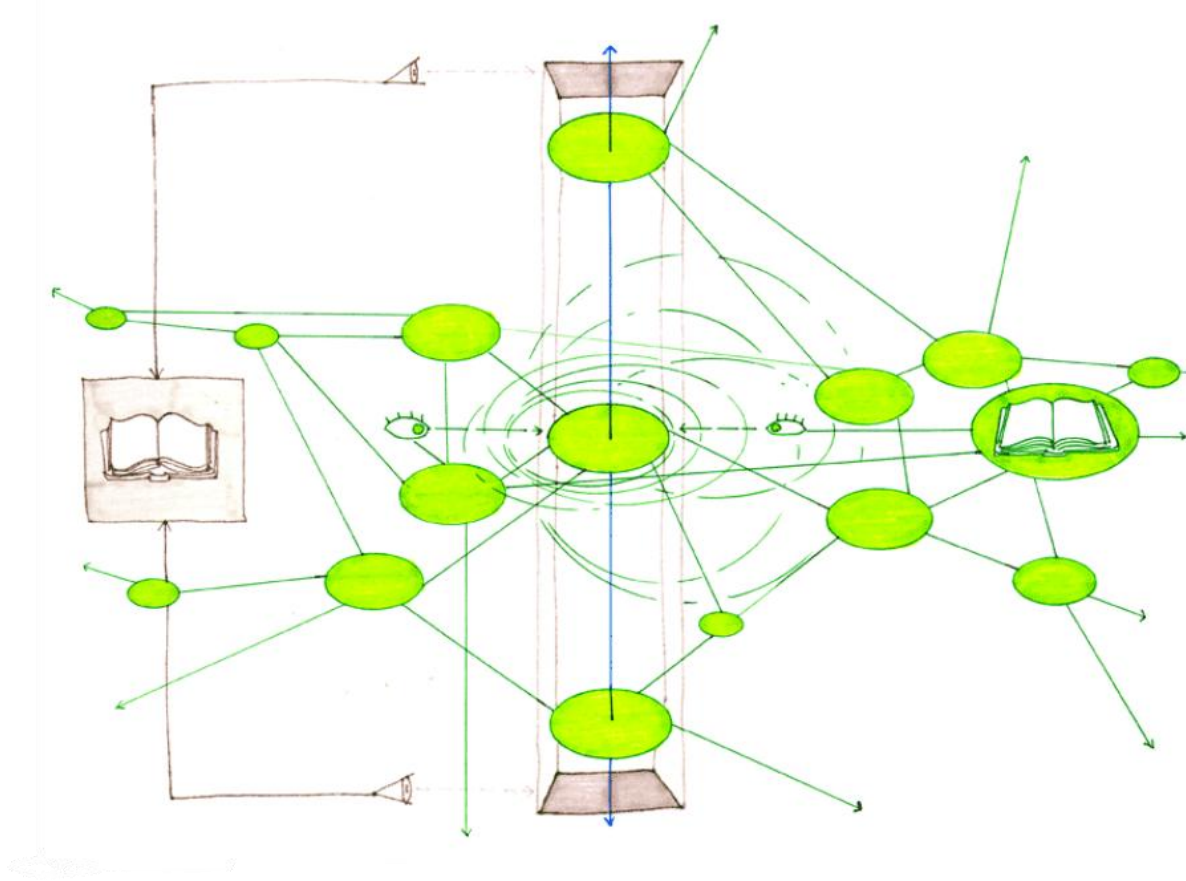


URBDP 506 A Wi 25: Planning Studio Prep



Meeting Time and Location: Monday/Wednesday 1:30-3:20 p.m., Community Design Building + field trip(s)

Instructors: Keith Harris

TA: Aaron Lecciones

Email: gkh2@uw.edu

Zoom link provided as needed.

Zoom <https://washington.zoom.us/j/2807450978>

Mondays 3:30-4:30p and Wednesdays 11a-12nn.

Office: 418 Gould

Office Hours: Wednesday 3:30-4:30 or by appt.

Course Description

Overview of UDP Studio Sequence and 506 Objectives

This class is an applied skill development class that will introduce a set of skills necessary for successful professional practice in planning, using the Spring 507 studio locations as the focal point for the work. 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 readings, discussion, and project-oriented activities. This class, different than a studio course, is mostly discussion- and activity-based, but much of the project-oriented activity happens in groups outside the class. We have the CDB to ourselves this term, so please use it as a studio space: get comfortable here, leave materials here, and work outside of class hours as needed.

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 as important skills for planners to have. You may have some of them already, you probably don't have them all. Thus, 506 provides an opportunity to learn and refine your skills in preparation for studio (507) and advanced studio (508 & interdisciplinary) as well as future professional practice.

A benefit of using 507 locations in 506 is that the two-course sequence provides time for background research, issue identification, early public involvement, skill development, and preliminary analysis. Much of this will happen in 506, during 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. You will be expected to bring the tools you've learned in the program to date to the problems of the studio — design, digital tools, statistics, data development, etc.

During Spring quarter, you will take one of the offered URBDP 507 studios which generally 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 (e.g. interdisciplinary studios) are offered as 508 level and are only available to students who have completed URBDP 506 and 507.

In 506, we will apply the skills exercises on 4 projects for different client partners. These include 3 [Livable City Year](#) Projects (URBDP 507 instructor in parentheses):

- Granite Falls Municipal Campus Property Evaluation (Katie Cote)
- Pacific County Marine Services (David Blum)
- Downtown Raymond Revitalization (Rick Sepler)

And one independent studio:

- Daybreak Star (Dylan Stevenson)

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, which may include various kinds of reports, analyses, plan recommendations, and case study development.

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

This course will be *highly participatory*. **Its success rests on your participation and involvement individually and in teams. It must be emphasized that in terms of team participation, *attitude matters: one bad apple can spoil the barrel*. That is, if you want your team to be successful and to have the best possible experience, you need to put in the work and bring a positive and inclusive attitude. 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 and in an appropriate manner with the subject communities (public participation) when possible 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); and
- 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 individually and in teams 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 URB DP 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 [Student Conduct Code – Community Standards & Student Conduct](#) and specifically at [Academic Misconduct](#). We may use university approved plagiarism detection software if we deem it appropriate or necessary.

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:

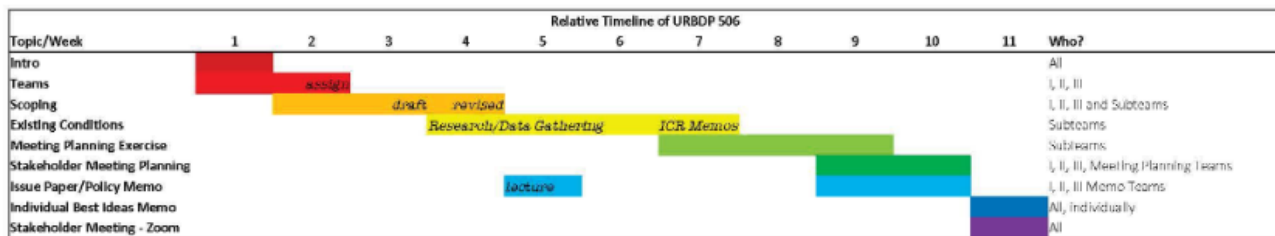
1. Your regular and high-quality participation in class discussions and activities.
2. Your ability to listen and support your colleagues in discussion.
3. Your effectiveness as a team member and class member.
4. Completion of all assigned tasks at a high level and in a timely manner.

Grades are *approximately* distributed by:

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%

Course Schedule

(Check regularly, as this will likely change a bit as details and times solidify! Here's a relative timeline, FYI)



Week One

Monday 1/6: Introductions and syllabus review

Reading: None

Assignment Activities: None

Wednesday 1/8: Introduction cont'd and working in teams

Reading

- [Small Town Planning Handbook \(STPH\) Ch. 1 \(optional\), 2, & Ch. 4](#)
- 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](#), [Belbin and Tuckman brief description](#).

- [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](#) Transportation and Infrastructure Systems
 - [State of Community Report](#) 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 8 by 11:59 pm.**
- Web survey: [Skill sets and specializations](#) **due Jan 8 by 11:59 pm.**

Week Two

Monday 1/13: Studio topic introductions

- *All Projects*

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:

- [507 project choice survey](#) **due by midnight**
- Before class: think about what kind of team development exercises you might like to try if we have time.

Wednesday 1/15: Finalize project groups

See/join groups [here](#) (please do not change groups but if you haven't expressed preference -- there's a list -- then join one)

Resources from clients and 507 instructors as of 1/15 at 9:30 AM are [here](#).

Urban Land Use Planning chapters

[ULUP Ch5 Population-Economy.pdf](#)

[ULUP Ch6 Environmental-Systems.pdf](#)

[ULUP Ch7 LandUse-Systems.pdf](#)

[ULUP Ch8 Transportation-Infrastructure-Systems.pdf](#)

Week Three

Monday 1/20

No Class, MLK Day

Wednesday 1/22: Organizing and Planning the IC Memo Work

Reading:

- Review the STPH and ULUP chapters and [this document](#) describing the ICR.
- 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:

- Please join your group on Canvas by clicking on "People" then "Project Groups."
- Identify your sub-teams (3-5) for your project's IC Memo and the sub-team members (~4) and submit these member lists via [Discussion Board](#) by end of class
- Scoping ICR: [ICR project group \(including sub-teams\) work plan](#) (Due on 1/27 by 5pm). [Examples from past years](#) (but yours will probably be different).

Week Four

Monday 1/27

Scoping: Organizing and Planning the IC Memo Work

Reading:

- See Discussion Board for [Example Scopes of Work/Work Plan submissions](#) and [useful resources for ICR](#)
- [Guidelines for Preparing Scopes of Work](#)

Assignment Activities (continue with work from last Wednesday).

- Please join your group on Canvas by clicking on "People" then "Project Groups."
- Identify your sub-teams (3-5) for your project's IC Memo and the sub-team members (~4) and submit these member lists via [Discussion Board](#) by end of class
- Scoping ICR: [ICR project group \(including sub-teams\) work plan](#) (Due on 1/27 by 5pm). [Examples from past years](#) (but yours will probably be different).
- Continue lists of questions, preliminary research, and review of [previous ICRs](#) (check link and let Keith know if it doesn't work!)

Wednesday 1/29: Peer Review of Work Plans (Granite Falls team on site visit)

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 give the doc to the team for their information.

Reading

- Skim resources on requirements for public participation in WAC, etc. on [MRSC website](#). Note [Spectrum of Public Participation](#) and [Futurewise/One America/El Centro de le Raza](#). guide in particular. Huge list of great resources here, including purposes meeting designs.
- [Varieties of Participation in Complex Governance, Archon Fung](#)
- [Designing Public Participation Processes, John Bryson](#)

Assignment Activities:

- [Submit scopes of work here](#)
- Start working on [IC Memo](#) research, data gathering and development — start on the stuff you KNOW you'll need.

Week Five

Monday 2/3: Revisions to Scopes? Begin Data Gathering for IC Memos (DS onsite visit)

Reading (between now and when Kizz Prusia visits -- within the next month)

- [Inclusive Outreach and Public Engagement Guide, City of Seattle](#) (review, skim)
- [PSRC Public Participation Plan](#)[Links to an external site.](#) (PDF on site: 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](#)[Links to an external site.](#)
- [A Ladder of Citizen Participation, Sherry Arnstein](#) (required if you haven't read it already!)

Assignment Activities:

- Look at Keith's notes on your scope of work; reach out to your 507 instructor, ask them to review, and potentially set up a meeting to discuss. You may revise your scope of work, if necessary. Submit revised scopes of work as necessary [here](#) by Friday.
- Be working on ICR Memo development — data gathering. You'll be reporting on your progress in a week!

Wednesday 2/5: Work and review time with teams and faculty

Reading:

- STPH Ch. 9, 10

Assignment Activities: Work on Initial Conditions data gathering. Postpone public engagement discussion, perhaps until Kizz Prusia visits later in the quarter.

Week Six

Monday 2/10: Workday: desk reviews with sub-teams and faculty (Raymond Group field trip)

Reading:

- STPH [11 Download 11](#), [12 Download 12](#), [13 Download 13](#) (skim, familiarize yourself with these, return to them as needed)

Assignment Activities:

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

Wednesday 2/12: Presentations OR Policy Memos: the Whys and Hows, and work time

- Be prepared to present to faculty/stakeholders: 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, and 5. do you need anything from us?

Reading:

- [Guidelines for the preparation of policy memos](#)
- [Electronic Hallway: Memo Writing](#)
- [Electronic Hallway: Brief guidelines for writing action memos](#)

Assignment Activities:

- Work on IC Memos

Week Seven

Monday 2/17: No class, President's Day

Wednesday 2/19: Designing Public Meetings, CBE CAREER FAIR, 10:30 AM - 2:00 PM. We will start class at 2:00!

Assignment Activities:

- none, keep working on the initial conditions data, writing, presentation prep., etc.
- submit [Initial Conditions Memo - Full Team Sections DRAFT](#)

Week Eight

Monday 2/24:

Reading: None

Assignment Activities:

- Work on IC Memos
- Do you need to be reaching out to stakeholders for info, upcoming meetings? (check with client and faculty prior to contacting).

Wednesday 2/26

Reading:

- none

Assignment Activities:

- [Initial Conditions Memo - 1-2 page summaries + executive summary draft](#) due by noon
- In class: project team presentations and discussions of ICR Memos with clients
- After class:
 - 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 for final meeting in March
- Project groups meeting teams develop meeting draft outline to share in class next Wednesday
- Do you want to meet with client reps next Wednesday?
- Questions and discussion with instructors

Week Nine

Monday 3/3:

Workday. Stakeholder meeting considerations

Reading: None

Assignment Activities:

- Project teams meet to continue to discuss, compare, synthesize ICR Memos-what do you want to know from community/client stakeholders?
- Stakeholder outreach activities, interviews(?),
- Meeting materials designed and drafted

Wednesday, 3/5: Guest Kizz Prusia

Reading:

- [Sections from Successful Public Meetings, Elaine Cogan](#)

Assignment Activities:

- Check in with client, for questions, feedback on general direction for stakeholder meeting: who needs to be invited? Who will do the inviting?
- Meeting team presents initial ideas to the project group and gets feedback.
- Design a meeting invitation to send by email.
- 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.

Gracious Space framework (toolkit linked to on this page): <https://www.ethicalleadership.org/gracious-space.html> [Links to an external site.](#)

UPDATE BELOW THIS LINE

Week Ten

Monday 3/10:

Meeting team presentation, class discussions, material preparation

Reading: None (could review Cogan!)

Assignment Activities:

- Meeting team: draft annotated agenda due for project group meetings
- Others: brainstorm/design meeting activities, outreach
- IDEALLY ONE MORE DAY TO WORK

Wednesday 3/12:

Meeting dry runs, 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 3/7: Short Farm (Cote) team stakeholder presentation

Exam Week

Monday 3/17 (12:45 pm CONFIRM): Finalize draft plans for stakeholder/outreach meetings, recap any meetings that have been facilitated

Reading: None

Assignment Activities:

- Upload your group's [Final ICR](#) by Monday (3/17) at midnight
- Upload your group's [Meeting prep outline/reflection](#) by Wednesday (3/12) at midnight
- Submit your [Studio Self Assessment and Group Evaluation](#) ASAP
- Please submit your [individual "Three Biggest Issues" Memos](#) by Friday at midnight