

URBAN 507

General Urban Planning Laboratory

Marine Services Sector Master Plan for the Port of Willapa Harbor, South Bend, Washington

Spring 2025 Gould 416

Monday and Wednesday 1:30 PM to 4:20 PM; Friday 1:30 PM to 4:20 PM

E. David Blum, AICP blumedw@uw.edu

Credits: 5; Format: Studio

“Well done is better than well said.”

Benjamin Franklin

Course Website: CANVAS (Submittal of your analysis, drawings, reflection paper as well as final presentation and report will be done on the Canvas website.)

Course Description

This studio will provide students with learning opportunities across a variety of planning issues. The principal focus of the studio is the following:

Project Concept

The Port of Willapa Harbor would like to evaluate the feasibility of developing Bendiksen Landing in conjunction with two adjoining parcels in South Bend, Washington. The conceptual goal is the development of a mixed-use project that includes, among other uses: (1) a Marine Sector Services campus; (2) workforce housing; (3) retail, commercial and industrial space. **All of this development is in support of increased local employment and economic development.**

Work Groups (Draft)

- Housing Development: (1) zoning and land use; (2) market analysis; (3) site plan and yield analysis; and (4) financial modeling.
- Entitlements and Scheduling: (1) all relevant Federal, state and city permitting requirements; (2) environmental constraints; and (3) draft critical path schedule illustrating pre-development tasks.

- Master Plan Design: draft site plan to include in-water and uplands development opportunities.

Course Description

This studio will provide students with learning opportunities across a variety of planning issues. The principal focus of the studio is the following:

- Understanding how the redevelopment of vacant industrial lands in rural Washington State can be successfully planned and implemented to support local employment and economic development.
- Recommending strategies and specific actions to help the client achieve their goals and objectives.

Course Goals and Objectives

- To experience working in a collaborative environment on a real project for an actual client.
- To experience self-directed work individually and within a group framework.
- To better understand planning principles and theories.
- To gain increased knowledge of planning principles in an applied project environment.
- To produce work products of high quality on a fixed schedule.

Evaluation and Grading

Your performance in this class includes:

Scope of Work and Project Timeline [Group assignment]: 15%

- Thoughtful strategy and structure for representing the scope of work for this project.
- Thoughtful exploration of topics that integrate ideas from site visits, research and collaboration with the client.

Class Participation and Attendance [Individual assignment]: 25%

- Extensive, active and continual involvement and contribution to the project.
- Participate collaboratively, flexibly, consistently and productively as a member of their assigned project group.
- Complete all assignments on time and comply with assignment instructions.

- Demonstrated and measured responsiveness to review feedback. Identifiable incorporation of that feedback evidenced by changes and improvements in the products and deliverables.
- Promptly ask the instructor for clarification of all assignments, as necessary.

Please Note: Students should expect to devote 1 to 2 hours of work time outside of class hours for every hour of scheduled studio time.

Book Discussion: [Individual] 5% (A paperback copy of the book will be provided at no cost.)

- Each student will serve as a discussion leader for a class book discussion, identifying the main themes of their book and developing discussion questions.

Final Essay: [Individual] 15%

After you have an opportunity to read the book please upload an essay to Canvas of not less than 500 words describing what you have learned regarding urban planning and the future of cities. We are looking for a well-developed and cohesive essay that clearly derives from the topics discussed in the book with succinct and engaging content to include:

- A well-developed and cohesive essay that clearly derives from the topics discussed in class as well as project analysis and the planning process.
- Demonstration of the application of important ideas covered in course reviews and site analysis.
- Succinct and engaging content.

Mid-quarter Presentation and Project Report [Group assignment]: 15%

All students will contribute to the draft mid-quarter presentation and report including:

- A presentation to invited stakeholders and faculty which summarizes and explains the project work.
- A draft report including all relevant information in digital format.

Final Presentation and Project Report [Group assignment]: 25%

All students will contribute to the completion of the project by the end of the quarter including:

- A presentation to invited stakeholders and faculty which summarizes and explains the project work.

- A final report including all relevant information in digital format.

Studio Culture

The bulk of the “in class work” time will be spent working at your table on class assignments and your respective project. 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.

Responsibility and Procedures for Dealing with Costs Associated with Studio

If the instructor assigns students to purchase specific materials to be used in the studio please keep copies of all receipts for these items. The instructor will arrange for you to be reimbursed for these purchases by the end of the quarter.

Collaboration

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.

CANVAS Site

The course syllabus, schedule, assignments, and readings will be made available on the CANVAS site and updated regularly. It is the responsibility of each student in the studio course to review the CANVAS site consistently during the quarter to insure their understanding and compliance with all requirements of the course. For some students this means a daily review of the CANVAS site.

Other Policies

This class is of course governed by all of the University of Washington student policies including those regarding plagiarism and multiple submissions. It is your responsibility to be familiar with and adhere to these policies.

A Note on Absences

Students at the graduate level are expected to be capable of managing their own schedules. Please note that unavoidable absences should be pre-arranged and the instructor reserves the right to lower a student's final grade if there are more than two absences during the quarter.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so that we can discuss your needs 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), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Safe Space

According to the "Safe Space Network", safe space is: a place where anyone can relax and be able to fully express themselves, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, religious affiliation, age, or physical or mental ability. [It is] a place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others. Our classroom will be a Safe Space this quarter.

Deadlines

All deadlines for submission of required work deliverables and presentations are clearly noted on the course calendar. We will discuss each deadline well in advance of that

specific date and make sure that all students understand when and how to make the required submissions.

Academic Honesty

This class is of course governed by all of the University of Washington student policies including those on plagiarism and multiple submissions. It is your responsibility to be familiar with these policies. More information is available on this website:

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

Electronic Etiquette Policy: Avoid phone conversations or texting during studio and please be courteous.

Sensitive Topics (If studio engages sensitive topics on race, gender, class and sexuality.) It is an expectation that we will all approach these topics with sensitivity, thoughtfulness, and openness and recognize that different people will have their own relationships to this material. Be respectful of diverse opinions and allow everyone to contribute in discussions.

Class Schedule (Draft)

Monday, March 31: Course introduction; review of syllabus; thoughts on drafting a scope of work and timeline for the quarter; organizing work groups; review of studio format.

Wednesday, April 2: Work groups; review of draft Scope of Work and related timeline.

Friday, April 4: In class work.

Monday, April 7: In class work.

Wednesday, April 9: In class work.

Friday, April 11: In class work.

Monday, April 14: In class work.

Wednesday, April 16: In class work.

Friday, April 18: In class work.

Monday, April 21: In class work.

Wednesday, April 23: Review of Mid-quarter Presentation.

Friday, April 25: In class work.

Monday, April 28: Mid-quarter Presentation.

Wednesday, April 30: In class work.

Friday, May 2: In class work.

Monday, May 5: In class work.

Wednesday, May 7: In class work.

Friday, May 9: In class work.

Monday, May 12: In class work.

Wednesday, May 14: In class work.

Friday, May 16: In class work.

Monday, May 19: In class work.

Wednesday, May 21: In class work.

Friday, May 23: In class work.

Monday, May 26: Memorial Day: no class.

Wednesday, May 28: Review of Final Presentation.

Friday, May 30: In class work.

Monday, June 2: In class work.

Wednesday, June 4: Final Presentation.

Friday, June 6: last day of class, clean up room.