class have been identified by the UDP Professional Council members, alumni of the program, and the planning literature. You may have some, you probably don't have them all. 506 provides an opportunity to learn and refine your skills in preparation for studio and advanced studio as well as future professional practice.

The 506 and 507 sequence provides time for background research, issue identification, early public involvement, skill development, and preliminary analysis. Much of this will happen in 506, during the Winter quarter. The goal of the class, then, is to become familiar with some foundations of the planning process, while simultaneously developing experience in a community (and project) in which you might be working next quarter.

During spring quarter you will take one of the offered URBDP 507 studios, which generally will focus on topics such as data analysis, development and evaluation of plan alternatives, policy development and implementation techniques, and the mechanics of plan/document preparation for a specific site or project. The specific content will vary by studio offering.

Other studio classes offered in the college (BE studios, McKinley studios, etc.) are offered as 508 level and are only available to students who have completed URBDP 506 and 507.

In 506, in addition to a focus on specific skill development, our class will be working on several projects for the City of Seattle Office of Planning and Community Development. **With an overarching theme of**

"Long Term Racially Equitable Recovery and Resilience: Seattle 2044" our projects will support the early stages of the multi year planning project that ends with an updated Seattle Comprehensive Plan (adoption 2024). We will colloquially call our groups Seattle I, Seattle II, and Seattle III. Seattle I will be working on post-COVID scenario planning for downtown and (maybe) a neighborhood center. Seattle II will work on a variety of issues possibly including housing choice and affordability, climate mitigation planning, hazard mitigation integration with comprehensive planning, and the application of the 15-minute City concept. Seattle III will work on Post COVID Revitalization of the Pike/Pine Corridor and Pioneer Square Preservation District.

Activities will likely include conducting research on local existing conditions pertinent to each project, engaging multiple public groups and city staff, and identifying issues and opportunities relevant to the topic (in 506), including possible planning and design alternatives (maybe in 506), with final deliverables in 507 possibly including a report, plan recommendations, and case study development. Students will select from one of the three URBDP 507 offerings, with either Born, David Blum, or an Affiliate Instructor (or two, TBD) based on topics.

You will have the opportunity in this class to:

Work directly with staff, community members, and/or elected officials

Prepare background research and materials culminating in a **group-written** Initial Conditions Report, Issue Paper or Memo, and **individually-written** Best Ideas Memo.

Prepare outreach-related materials (COVID/Zoom dependent)

Develop and (hopefully) facilitate a community/client group (probably a mix of staff and key stakeholders) meeting and presentation

Conduct information gathering through secondary sources, focus groups, surveys, or interviews Which will lead to activities in sequential studios, such as:

- Prepare plan/policy alternatives and implementation strategies
- Present your alternatives/findings/recommendations to the community or relevant stakeholders Prepare a draft of plan/policy report or subsection, draft code revisions or similar, or issue papers/policy memos
- Present the draft materials to the community or relevant stakeholders

These planning processes and documents that you will be designing and implementing are not just class exercises—they will ultimately shape different types of plans and projects for the City of Seattle in the upcoming months/years.

This course will be *highly participatory*. **Its success rests on your participation and involvement in teams and individually. It must be emphasized that in terms of groups and participation, *attitude matters: one bad apple can spoil the barrel*. The most successful teams are not necessarily the "smartest" but almost always are those that figure out how to work well together.**

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) when possible and appropriate to identify issues and opportunities (visioning), and prepare a preliminary analysis of possible planning strategies (goals and alternative development).

In preparation for Spring's 507 studios, this course addresses three main questions:

1. What are the current (and to a lesser extent, past) conditions within the study area--and how do these relate to the plan topic? And, how have the current plans/policies served the changes the region has undergone in the last decade? What are the opportunities and barriers we need to understand to understand the context and conditions to look to the future?
2. What are the interests and desires of residents, local government, and commercial interests with regard to the future for the project area or topic? 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, including integrating extant planning processes?

Objectives of Course

The class will develop skills in the following:

Issue identification

Research methods for professional application

Public participation and presentation

Report and memo preparation

Professional preparation, including working with staff and public presentations

Preparation of preliminary alternatives (if we get there, or done in 507)

Prepare for development of vision, plan, zoning amendments/updates, or Issue Papers.

Readings, Active Participation, Academic Integrity, Campus Disability Resources, and Religious Accommodations

The course is based on your active involvement. Each participant is expected to work in teams and individually to complete assignments in a competent and timely manner, *including completing assigned readings and watching any associated videos*. This is important for effective team functioning. Readings are provided online through the Canvas page, or are in the required text (first sections available through 506 Canvas, latter through URBDP 501):

Daniels, Thomas L. Small town planning handbook (Third Edition). Planners Press, American Planning Association, 2007.

While I never expect this to be a problem, it is incumbent upon you to understand academic integrity and plagiarism: work done by you should indeed be yours. This class is governed by the university's student policies, including those on plagiarism. It is your responsibility to be familiar with these. More information on this can be found at:

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

We may use university approved plagiarism detection software if we deem it appropriate or necessary.

Also, 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/> and they will be able to provide you with information and review arrangements for reasonable accommodation.

Washington state law requires that UW develop a policy for accommodation of 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/> .

Expectations and Grading

Grades in classes like this, as well as studio, are associated with a variety of qualitative and quantitative graded activities. We expect you to:

1. Attend and *actively participate* in scheduled classes and events. Multiple unexcused absences will result in a failing grade. Faculty need to be alerted in advance to any absences.
2. Contribute actively to the effectiveness of your team and the class. This means you need to be able to both talk and listen. And think! Be patient with your classmates as they do the same.
3. Prepare and submit assignments in a timely manner.

Grades will be based on:

1. Your regular and high-quality participation in class discussions and activities.
2. Your ability to listen and support your colleagues in discussion.
3. Your effectiveness as a team member and class member.
4. Completion of all assigned tasks in a timely manner.

Grades are approximately distributed by: (FYI only; this may change somewhat due to COVID-19 and constraints of remote instruction)

Class participation (individual) **40%**

Background research and ICR preparation (team and individual) **25%**

Preparation/participation in stakeholder meeting(s) (team) **20%**

Preliminary Approaches (best ideas) Memo (individual), and Policy Memo Assignment **10%**

Self and Group Evaluation/Reflection (individual) **5%**

Class Schedule

Topic/Week	Relative Timeline of UR80P 506											Who?
	1	2	3	4	5	6	7	8	9	10	11	
Intro	[Red bar]											All
Teams		[Orange bar: assign]										I, I, II
Scoping			[Yellow bar: draft]		[Yellow bar: revised]							I, I, II and Subteams
Existing Conditions				[Yellow bar: Research/Data Gathering]			[Yellow bar: ICR Memos]					Subteams
Meeting Planning Exercise							[Green bar]					Subteams
Stakeholder Meeting Planning									[Green bar]			I, I, II, Meeting Planning Teams
Issue Paper/Policy Memo					[Blue bar: lecture]					[Blue bar]		I, I, II Memo Teams
Individual Best Ideas Memo											[Purple bar]	All, Individually
Stakeholder Meeting - Zoom											[Purple bar]	All

Week One

Tuesday: Introductions and syllabus review

Reading:

Small Town Planning Handbook (STPH) Ch. 1 (optional), 2, & Ch. 4

Assignment Activities:

None

Thursday: Introduction to working in teams, Talkers and Listeners exercise

Reading:

Group working models and ideas (e.g. Tuckman and Belbin on group behavior and individual roles, and web examples--of which there are lots, but *at least* look to these and explore more as interested):

Tuckman forming storming norming performing model

(<https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/>),

Belbin and Tuckman commercial brief description

(<https://www.belbin.com/resources/blogs/belbin-and-tuckman/>)

Harvard Bok Center: Working in Groups (read all eight pages; roles and functions of group members are presented on pages 5-6. You need this for your homework.)

Read, or skim if familiar: Initial Conditions Report chapters in Urban Land Use Planning (UDP 501 optional text)

Population and Economy

Environmental Systems

Land Use Systems

Transportation and Infrastructure Systems

State of Community Report

Assignment Activities:

Web survey/reflection: **What kind of group member are you?** (see descriptions in Harvard Bok Center reading) **due Jan 9 by 11:59 pm.**

Web survey: **Skill sets and specializations due Jan 9 by 11:59 pm.**

507 project choice survey due Jan 9 by 11:59 pm

Week Two

Tuesday: *Teams Discussion; Initial Conditions Reporting; Announce 507 project groups*

Reading:

STPH Ch. 5, 6

Initial Conditions Reports: Teams and Tasks For information and in addition to the chapters of STPH and Urban Land Use Planning--we will focus sub-teams on the specific projects, so a little different than this.

Assignment Activities:

None

Thursday: *City of Seattle partner visit to class: Planning in Seattle (1:30-2:30), then Developing scopes of work (aka work plans) for project groups and sub-teams*

Reading:

STPH Ch. 7, 8

See Discussion Board for **Example Scopes of Work/Work Plan submissions** and **useful resources for ICR Guidelines for Preparing Scopes of Work**

Assignment Activities:

Identify sub-teams (3-4) and members (~4) and submit member lists via Discussion Board by end of class Scoping ICR: **ICR project group** (including sub-teams) work plan. Examples from past years (but yours will probably be different).

Week Three

Tuesday: Work on scopes in class

Reading

Skim resources on requirements for public participation in WAC, etc. on **MRSC website**. (<http://mrsc.org/Home/Explore-Topics/Governance/Citizen-Participation-and-Engagement/Guidance-and-Resources-for-Public-Participation.aspx>) Note **Spectrum of Public Participation** and Portland resources in particular.

Varieties of Participation in Complex Governance, Archon Fung
Designing Public Participation Processes, John Bryson

Assignment Activities:

Submit scopes of work

Start working on **ICR Memo** research, data gathering and development--start on the stuff you KNOW you'll need.

Thursday: Peer Review of Work Plans

In breakout groups, please use this **Scope Review Rubric** to guide your feedback to the presenting team. At the end of the reviews, you should send the doc to the team for their information.

Reading:

Inclusive Outreach and Public Engagement Guide, City of Seattle (review, skim)
PSRC Public Participation Plan (https://www.psrc.org/sites/default/files/ppp_dec_19_2018.pdf) (1-5, 37-43, and 52-53 plus anything else you like)
Resource Guide on Public Engagement (review, skim) also be aware for your reference the **National Coalition on Dialogue and Deliberation website and associated resources** (<http://ncdd.org/rc/>) **A Ladder of Citizen Participation, Sherry Arnstein** (required if you haven't read it already!)

Assignment Activities:

After peer review you may revise your scope of work, if necessary
Be working on ICR Memo development--data gathering.

Week Four

Tuesday: *Public Participation Discussion, then work and review time with teams and faculty*

Reading:

STPH Ch. 9, 10

Assignment Activities:

Revise scopes of work as necessary.

Thursday: *Work day: desk reviews (over Zoom!) with sub-teams and faculty*

Be prepared to present to faculty: 1. where are you w/r/t work plan completion, 2. what is working well, 3. what isn't, 4. what changes are you implementing prior to deliverable 5. Do you need anything from us?

Reading:

STPH **11, 12, 13**

Assignment Activities:

ICR Memo development--data gathering, analysis, summarizing, etc...

Week Five

Tuesday: *Policy Memos: the Whys and Hows*

Reading:

Guidelines for the preparation of policy memos

Electronic Hallway: Memo Writing

Electronic Hallway: Brief guidelines for writing action memos

Assignment Activities:

Work on ICR Memos

Thursday: TBD

Reading:

Familiarize yourself with at least two of the **PSRC Vision 2050 Background Papers**
(<https://www.psrc.org/our-work/regional-planning/vision-2050/data-research>)

Assignment Activities:

Work on ICR Memos

Reach out to stakeholders as appropriate (check with client and faculty)

Week Six

**Tuesday: Work day: desk reviews (over Zoom!) with
sub-teams and faculty**

Thursday: Work day: desk reviews (over Zoom!) with sub-teams and faculty

Assignment Activities: ICR Memo working working working...

Week Seven

Tuesday: Designing Public Meetings, Guests: Kizz Prusia and Mishu Pham-Whipple, Triangle Associates

Reading:

Sections from Successful Public Meetings, Elaine Cogan

Assignment Activities:

Initial Conditions Sub-team memos due by start of class

Begin working on Meeting Design Exercise by sub-team. In class: project team discussions of ICR Memos

Thursday: Small group synthesis discussions and SI, SII, SIII meeting teams identified

Assignment Activities: (stuff you can do in this class period, and beyond)

Project groups meet and sub-teams share findings and observations from ICR memos.

Think about, Describe, Interpret, Evaluate process

Sub-teams developing meeting design exercise homework

Project groups meeting teams develop meeting draft outline to share in class 2/25

Do you want to meet with client reps next Thursday?

Questions and discussion with instructors

Week Eight

Tuesday: Workday. Project Issue Paper writing teams identified. (among other roles? will you scope?)

Assignment Activities:

Project teams meet to continue to discuss, compare, synthesize ICR Memos

Stakeholder outreach activities, interviews(?),

Meeting materials designed and drafted

Thursday: Engaging with informal communities: Ana Costa guest lecture, 2nd half of class: possible client check-ins, meeting teams present *draft* ideas in project groups

Assignment Activities:

Check in with client, for questions, feedback on general direction for Issue Paper

Meeting team presents initial ideas to the project group and gets feedback

Continue outreach activities, interviews if appropriate

Begin design and drafting meeting materials

Meeting team: revise based on feedback

Issue Paper synthesis of memos, outline Issue Paper

Week Nine

Tuesday: Meeting team presentation, class discussions, material preparation

Assignment Activities:

Meeting team: draft annotated agenda due for project group meetings

Issue Paper team: begin drafting IP

Thursday: Develop meeting materials and exercises(?) and Issue Papers

Assignment Activities:

Project group work on meeting materials

Issue Paper: drafting--**rough draft due to faculty by Friday 5pm**

Week Ten

Tuesday: *Meeting dry run, meeting final preparations*

Assignment Activities:

All meeting materials done in "final" form (think about 95% done--they will be reviewed by the project group for revisions) due before class

Work on materials and exercise revisions after dry run of meeting if necessary

Thursday: *(last class) Finalize meeting materials*

Assignment Activities:

Final meeting materials due before class

Final Issue Paper due Friday 3/12 by 5pm

Stakeholder Meeting date TBD, probably early in exam week.

Exam Week

In lieu of an exam, within two days after the stakeholder meeting please submit your **individual "Three Biggest Issues" Memos.**