

URBDP 506 A Wi 19: Planning Studio Prep

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Meeting Time and Location: Monday and Wednesday 1:00-2:50 p.m. plus required field trip(s), 114 Gould.

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<https://docs.google.com/spreadsheets/d/1marLE7vqGoCDKa3j3qW1MZKPh4zUXxAYRCFN5SaRPo0/edit?usp=sharing>

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Course Description

This class is an applied skill development class that will introduce both the studio environment and a set of skills necessary for successful professional practice in planning. The class is thus 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 lecture, supportive readings, and project-oriented activities.

The studio sequence thus provides time for background research, issue identification, public involvement, skill development, and preliminary analysis. Much of this will happen in 506, during winter quarter. During spring quarter, if students choose the traditional course sequence for their studio class, they will take one of the offered URBDP 507 studios, which generally will focus on topics such as the development and evaluation of plan alternatives, policy development and implementation techniques, and the mechanics of plan/document preparation for a specific site or project.

Other studio classes offered in the college, including BE studios, McKinley studios, Dan Abramson's occasional China studio, the NAIOP challenge, urban design, and the Chandigarh studio (Architecture/Urban Planning), would qualify as 508 offerings and thus only be available to students who have completed URBDP 506 and 507.

In 506, in addition to a focus on specific skill development, our class will be working with the City of Bellevue as part of the University of Washington-wide Livable City Year project (explained below). This 506/7 studio project is being sponsored by the Bellevue Department of Community Development. We will be working to develop a master plan vision for the Civic Center Area. Per our LCY Scope of Work:

The Bellevue Comprehensive Plan identifies a Civic Center District surrounding Bellevue City Hall. This Civic Center vision would integrate City Hall, the "Metro property" adjacent to City Hall, Meydenbauer Convention Center (and its expansion), the existing Transit Center and the future light rail station. It would interface with the Grand Connection (Meydenbauer Bay to Eastside Rail Corridor). Develop the vision and early master plan development, including research, outreach, community and stakeholder engagement, options and extents.

Activities will thus likely include conducting research on local conditions, engaging multiple public groups, and identifying issues and opportunities relevant to the topic, including possible planning and design alternatives, with final deliverables possibly including a report, plan recommendations, and case study

development. Students who choose to continue into URBDP 507 (Born) in the spring will stay with the project throughout the two terms, working more closely with Bellevue city staff and residents.

You will have the opportunity in this class/studio to:

- Work directly with staff, community members, and/or elected officials
- Prepare background research and materials culminating in a **group-written** Initial Conditions Report and **individually-written** Best Ideas Memo.
- Prepare outreach-related materials
- Develop and (hopefully) facilitate a community/client group meeting presentation
- Conduct information gathering through 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 and recommendations to the community or relevant stakeholders
- Prepare a complete draft of plan/policy report or subsection, or draft code revisions or similar
- 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 Bellevue in the upcoming months/years.

This course (and studios generally) will be **highly participatory**. **Its success rests on your participation and involvement in teams and individually**. It must be emphasized that in terms of groups and participation, **attitude matters: one bad apple can spoil the barrel**.

In addition to individual skill development the goal of the course is to complete background research (existing conditions), work directly with the subject communities (public participation) to identify issues and opportunities (visioning), and prepare a preliminary analysis of possible planning strategies (goals and alternative development).

In preparation for Spring's 507/8 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 (a new Civic Center vision)? And, how have the current plans 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, governmental, and commercial interests with regard to the future Civic Center area? 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:

- Research methods for professional application
- **Issue identification**
- 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, alternatively in 507)
- Prepare for development of vision, plan, zoning amendments/updates, or jurisdictional strategy.

Readings, Active Participation, Academic Integrity, and Campus Disability Resources

The course is based your active involvement. Each participant is expected to work in teams and individually to complete assignments in a competent and timely manner, **including completing assigned readings**. 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 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: <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf> (<https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>).

Also, 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/> (<http://depts.washington.edu/uwdrs/>) and they will be able to provide you with information and review arrangements for reasonable accommodation.

One Studio Description...Just What is Studio?

While there are many explanations, here is one from one of our former design faculty, Ron Kasprisin: 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 work space 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.

That may not be a perfect description (I don't prefer it to be competitive, for example), nor will it be your experience in 506 (because it's the preparatory course), but it's a good place to start in considering what a Studio is.

Expectations and Grading

You are expected 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 for them to be excused.
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 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)	10%
Self and Group Evaluation/Reflection (individual)	5%

About UW Livable City Year

Welcome to UW's Livable City Year program. I am particularly happy to have this class and the department participating in this important University of Washington program. Livable City Year (LCY) is a cross-university initiative enabling local governments to tap into the talents and energy of the University of Washington in order to accomplish critical projects. LCY links UW students and faculty with a Washington city or other regional government for an academic year, partnering to address the city's sustainability and livability goals through the work of student classes from across the university. LCY gives UW students an introduction to public service while also providing students with opportunities to tackle meaningful, challenging problems alongside experienced faculty. Bellevue is LCY's third partner, and city staff is looking forward to the energy, enthusiasm, and innovative approaches you will bring to their community challenges--while they simultaneously learn how to navigate the work across two campuses and 30 classes.

You can see a video about LCY and read more about it online at <http://green.uw.edu/livable-city-year> (<http://green.uw.edu/livable-city-year>).

Class Schedule

(this might change slightly!)

Week One

Monday 1/7: Introductions and syllabus review, introduction to studio culture

Reading:

- [Prof. Kasprisin's studio culture memo](#) 
- [Small Town Planning Handbook \(STPH\) Ch. 1 \(optional\), 2, & Ch. 4](#)  & 

Assignment Activities:

None

Wednesday 1/9: Introduction to working in teams, Talkers and Listeners exercise

Reading:

- Group working models and ideas (e.g. Tuckman, 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](https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/) (<https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/>)
- [Harvard Bok Center: Working in Groups](#)  (read all eight pages; roles and functions of group members are presented on pages 5-6.)
- **Optional:** 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](#) 
 - [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 11 by 11:59pm.
- Web survey: [Skill sets and specializations](#) due Jan 11 by 11:59pm.

Week Two

Monday 1/14: Initial Conditions Reporting, developing scopes of work (work plans), and brief description of 507 studio projects (Sepler, Blum, Born)

Reading:

- [STPH Ch. 5, 6](#) 
- [Initial Conditions Reports: Teams and Tasks](#) 
- [Guidelines for Preparing Scopes of Work](#) 

Assignment Activities:

- [507 project choice survey](#) due by 8pm
- [ICR team preference survey](#) due by 8pm

Wednesday 1/16: Public Participation (and Engagement), Announce 507 project groups and ICR teams

Reading:

- [Designing Public Participation Processes, John Bryson](#) 
- [Inclusive Outreach and Public Engagement Guide, City of Seattle](#)  (review, skim)
- [Resource Guide on Public Engagement](#)  (review, skim) also be aware for your reference the [National Coalition on Dialogue and Deliberation website and associated resources](#) (<http://ncdd.org/rc/>)
- [A Ladder of Citizen Participation, Sherry Arnstein](#)  (recommended)

Assignment Activities:

- Begin scoping ICR/developing ICR team work plan
- Member list for [ICR Teams](#)

Week Three

Monday 1/21: No class, Martin Luther King, Jr. Day

Reading

- Skim resources on requirements for public participation in WAC, etc. on [MRSC website](#). (<http://mrsc.org/Home/Explore-Topics/Governance/Citizen-Participation-and-Engagement/Guidance-and-Resources-for-Public-Participation.aspx>) Note [Spectrum of Public Participation](#) and Portland resources in particular.

- [Varieties of Participation in Complex Governance, Archon Fung](#) 

Assignment Activities:

- Developing ICR work plan, preliminary data identification and gathering

Wednesday 1/23: "Working in Collaborative Groups" with Lucianne Hackbert and Kizz Prussia

Reading:

- STPH Ch. 7, 8
- [Sections from Designing Public Meetings, Elaine Cogan](#) 

Assignment Activities:

- Identify meeting team (4 people), team for final summary memo to client (3 people, continuing in 507)
- Work plans due Sunday night for discussion Monday 1/28
 - [Examples from past years](#) (but yours will be different)
 - [Submit work plans here](#)

Week Four

Monday 1/28: Work Plan review in teams,

Reading:

- STPH Ch. 9, 10

Assignment Activities:

- Revise work plans as necessary, submit [here](#).

Wednesday 1/30: Site Visit (Leaving approximately 12:30, returning by 4:00)

Reading: None, get caught up!

Assignment Activities:

- Informal but organized report back on site visit by teams

Week Five

Monday 2/4: Reflections on site visit, follow ICR work plan, preliminary meeting discussions

Reading:

- STPH [11](#) , [12](#) , [13](#) 

Assignment Activities:

- Preliminary meeting discussion, led by meeting team
- Work on ICRs

Wednesday 2/6: Work day, desk crits with teams and faculty

Reading: None

Assignment Activities:

- Meeting team identify location(s), needs (food, transportation, notifications) for stakeholder meeting
- Work on ICRs
- Be prepared to present to faculty: 1. where are you w/r/t scope/work plan, 2. what is working well, 3. what isn't, 4. what changes are you implementing prior to deliverable?

Week Six**Monday 2/11: Work day, desk crits with teams and faculty**

Reading: None

Assignment Activities:

- Work on ICRs
- Be prepared to present to faculty: 1. where are you w/r/t scope, 2. what is working well, 3. what isn't, 4. what changes are you implementing prior to deliverable?
- reach out to stakeholders as appropriate (check with client and faculty)

Wednesday 2/13: Work week, "desk crits" with teams and faculty

Reading: None

Assignment Activities:

- Work on ICRs
- Be prepared to present to faculty: 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?
- Reach out to stakeholders as appropriate (check with client and faculty)
- Prepare materials for ICR presentation

Week Seven**Monday 2/18: No class: Presidents' Day**

Reading:

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

Assignment Activities:

- All materials at 95% ready for 2/20, revise as necessary after mock presentation

Wednesday 2/20: ICR presentation mock up and expectations, policy memo discussion

Reading: None

Assignment Activities:

- ICR executive summary memo (due on 25th to client)
- ICR full report due (due on 25th to client)
- ICR presentation development (20 min preferred, max 30 min)

Week Eight**Monday, 2/25: ICR Presentation to client (proposed date), challenges and opportunities, clear issue identification, feedback and discussion with client (in preparation for stakeholder meeting)**

Reading: None

Assignment Activities:

- Stakeholder outreach activities, interviews(?), meeting materials designed and drafted

Wednesday 2/27: Meeting team presents draft ideas; stakeholder outreach, and meeting preparation

Reading: None

Assignment Activities:

- Meeting team presents initial ideas to the class and gets feedback/buy-in;
- Continue outreach activities, interviews, meeting materials begin design and drafting
- meeting team: site visit or layout planned

Week Nine**Monday 3/4: Meeting team presentation, class discussions, material preparation**

Reading: None (could review Cogan!)

Assignment Activities:

- Meeting team: draft annotated agenda due
- Identify themes and groups for the public meeting per ICR and meeting annotated agenda

Wednesday 3/6: Develop meeting materials and exercises

Reading: None

Assignment Activities:

- Group work and table presentations;
- sketch markups (present to the entire class).

Week Ten

Monday 3/11: Meeting dry run, meeting final preparations

Assignment Activities:

- All meeting materials done in final form (think about 95% done--they will be reviewed by the entire class for revisions)
- Work on materials and exercise revisions after dry run of meeting

Wednesday 3/13 (last class) Finalize meeting materials (Bellingham team stakeholder presentation)

Reading: None

Assignment Activities:

- Revision of final meeting materials due;
- walk-through as necessary;

3/18 or 3/20: Stakeholder Meeting in Bellevue (evening?)

Exam Week

Client meeting team of continuing students reads Three Best Ideas memos, summarizes into single client memo for presentation to client

Course Summary:

