

UPP 506: Making Plans Studio - Spring 2008

Section 26490

Wednesday 6 to 9 pm
Room 2232 ADH

Instructor: Kazuya Kawamura
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Room 234 CUPPA Hall

Office hour: by appointment

Pre or co-requisite: UPP 503 Planning Skills

Co-requisite: UPP 505 Making Plans

The UPP 506 Making Plans Studio must be taken concurrently with the UPP 505 Making Plans course, which includes content on the form and process of plan making.

This studio section will develop 30-year scenarios and a plan for a Chicago community in response to a fictional contract with a region-wide planning advocacy organization. Two other class sections have the same fictional contract. Each section will present its work to a jury at the end of the semester. The best will be given the 2008 CUPPA Workshop Award.

Roles: The studio workshop will be run as something of a consulting-firm/class hybrid. Students will take on multiple roles such as group facilitator, recorder, team leader, project manager, graphic designer, writer, data analyst, modeler, forecaster, proofreader, presenter, among others. The instructor will be the Principal for the consulting firm and will delegate many of the project management activities and also provide feedback along the process.

Grading and Assessment: Sixty percent of your grade will be based on the group product, as assessed by the jury at the end of the course. Forty percent of your grade is based on your individual performance as assessed in the following ways:

- Assessments of the portions of the scenario/plan for which you have major responsibility
- Quality and quantity of postings of individual documents on blackboard
- Complexity/time commitment of roles that you take on.
- Assessment of your contribution by others in the group.

Time Commitment: While there will be time for some individual and group work during the class period, you must find at least six additional hours per week to work on individual or group responsibilities. I suggest that you set aside Fridays during the day

and Tuesday's at 5:00 before UPP 505: There are no classes then and most students should be free for meetings and other collaborative work.

Required Studio Materials: The Hopkins and Zapata book is required for UPP 505 and by extension, for this course. Steiner and Butler is a reference book that should be very useful to you in the studio and in your professional practice.

Hopkins, Lewis D. and Marisa A. Zapata. Engaging the Future: Forecasts, Scenarios, Plans and Projects. Lincoln Institute of Land Policy: Cambridge, MA, 2007.

Steiner, Frederick R. and Kent Butler (Eds.). Planning and Urban Design Standards: Student Edition. John Wiley & Sons, Inc.: Hoboken, NJ, 2007.

Other Studio Materials: The specific materials that you need will depend on the roles that you play in the studio. You may need foam-core boards, tracing paper, masking tape, scales, straightedges, DVDs, colored pencils, digital cameras, jump drive and other things.

Studio Space: During the class period, we will have access to the classroom and to the UPP studio space on the second floor of CUPPA hall. We can also make arrangements to use the small conference room (262) and the basement studio space. After-hours, you will have access to the UPP studio (so long as no other studio section is meeting) and key card access to the basement studio.

Please be respectful of others who share the studio space. If you use spray-mount, make sure you shield the furniture and floor from overspray. If you make a mess, clean it up. We want our "firm" to have a good reputation.

Storage: There are lockers on the second floor of CUPPA hall, some of which can be claimed for the studio. Electronic storage is available for the course on Blackboard. While the Q: drive may be used, note that anyone can and delete see the material stored there, which will be a problem if the class decides to keep its progress confidential.

Blackboard: Blackboard will be the repository for all electronic materials. Make sure you know how to use it. We will use the Wiki webpage creation functions to do some of our document production.

Computer Programs: Microsoft Office will be the standard for shared electronic materials. Word, Excel, PowerPoint, Project and Access are all available in the CUPPA computer lab. If you have a laptop, you may want to bring it. Be sure you have Odyssey installed so that you can log onto the CUPPA Wi-Fi server. Other computer programs that may be useful include SketchUp, Dreamweaver, Google Earth, SPSS, MindMap, Adobe Photoshop, Adobe Illustrator and ARC GIS. All programs are available in the CUPPA computer lab.

Printing and Plotters: You will be able to use the CUPPA printers on the second floor, including the color printer. Please be judicious in printing, particularly with the color printer, for the sake of the environment and our budget. We also have a limited (\$500) budget for the plotter in the basement in rooms B15 and B-17. You may contact Max Dieber or Nina Savar in the UPP Urban Data Visualization Lab to make arrangements. UDV plotter can print documents up to 36 inches tall and virtually no limitation on the length. It will cost us \$1.85/foot to use the UDV's plotter. Again, please be very judicious in your printing or we will have to institute a procedure for approval.

Here is some additional advice on plotting from Max and Nina:

First, logging on the first time is just like logging on the first time in the CUPPA lab -- and you need to do so even if you already have a working password in the CUPPA lab. When you log on for the first time, you use your UIN as your password and then you can change it to whatever you want. Second, students, unless authorized by UDVL staff, should NEVER change the paper in the plotter. If it runs out of paper, it is too bad. The plotter costs \$14,300 and we are very careful about taking care of it. Third, on top of the plotter there is a form on a clipboard. Students using the plotter should indicate FOR EACH PLOT, their name, name of file being plotted, the course for which they are making the plot, the date, and they should sign the form. Fourth, the plotter itself tracks use and I prepare monthly reports (it could be weekly or daily if necessary) that indicate for each plot the amount of paper and ink used. For the studio classes we will be costing each linear foot of output (regardless of width) at \$1.85/foot.

Travel: You will have to visit the site at least once with the class and probably many other times on your own or with a group.

Experts: No one firm will have all the expertise required for every job, so it is important that you know when you need additional help and seek it proactively.

We will do a survey of student experience and interest at the beginning of the studio. While it may be tempting to always have the person with graphic design skills do the graphic design, this is a learning experience: Challenge yourself and others to gain expertise in new areas.

I am your main faculty resource, but you may call on other UPP 505/506 instructors including Charlie Hoch (physical planning), Tingwei Zhang (physical planning) and Curt Winkle (community development). Do not hesitate to contact other members of the UPP faculty as well. We will decide as a class whether or not to keep our work confidential until the date of the competition.

A few experts may be brought into UPP 505 to serve all studio sections. If you see the need for expert help, seek it out aggressively. Ask me for contacts. There are many practicing planners and alumni who might be willing to help.

**UPP 506
Spring 2008**

Scenario Planning for a Chicago's Near Northwest Side

Background

Chicago Metropolis 2020 wants to ensure that the Chicago region flourishes long into the future. There is increased urgency to recent research results on the effects of global warming tied to fossil fuel use. Drastic measures may be needed to reduce green house emissions. The Metro 2020 sponsors are concerned that the combination of increasing energy costs (a barrel of oil exceeding \$300) and environmental crisis affects the prospects for urban revitalization within metropolitan areas. They wonder whether existing urban neighborhoods already well served by alternative transportation modes and higher building densities could provide an attractive sustainable alternative to more popular auto dependent neighborhoods on the region's edge. If so, what changes in physical, social and institutional relationships need take place to foster more sustainable urban neighborhood?

Three consulting firms have contracted with Chicago Metropolis 2020 to conduct 30-year scenario planning for the same neighborhood. Each has 16 weeks to develop and assess three or more detailed scenarios as part of a sustainable neighborhood plan. The firm that develops the best plan will be awarded the 2008 CUPPA Workshop Prize.

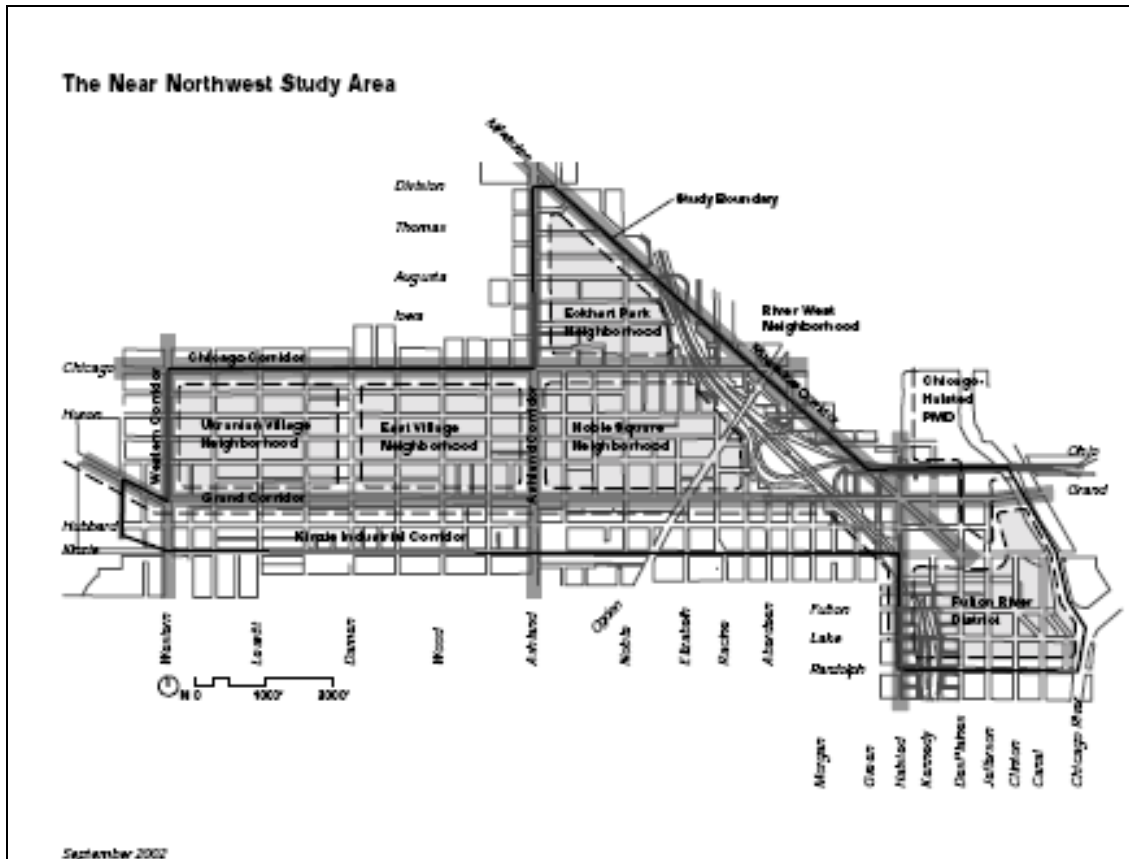
The Case

Metro 2020 has selected a neighborhood on Chicago's Near Northwest Side as shown in the figure below and defined in the 2002 Plan for Chicago's Northwest Side posted on the UPP 505 blackboard site. The area includes a diverse assortment of uses, physical features, and transportation modes.

The Metro 2020 staff believes that areas like this may offer an important resource for long term sustainable revitalization. You will use information about this area, its periphery and changes for the encompassing region to guide your plan making effort.

Figure

Chicago's Near Northwest Side



SOURCE: A Plan for Chicago's Near Northwest Side, Skidmore, Owings & Merrill, LLP., Urban Works Ltd. And Goodman Williams Group for the City of Chicago Department of Planning and Development and the Near Northwest Side Planning Advisory Committee, September 2002.

The Expectations for the Plan

The Metro 2020 staff recognizes the complexity that challenges any effort to comprehend the future of urban settlements. They know plans neither predict nor dictate the future, but that well-crafted plans can anticipate uncertainty and inspire efforts to prepare for that uncertainty in a purposeful and collaborative fashion.

The plan should do the following:

1. *Problem:* Identify sustainability-related issues that should be the focus of attention for the plan. Future scenarios may be developed for this purpose.

2. *Purpose and Intent:* Identify goals and purposes that guide the selection of issues for attention and study; shape priorities in the development of plans and organize the short and long term strategies for change.
3. *Analysis and Assessment:* Identify ideas that guide the attribution of causes, the discovery of patterns and the formulation of plausible theories of change. Use research to identify sources of change susceptible to strategic choice, policy shift and institutional adaptation.
4. *Composition:* Describe selective changes and their plausible effects. Compare and assess effects in relation to competing goals and analyses about future urban change. Scenarios may be used for this purpose.
5. *Implementation:* Recommend strategies we might adopt, and institutions design to improve the prospects for putting plan proposals into action. Consider both short-term and long-term investments, regulations and incentives.

Expectations for the workshops

Students for each course will prepare an electronic plan and a 30 minute presentation by the end of week 15. The presentations will be made before a jury panel consisting of professionals (practitioners and academics). The panel will score each presentation and select the best.

More information on Chicago Metropolis 2020 can be found at http://www.chicagometropolis2020.org/5_3.htm

Provisional Work Plan

	Classroom Activities	Individual assignments for week following class	Groups Activities for week following class
Week 1 January 16	<ul style="list-style-type: none"> • Short class (instructor out of town) • Introductions 	<ul style="list-style-type: none"> - Background survey - Read H&Z Ch. 5&6 	
Week 2 January 23	<ul style="list-style-type: none"> • Identify Driving Forces (givens and indeterminates) 	<ul style="list-style-type: none"> - Write paragraphs about a driving force with reference(s) - Review Near Northwest Side Plan material (UPP505 site) in detail - Read H&Z Ch. 9 - Group assignments 	<ul style="list-style-type: none"> - Driving Forces Research
Week 3 January 30	<ul style="list-style-type: none"> • Groups Present Driving Forces • Refine Driving Forces • Discuss stakeholders and their values • Discuss planning framework (Fig 6.3 H&Z) • Start Community Profiles 	<ul style="list-style-type: none"> - Group assignments - Write paragraphs about Controllable Factors - Read H&Z Ch. 10 	<ul style="list-style-type: none"> - Continue collecting info. on driving forces - Refine Driving Forces - Document stakeholders and their values - Preliminary list of Controllable Factors
Week 4 February 6	<ul style="list-style-type: none"> • Groups present refined driving forces • Discuss Controllable Factors • Start Community Profiles 	<ul style="list-style-type: none"> - Group assignments 	<ul style="list-style-type: none"> - Data and Community Profiles - Collect data on the influence of intervention - Refine Controllable Factors
Week 5 February 13	<ul style="list-style-type: none"> • Groups Present Sections of Community Profiles • Identify Intervention opportunities • Begin scenario development (incl. desired futures and prelim. criteria) 	<ul style="list-style-type: none"> - Write One Scenario - Group assignments 	<ul style="list-style-type: none"> - Continue collecting data on the influence of intervention - Complete Community Profile - Scenario development

Week 6 February 20	<ul style="list-style-type: none"> • Groups Present a scenario • Refine Scenario • Start producing more scenarios 	Write three more scenario - Group assignments	<ul style="list-style-type: none"> - Develop more scenarios - Collect data to analyze the scenario
Week 7 February 27	<ul style="list-style-type: none"> • Produce more scenarios 	- Group assignments	<ul style="list-style-type: none"> - Refine scenarios - Identify plan criteria - Identify plan problem
Week 8 March 5	<ul style="list-style-type: none"> • Groups Present Scenarios • Begin writing narratives on Plan Problem • Begin writing narratives on Plan Criteria 	- Group assignments	<ul style="list-style-type: none"> - Complete Scenarios Due - Collect Additional Information, From stakeholders and literature
Week 9 March 12	<ul style="list-style-type: none"> • Presentation of Problem and Criteria • Begin Detailed Plan development (split into groups) • Present Finalized Scenarios 	<ul style="list-style-type: none"> - Group assignments - Develop one plan alternative 	<ul style="list-style-type: none"> - Generate and Write Up detailed plan alternatives
Week 10 March 19	<ul style="list-style-type: none"> • Present Alternatives • Initial Assessment of Alternatives • Choose Alternatives to Detail • Begin Detailing Plan Alternatives 	- Group assignments	<ul style="list-style-type: none"> - Detail Alternatives - Analyze Alternatives
March 26	<ul style="list-style-type: none"> • No Class. Spring Break! 		
Week 11 April 2	<ul style="list-style-type: none"> • Present Detailed Alternatives/ Pin UP • Groups Continue Detailing Alternatives 	- Group assignments	<ul style="list-style-type: none"> - Detail Alternatives - Analyze Alternatives

Week 12 April 9	<ul style="list-style-type: none"> • Present Detailed Alternatives • Identify Preferred Plan Synthesis 	- Group assignments	Detail Plan
Week 13 April 16	<ul style="list-style-type: none"> • Plan Production--Feasibility, impact, interactions et al. • Pin Up 	- Group assignments	Draft Plan
Week 14 April 23	<ul style="list-style-type: none"> • Plan Production • Pin UP 	- Group assignments	Draft Plan
Week 15 April 30	<ul style="list-style-type: none"> • Plan Production (integrating components into a coherent plan) 	- Group assignments	Complete Plan with Scenarios Due
Week 16 Date to be determined	<ul style="list-style-type: none"> • Present Scenarios and Plan to Jury 		