

**General Urban Planning Lab B: Daybreak Star Indian Cultural Center**

Monday/Wednesday/Friday: 1:30-4:20 PM

Room: Gould 312; 3<sup>rd</sup> Bay

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Office hours by appointment  
Grading: Letter Grade / 5 Credits



**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, considering 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 work with the Daybreak Star Indian Cultural Center and the UW American Indian Studies Department. The topic of this studio focuses on the development of an Indigenous walking tour on the Daybreak Star Indian Culture Center site (Site Plan Level) and Center's connection to other Indigenous places of interest within the City of Seattle (Master Plan Level). This studio includes addressing concerns regarding place identity and place keeping, user experience, wayfinding and navigation, historic preservation, and inter-site connectivity, among others. 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:*

- Improve and develop your design and graphic representation process.
- 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 client to consider.
- 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.

### *Monday – Lectures:*

Monday class sessions will typically include a lecture component based on that week’s topic. The information in these lectures will provide you with a foundational understanding of the various topics we will cover in this studio.

### *Wednesday – Research and Assignments:*

Wednesdays will typically focus on conducting research by individuals and teams. The research component of this studio is intended to allow you to make informed plans and designs, and ensure that what you propose are not only feasible but appropriate.

Assignments for this studio will typically be due on Wednesdays by the beginning of the class session. We will also be presenting work and having discussions on the topics.

**Friday – Design and Workdays:**

Fridays will typically be allocated for students to work on their designs and continue to work on any other assignments in this class. Students are encouraged to coordinate with their team members to delegate work and responsibilities amongst the group.

**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	25
Assignments	25
Element/Alternative Drafting, Development, and Presentation	20
Final Documents and Presentations	30
<i>Total</i>	<i>100</i>

**Grading Scale:**

<i>Grading scale</i>											
%	Grade Point	Letter Grade	%	Grade Point	Letter Grade	%	Grade Point	Letter Grade	%	Grade Point	Letter Grade
≥100	4.0	A	84	3.1	B	75	2.2	C	66	1.3	D
97-99	3.9	A	83	3.0	B	74	2.1	C-	65	1.2	D
95-96	3.8	A	82	2.9	B-	73	2.0	C-	64	1.1	D-
93-94	3.7	A-	81	2.8	B-	72	1.9	C-	63	1.0	D-
91-92	3.6	A-	80	2.7	B-	71	1.8	D+	62	0.9	D-
89-90	3.5	B+	79	2.6	C+	70	1.7	D+	61	0.8	D-
87-88	3.4	B+	78	2.5	C+	69	1.6	D	60	0.7	D-
86	3.3	B+	77	2.4	C	68	1.5	D	≤59	0.0	F
85	3.2	B	76	2.3	C	67	1.4	D			

## Schedule of Classes and Readings:

Date	Module	Topic	Tasks
<b>Week 1</b>			
Mar 31	Site Visit + Documentation	Syllabus, Introductions, Course Set-Up	<ul style="list-style-type: none"> <li>• Icebreakers</li> <li>• Course Overview</li> <li>• Syllabus</li> <li>• Course Set Up</li> </ul>
Apr 2			<ul style="list-style-type: none"> <li>• Forming Teams</li> <li>• UW Indigenous Walking Tour</li> </ul>
Apr 4			<ul style="list-style-type: none"> <li>• Workday</li> </ul>
<b>Week 2</b>			
Apr 7	Design Visioning Background Research + Graphic Representation	<u>Guest Lecture @ 2:30: Chadwick Allen, Professor of English/Adjunct Prof. of American Indian Studies</u>  Daybreak Star Snake Mound	<ul style="list-style-type: none"> <li>• Overview and debrief of work thus far</li> <li>• Adjusting to studio culture</li> <li>• Initial Scoping and task generation</li> </ul> <p><b>Questions to Explore:</b></p> <ol style="list-style-type: none"> <li>1. What do we know about the site? What do we not know?</li> <li>2. What area good ideas we've heard about?</li> <li>3. What else do we need to learn?</li> </ol>
Apr 9		Assignment 1 Due	<ul style="list-style-type: none"> <li>• Pin-up of work + Discussion</li> </ul>
Apr 11			<ul style="list-style-type: none"> <li>• Workday</li> </ul>
<b>Week 3</b>			
Apr 14	Precedents – Documentation, Analysis, and Translation	Refining workplans, project management, gathering resources; deepening research.	<ul style="list-style-type: none"> <li>• Develop and refine workplans</li> <li>• Continuing research and resource gathering</li> </ul> <p><b>Questions to Explore:</b></p> <ol style="list-style-type: none"> <li>1. What is the trajectory of my workload this quarter?</li> <li>2. What when will it be busiest and when will it be light?</li> </ol>
Apr 16	Dylan Out -- Conference	Informed Iterations Assignment 2 Due Assignment 3 Due	<ul style="list-style-type: none"> <li>• Workdays</li> <li>• Develop and assign tasks</li> <li>• Identify preliminary findings</li> </ul>
Apr 18			<ul style="list-style-type: none"> <li>• Workday</li> </ul>

Week 4			
Apr 21		Problem Identification	<ul style="list-style-type: none"> <li>• Workdays</li> <li>• Problem Identification</li> </ul> <p><b>Questions to Explore:</b></p> <ol style="list-style-type: none"> <li>1. What did we accomplish last week?</li> <li>2. How does that compare to what we wanted to accomplish?</li> </ol>
Apr 23		Assignment 4 Due	<ul style="list-style-type: none"> <li>• Pin-up of work (Assignments 2,3,4) + Discussion</li> </ul>
Apr 25			<ul style="list-style-type: none"> <li>• Workday</li> </ul>
Week 5			
Apr 28	Design Proposals	Informed Iterations	<ul style="list-style-type: none"> <li>• Workdays</li> <li>• Work on presentation of problems and initial findings to client</li> </ul>
Apr 30		Assignment 5 Due	<ul style="list-style-type: none"> <li>• Pin-up of work + Discussion</li> </ul>
May 2			<ul style="list-style-type: none"> <li>• Workday</li> </ul>
Week 6			
May 5	Midterm Presentation	Presentation to client of Midterm progress; Midterm Presentation; Self and Group Evaluation	<ul style="list-style-type: none"> <li>• Midterm Presentation to Client</li> <li>• Check-in with client, adjust work tasks accordingly. Re-organize groups, as needed, for final work products.</li> <li>• Review of feedback and strategizing studio-wide design proposal</li> <li>• Workday/</li> </ul> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul>
May 7		Team and Self Evaluations Due	<ul style="list-style-type: none"> <li>• Presentation/Workday/Debrief</li> </ul>
May 9			<ul style="list-style-type: none"> <li>• Presentation/Workday/Debrief</li> </ul>
Week 7			
May 12	Design Proposals	Informed Iterations	<ul style="list-style-type: none"> <li>• Workdays</li> <li>• Topic-specific group check-ins, fine-tuning approach, shifting to final production mode.</li> </ul>
May 14			<ul style="list-style-type: none"> <li>•</li> </ul>
May			<ul style="list-style-type: none"> <li>• Workday</li> </ul>

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<b>Week 8</b>			
May 19	Design Proposals	Informed Iterations	<ul style="list-style-type: none"> <li>• Workdays</li> <li>• Final client check-in, as needed (TBD)</li> </ul>
May 21			<ul style="list-style-type: none"> <li>• Workday</li> </ul>
May 23			<ul style="list-style-type: none"> <li>• Workday</li> </ul>
<b>Week 9</b>			
May 26	Memorial Day – No Class		<ul style="list-style-type: none"> <li>• No Class Monday May 27th - Memorial Day</li> </ul>
May 28	Design Communication & Implementation	Informed Iterations	<ul style="list-style-type: none"> <li>• Workdays</li> <li>• Work on Final meeting presentation.</li> </ul> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul>
May 30			<ul style="list-style-type: none"> <li>• Workday</li> </ul>
<b>Week 10</b>			
Jun 2	Design Communication & Implementation	Informed Iterations	<ul style="list-style-type: none"> <li>• Preparations for Final Document</li> <li>• Workday</li> </ul>
Jun 4			<ul style="list-style-type: none"> <li>• Workday</li> </ul>
Jun 6			<ul style="list-style-type: none"> <li>• Workday</li> </ul>
<b>Finals Week</b>			
Jun 9		Finals week	<ul style="list-style-type: none"> <li>• Final Documents Submitted</li> </ul>

**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](http://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.

