

Introduction to Planning Studio
GEOG 759
Syllabus (Room FA 109)

Instructor: Dr. Scott D. Bassett

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Office Hours: Thursday 2-3:30pm

Course Description: This course is a graduate level course to introduce students to the planning studio process. Each year a new location for conducting a regional planning studio is selected and this course will prepare students for the spring studio. Planning studios emphasize design, thus, the materials and technological familiarization required to investigate regional plans will be introduced. Emphasis is placed on design as an art supported by technological and methodological approaches for assessing individual design impacts. Students should expect few readings with most of the time being used to perfect regional planning design skills. Any student who does not plan to enroll, audit, or sit in on GEOG 760 should drop this course.

Client Background and Study Area: The class has been commissioned by the Desert Research Institute to research how land use change in the Walker River Basin may influence the demand for water. Specifically, the U.S. Congress appropriated 60-70 million dollars in FY2009 and FY2010 to initiate the purchase or lease of water rights within the Basin with an end goal of delivering more water to Walker Lake. Our job is to research how potential land use change may happen in the area evaluating alternative strategies of change for the region. Some items currently being researched are alternative crops, water leasing and agricultural land retirement. The question is: What will happen to the biophysical and socioeconomic resources given changes in land use.

Course Goals:

Goal 1. Introduce students to the planning studio process.

Goal 2. Provide the necessary skill set to create regional planning designs.

Goal 3. Enhance design skills as an art.

Text (Chapters posted to webct):

Shearer, Allan, David Mouat, Scott Bassett, Michael Binford, Craig Johnson, and Justin Saarineen. 2009. *Environmental Decisions and Uncertain Futures: Scenarios for the Region of MCB Camp Pendleton & MCAS Miramar, California*. Taylor and Francis, Washington DC.

Suggested Reading:

Steinitz, Carl, Hector Arias, Scott Bassett, Michael Flaxman, Tomas Goode, Thomas Maddock, III, David Mouat, Richard Peiser, and Allan Shearer. 2003. *Alternative Futures for changing Landscapes: The Upper San Pedro River Basin in Arizona and Sonora*. Island Press, Washington, DC, USA.

Assignments:

Assignments will be given throughout the course. Students will be required to present the findings of each of their assignments to the class either in the form of a group discussion or direct presentation to the class.

Exam/Assignments	Max Score (%)
The Future of the Walker River Basin Assignment 1	100 (14.3%)
Framing Issues and Critical Uncertainties Assignment 2	100 (14.3%)
Representation and Process Models Assignment 3	100 (14.3%)
Single Process Model Assignment 4	100 (14.3%)
Narrative Assignment 5	100 (14.3%)
Data Needs and Why Assignment 6	200 (28.5%)
Total	700 (100%)

Grades:

93-100% (4.0)	= A	90-92.9% (3.7)	= A-
87-89.9 (3.3)	= B+	83-86.9 (3.0)	= B
80-82.9 (2.7)	= B-	77-79.9 (2.3)	= C+
73-76.9 (2.0)	= C	70-73.9 (1.7)	= C-
67-69.9 (1.3)	= D+	63-66.9 (1.0)	= D
60-63.9 (0.7)	= D-	Below 60 (0.0)	= F

Lecture Attendance Policy: All students must attend class. Failure to not attend class may result in a zero in many assignments since presentation of material is required.

Assignments: Assigned work must be completed prior to the start of class. Failure to turn in papers on time will result in a reduction in grade.

Cheating (i.e. direct copying of work): Cheating as defined within the University Catalog, Section III: Academic Standards, is unacceptable and if done will result in the student receiving an F for the course. Collaboration among students is encouraged, however, all written work must be in the students own words.

Disability: If you have a disability and will be requiring assistance, please contact the instructor or the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

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Week 1 Aug 24	Lecture: Class Orientation/Issue Identification Goals: Course overview Readings: None	Homework: Assignment 1- Please e-mail in excel format to: sbassett@unr.edu
Week 2 Aug 31	Lecture: Scenario-based studies Goals: Understand application of Delphi Method Readings: Shearer et al. Chapter 1	Homework: Assignment 1 Due
Week 3 Sept 7	Lecture: None-Holiday Goals: None Readings: None	Homework: None
Week 4 Sept 14	Lecture: Issue identification Goals: Implement Delphi method as a class for issue identification Readings: Shearer et al. Chapter 5	Homework: Assignment 2
Week 5 Sept 21	Lecture: Issue formalization Goals: To understand how issue consensus is developed in the planning process for developing alternatives Readings: None	Homework: Assignment 2 Due
Week 6 Sept 28	Lecture: Conceptual Models (Doug Boyle) Goals: Introduction to modeling (emphasis hydrology) Readings: May be assigned later	Homework: None
Week 7 Oct 5	Lecture: Biophysical or Socioeconomic models of interest Goals: To develop process model skills Readings: Example process model literature	Homework: Assignment 3
Week 8 Oct 12	Lecture: Model review Goals: Allow class members to comment on student models Readings: Process models	Homework: Assignment 4; Assignment 3 due
Week 9 Oct 19	Lecture: Transformation of issues into a regional narrative Goals: To develop the skills need to construct narratives Readings: Shearer et al. Chapter 6	Homework: Assignment 4 Due; Assignment 5
Week 10 Oct 26	Lecture: Summarization of narratives Goals: Allow class members to comment on student narratives Readings: Assigned class narratives	Homework: Present Assignment 5 results and rework
Week 11 Nov 2	Lecture: Redevelopment of narratives Goals: Familiarize all with narrative rewrites Readings: None	Homework: Assignment 5 Due
Week 12 Nov 9	Lecture: Data acquisition complexities Goals: To figure out what data to collect Readings: None	Homework: Assignment 6
Week 13 Nov 16	Lecture: Data identification presented by students Goals: Allow students to present information on data available Readings: None	Homework: Present Assignment 6 results and refine for next week
Week 14 Nov 23	Lecture: Lines of reasoning for data to be obtained Goals: To understand what data is important to collect Readings: None	Homework: Present Assignment 6 results and refine for next week
Week 15 Nov 30	Lecture: Alternative Futures, what are they Goals: To understand how to transform fuzzy land use allocations to a finished product Readings: None	Homework: Assignment 6 Due;
Week 16 Dec 7	Lecture: Where do we go from here? Goals: Provide information for GEOG 760 Readings: None	Homework: None
Week 17 Dec 14 Finals Week	Lecture: None Goals: None Readings: None	Homework: None