

URBDP 507 Studio--Spring Quarter 2022
Pacific County Planning Studio

Studio Location: Architecture Hall Room 210

Meeting Time: Mon, Wed 10:00 - 1:50PM

Instructor	Katie Cote, AICP
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Office	Zoom
Office Hours (Zoom)	By appt.

Course Description

The intent of the URDP 507, the first planning studio, is to introduce the plan-making process, or elements thereof, 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 community partner.

During Spring Quarter, URBDP 507 will build on that work, focusing on the development and evaluation of plan/design alternatives and recommendations based on project/ community partner needs and best practices, taking into account local conditions and community involvement, as possible.

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 will be **identifying completing a draft Housing Needs Analysis for the Pacific County and its four jurisdictions, including a land capacity analysis and policy options**. Our team will provide research, alternative development, and stakeholder (client) outreach and engagement to inform our work product.

You will have the opportunity in this studio to:

- Work with our client, non-governmental organizations, 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 a housing needs gap analysis and summary document that will indicate possible approaches for Pacific County and its jurisdictions to consider for increasing housing supply.

This course is highly participatory. *Its success will rest on your participation and involvement in teams and individually. Work early, work often!*

Objectives of Course

The class will develop skills in the following:

- Research methods
- Issue identification and clarification
- Idea/alternative development
- Professional protocol
- Public participation/community engagement
- 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, as much as possible.

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/Links to an external site.](http://depts.washington.edu/uwdrs/Links%20to%20an%20external%20site) 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.html>Links to an external site.. Any issues that arise will be elevated to the dean's office as per CBE policy.

Preliminary Weekly Schedule (this will certainly change as we go but will give you a sense of timing)

<p>Week 1: March 27 & 29</p> <p>Deliverables: Team working survey; Sub-group teams; get going on work planning</p>	<p>Topics: Welcome; norms; debrief Winter Quarter; getting settled into studio; team selection; scoping, task generation.</p> <p>Questions for this week: What do we know about housing in Pacific County? What do we not know? What are good ideas we've heard about? What else do we need to learn?</p>
<p>Week 2: April 3 and 5</p> <p>Deliverables: Draft work plans, preliminary research and material development, outreach to stakeholders/client regarding ICR.</p>	<p>Topics: Refining workplans, project management, gathering resources; deepening research.</p> <p>Questions for this week: What is the trajectory of my workload this quarter? What when will I be busiest and when will I be light?</p>

Week 3: April 10 and 12

Deliverable: None

Topics: Workdays. Draft work proposals vetted by client. Develop next steps and assign tasks. Identify preliminary findings. Discuss and address any comments from client on ICR Final Report.

Possible Tasks: Housing gaps analysis, preliminary recommendations list, sketched-out land capacity analysis. Determine data needs. Outside readings, as needed.

Possible "Reading" for the week:

Read: **Department of Commerce press release (3/2/2023)** *Washington state will need more than 1 million homes in next 20 years* [Link](#)

Watch: [PSRC Passport to 2044 Webinar Series: Housing Need and Capacity](#)

Watch first part through the demonstration of the HAPT tool. Watching city examples is optional.

Skim/review: [Department of Commerce Housing Resources.](#)

Independent Outside Reading to deepen knowledge: Review resources on rural housing challenges, affordable housing strategies for small towns, zoning reform, such as:

MRSC article: [Development Regulations and Zoning.](#)

Good collection of WA examples of well-drafted development codes and discussion of different types of code documents.

South Bend, IN [Neighborhood Infill](#)

<p>Week 4: April 17 and 19</p> <p>Deliverable: Problem Identification, Initial Findings Memo(s)</p>	<p>Internal Coordination: What did we accomplish last week? How does that compare to what we wanted to accomplish?</p> <p>Land capacity analysis deeper data dive, client check-ins.</p> <p>Mini Lecture, TBD: Drafting Comp Plan Policies? Land Capacity Analysis?</p>
<p>Week 5: April 24 and 26</p>	<p>Workdays.</p> <p>Work on presentation of problems and initial findings to client.</p> <p><i>Possible special topic guest speaker Wednesday the 26th</i></p>
<p>Week 6: May 1 and 3</p> <p>Deliverables: Presentation to client of Midterm progress; Midterm Presentation; Self and Group Evaluation</p>	<p>Midterm Presentation to Client - May 1st or 3rd (TBD)</p> <p>Check-in with client, adjust work tasks accordingly. Re-organize groups, as needed, for final work products.</p>
<p>Week 7: May 8 and 10</p>	<p>Workdays.</p> <p>Topic-specific group check-ins, fine-tuning approach, shifting to final production mode.</p>
<p>Week 8: May 15 and 17</p>	<p>Workdays.</p> <p>Final client check-in, as needed.</p>
<p>Week 9: May 22 and 24</p>	<p>Workdays.</p> <p>Work on final product, report, graphics, and meeting presentation.</p>
<p>Week 10: May 31</p>	<p>No Class Monday May 29th - Memorial Day</p> <p>Preparations for final client presentation</p> <p>Final presentation dry run?</p>

<p>Finals Week</p> <p>Deliverables: Final presentation and document; Self and Group Evaluations</p>	<p>Final presentation: Monday June 5th at 11:30, via Zoom, we will meet in Arch 210.</p> <p>Final documents due Thursday June 8th</p>
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Typical Class Agenda Monday and Wednesday:

10:00 - Whole class meeting; provide 'news' updates; report back progress from sub-groups; possible mini-lecture on relevant topic by instructor or outside guest.

10:45ish - Break for group work. Instructor will be available to meet with each group, as needed in class until 12:00

15 Minute break (or take breaks as determined by working groups)

12:15 - 1:20 - Student-led check-back meeting; short debrief or Q&A with whole group, involve instructor, as needed.

Fridays will be team work days. Instructor will be available via Zoom to meet with students during class time, as needed to provide feedback or other assistance.

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

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 workspace 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.