

General Urban Planning Lab B: Snohomish County

Monday/Wednesday 1:30-5:20 PM
Architecture Hall G060

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Grading: Letter Grade / 5 Credits

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Course Description:

The intent of the URBDP 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, some community involvement, and preliminary analysis. Some of this was geared as an academic exercise for class, and some was for the community partner or to develop your familiarity with the location and project.

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.

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 help the City of Snohomish's 1st Street Master Plan, including addressing concerns regarding pedestrian access, parking, connectivity to downtown amenities, and more . It

will include research, scenario development, policy analysis and draft alternative policy development depending on scenarios, data compilation and organization, and community engagement.

You will have the opportunity in this studio to:

- Work with city planners and other city staff, nonprofit 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; you'll familiarize yourself with the opportunities and challenges inherent in a variety of online tools.
- Develop draft scenarios, appropriate policy responses, and planning documents that will indicate possible approaches for the City of Seattle to consider. The City is hoping to present the work of all three 507 studios in an installation during the summer, and/or in online formats on the City's webpage.
- This course is highly participatory. Its success will rest on your participation and involvement in teams and individually. Work early, work often!

Learning Goals and Outcomes:

Through the completion of this course, students will have the ability to:

- Research methods
- Issue identification and clarification
- Idea/alternative development
- Professional protocol
- Public participation/community engagement
- Report or document preparation

Participation, Assignments, and Grading:

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. Professional quality work is expected, as much as possible. Please be kind and generous of spirit to yourselves and your colleagues. Every class, indeed every group, is a new opportunity to improve ourselves.

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.

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.

Syllabus:

This syllabus is a living document. The most recent version will be available at all times at the course website on Canvas. If a student has a concern regarding course workload it needs to be addressed immediately with the instructor.

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 me know as soon as possible, as I might be able to correct for changes if needed within the course of the class.

Grading:

Assignment	% of Grade
Participation	30
Design Visioning, Precedents and Workplans, and Scoping	20
Element/Alternative Drafting, Development, and Presentation	20
Final Documents and Presentation	30
<i>Total</i>	<i>100</i>

Grading Scale:

Final course grades will be calculated using the UW Graduate Grading Scale. Grades will NOT be curved and are based on a point system, shown as percents:

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

Schedule of Classes and Readings (Weeks differentiated by color):

Date	Module	Topic	Tasks
Week 1			
March 25 & 27	Design Visioning	Syllabus, Introduction s, Course Set-Up	<ul style="list-style-type: none"> • Overview and debrief of work thus far • Adjusting to studio culture • Forming teams • Initial Scoping and task generation <p>Questions to Explore: What do we know about downtown Snohomish? What do we not know? What area good ideas we've heard about? What else do we need to learn?</p>
Week 2			
April 1 & 3	Precedents – Documentation, Analysis, and Translation	Refining workplans, project management, gathering resources; deepening research.	<ul style="list-style-type: none"> • Develop and refine workplans • Continuing research and resource gathering <p>Presentations:</p> <ul style="list-style-type: none"> • Presentation on the Livable City Year (LCY) Program – 4/3 • Potential presentation of URB DP 506 Initial Conditions Report (April 3rd) <p>Questions to Explore: 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 8 & 10	Design Proposals	Informed Iterations	<ul style="list-style-type: none"> • Workdays • Discuss and respond to any comments from the client on the ICR Final Report • Develop and assign tasks • Identify preliminary findings
Week 4			

April 15 & 17	Design Proposals	Problem Identification, Initial Findings Memo(s)	<ul style="list-style-type: none"> • Workdays • Problem Identification • Initial Findings Memo(s) <p>Questions to Explore: What did we accomplish last week? How does that compare to what we wanted to accomplish?</p>
Week 5			
April 22 & 24	Design Proposals	Informed Iterations	<ul style="list-style-type: none"> • Workdays • Work on presentation of problems and initial findings to client
Week 6			
April 29 & May 1	Design Proposals	Presentation to client of Midterm progress; Midterm Presentation; Self and Group Evaluation	<ul style="list-style-type: none"> • Midterm Presentation to Client • Check-in with client, adjust work tasks accordingly. Re-organize groups, as needed, for final work products. • Review of feedback and strategizing studio-wide design proposal <p>Presentations:</p> <ul style="list-style-type: none"> • Midterm Presentation to Client (April 29th, 2024)
Week 7			
May 6 & 8	Design Proposals	Informed Iterations	<ul style="list-style-type: none"> • Workdays • Topic-specific group check-ins, fine-tuning approach, shifting to final production mode.
Week 8			
May 13 & 15	Design Proposals	Informed Iterations	<ul style="list-style-type: none"> • Workdays • Final client check-in, as needed (TBD) • Presentation Dry-run?
Week 9			
May 20 & 22	Design Communication & Implementation	Informed Iterations	<ul style="list-style-type: none"> • Workdays • Work on Final meeting presentation. <p>Presentations:</p> <ul style="list-style-type: none"> • Final Presentation to Client (May 21st, 2024)
Week 10			
May 27 & 29	Design Communication & Implementation	Informed Iterations	<ul style="list-style-type: none"> • No Class Monday May 27th - Memorial Day

			<ul style="list-style-type: none"> • Preparations for Final Document
Week 11			
		Finals week	<ul style="list-style-type: none"> • Final Documents Submitted

University Code of Academic Integrity:

The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:

- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers and previewing quizzes/exams)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on assignments)
- Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by (include information for specific campus office).

Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

Access and Accommodations:

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented 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), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

Religious Accommodations:

"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/>).”

Inclusivity Statement:

We understand that our members represent a rich variety of backgrounds and perspectives. The department is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Appreciate the opportunity that we have to learn from each other in this community.
- Value each other’s opinions and communicate in a respectful manner.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the university community.