**USC** Price School of Public Policy

**PPD 431 –** Undergraduate Capstone Laboratory – Applied Sustainable Planning

Spring 2018 – Tuesday-Thursday 8.00 am – 9.50 am

Location:

**Instructor: Donald R Spivack, AICP, FRSA**

**Office:**  Adjuncts Office – RGL 107 or VKC 250

**Office Hours:** By Appointment

**Contact Info:** **spivack@usc.edu**

**Course Description**

This Undergraduate Laboratory provides students an opportunity to apply prior and current course work to a real world project.  The application portion of the course focuses on preparing (by teams) a sustainable development plan and program for a particular community and (individually) drafting a policy, program, paper or site proposal geared to the student’s area of concentration.

The class includes lectures, field trips to see exemplar projects, short written assignments to develop analytic and writing skills, group presentations to develop public speaking skills and the development laboratory. Class lectures, discussions, readings and exercises provide background on the forces that affect urban and regional growth, development and decline; and on mechanisms to address these forces.

The focus of the course is sustainable development. Sustainable development embraces:

* Understanding the needs and desires of a broad range of constituents and stakeholders, including stakeholders less likely on their own to participate in the planning and development process,
* Understanding the realistic ability of an area to attract and support new investment or to otherwise support constituent-based needs and desires,
* Understanding forces that affect investment decision making from both private and public sector perspectives,
* Understanding how various interventions can attract desired development and "bend the market," and
* Identifying methods and mechanisms to better the lives and livelihoods of stakeholders, minimizing or mitigating adverse impacts, especially those affecting stakeholders least able to address them on their own.

Suggested target areas, for convenience in field reconnaissance and data collection, are those in and near Central and South Los Angeles, including portions of Downtown Los Angeles to and surrounding Exposition Park. These areas contains the heavily travelled Santa Monica Freeway (I-10) and Harbor Freeway (I-110) and Busway; several transit stations that the City wants to position for transit- and regionally oriented-development to knit together the broadly defined Figueroa Corridor; Downtown’s South Park and Sports and Entertainment Districts; the University of Southern California and its surrounding communities; Exposition Park; and Historic South Los Angeles, including major jobs-producing districts.

This area contains a mix of commercial, residential and light industrial uses; the City wants to preserve its industrial land for potential manufacturing and technology business growth. The surrounding communities contain important educational, health-related and cultural institutions including Los Angeles Trade and Technical College, Mount St. Mary's University and the University of Southern California; California Hospital Medical Center and Orthopedic Institute for Children; and Exposition Park (home to several important cultural and sports venues including the Los Angeles Coliseum and a now-under-construction soccer stadium). In addition, plans have been announced for construction of the George Lucas Museum of Narrative Art on the Park's west side. Developments along the Figueroa Corridor include a number of student-oriented residential projects including University Village, along with a proposed high rise mixed use development at 23rd Street and a hotel/residential complex at Figueroa Street and MLK Boulevard. The area also contains the proposed two-block mixed use development (SoLA Village) centered on a former furniture mart being repositioned as a creative arts and technology center (the Reef) and emerging gentrifying neighborhoods in University Park, North University Park and West Adams.

The greater area is adversely affected by heavy automobile and truck traffic on key arteries and two freeways, from its industrial development and bound to and from major sporting and entertainment venues. It also exhibits pockets of blight and deterioration, exhibits some of the City’s worst health outcomes, and contains several concentrations of low income housing considered vulnerable to gentrification.

Alternative geographies may also be proposed by student teams, so long as they feel they are able to conduct the needed field and other research to analyze the area and propose meaningful solutions.

The first portion of the semester involves studying planning policies and regulatory procedures (including general plans, specific plans, zoning codes and building codes); market and related analytical processes; and the specific roles that transportation, housing, health, sustainability and open space play in urban development. Community makeup and built form; market environment; opportunities and constraints; and the process for establishing an overall vision and conceptual plan are explored and applied; culminating in an issues analysis, vision and conceptual plan for each team’s selected geography. Students will, in the second half of the semester, carry that vision into a proposed development plan and program and a set of recommended actions for the selected geography to implement key elements of the conceptual plan. In addition, students will individually prepare a policy paper, work plan or a development proposal focusing on the student’s chosen area of concentration.  It is often beneficial to draw the focus of that paper or project from the same geography analyzed by the team.

As examples of potential individual projects, Real Estate Development majors may prepare a construction proposal with a focus on site design and financing, including a site and market analysis, financial plan and project pro forma.  Planning majors might propose land use, zoning and other regulatory adjustments to assure healthy, sustainable development, including incentives or constraints to foster or restrict certain types of development, while looking at how their recommendations would financially impact the City.  Social Service and Community Planning majors might prepare a proposal acting as a non-profit developer such as an affordable housing project with on-site services, or prepare and advocate policy and programmatic efforts, demonstrating how their proposals could contribute to community participation, habitability, and well-being. Transportation Planning majors might focus on optimizing the area’s development to reduce vehicular traffic and automobile dependence and increase walkability.  Health Care and Sustainability majors might focus on design options to mitigate adverse impacts of freight and other traffic and/or means to improve air quality, create safer streets, reduce energy and water consumption or better manage storm water and runoff, or other measures to achieve better health outcomes through either policy or targeted infrastructure. Real Estate and Law majors might focus on regulatory systems or topics such as tenant rights or more effective development incentives and controls and the legal findings needed to support their adoption and implementation.

**Learning Objectives**

This course provides broad exposure to applying principles of planning and development, focused on sustainable, mixed-use and program or project implementation and building healthier places. This course covers fundamental concepts and analytical methods used in making investment decisions from both the perspective of a developer and a municipality, and how developers, investors, community organizations and the public sector can use land use and other policies to generate resources and enhance livability.

At the conclusion of the course, students should have a fuller understanding of:

* The planning process, including land use, infrastructure, open space, transportation and circulation plans, zoning and other regulations that affect and direct development,
* Basics of site planning and urban design,
* Public policy making,
* The entitlement process and opportunities to create community benefits,
* Feasibility analysis and
* Considerations in operating for-profit and non-profit developments, including public-private partnerships.

**Prerequisite(s):** Must be a senior

**Co-Requisite (s):** None

**Concurrent Enrollment:** None

**Recommended Preparation**: No special preparation is required

**Course Notes**

Student will be expected to take notes in class. Selected materials will be posted on Blackboard.

**Technological Proficiency and Hardware/Software Required**

Basic maps, diagrams and written reports and occasional spread sheets will be prepared. Microsoft Word or other compatible word processing is required for written documents. Presentation materials should normally be prepared using Microsoft Power Point. Microsoft Excel is the preferred format for spread sheets. Most assignments are expected to be submitted electronically. Exhibits and selected reading assignments will be posted in PDF, Word, Power Point or Excel format on Blackboard.

**Required Readings and Supplementary Materials**

Readings must be completed in advance of each week’s classes. Typically the first session of the week will be focused on lecture and readings, and the second session on follow-up discussion.

The preferred textbook is Blakely, Edward J. and Leigh Green, Nancey: Planning Local Economic Development, Fifth Edition, Sage Publications, Los Angeles, CA, 2013 or Sixth Edition, 2016. Books will be ordered as well as placed on reserve in the University Library and other readings will be on Blackboard. The Blackboard site is <http://blackboard.usc.edu>.

The primary reading and background data sources are:

* Benner, Chris and Pastor, Manuel: Just Growth, Rutledge, London, England, 2012. (Required portions on Blackboard)
* Blakely, Edward J. and Leigh Green, Nancey: Planning Local Economic Development, Fifth Edition, Sage Publications, Los Angeles, CA, 2013.
* City of Los Angeles, CA Department of City Planning: Plan for a Healthy Los Angeles, Health Element of the Los Angeles General Plan, Los Angeles, CA, 2015. (<http://cityplanning.lacity.org> and Blackboard)
* City of Los Angeles, CA. PLAN LA, Transforming Los Angeles (Mayor's Sustainability Plan), Los Angeles, CA, 2015. (Blackboard)
* City of Los Angeles, CA Department of City Planning: Walkability Checklist, Los Angeles, CA, 2007. (Blackboard)
* City of Los Angeles, CA Department of City Planning: Mobility Plan 2035, Los Angeles, CA, 2016. (<http://cityplanning.lacity.org> and Blackboard)
* City of Los Angeles, CA Department of City Planning: Transit Oriented Communities, Draft Guidelines, Los Angeles, CA 2017
* Fulton, William: Guide to Planning in California, Solano Press, Point Arena, CA, 2005. (Required chapter on Blackboard)
* Gehrke, Amanda, Ohland, Gloria, Thorne-Lyman, Abigail, Wampler, Elizabeth, Wood, Jeffrey and Zimbabwe, Sam: Creating Successful Transit Oriented Districts in Los Angeles, Center for Transit Oriented Development, Los Angeles, CA, 2010. (Blackboard)
* Health Impact Partners: A Health Impact Assessment Toolkit. Oakland, CA 2011. (Blackboard)
* Jackson, Kenneth: Crabgrass Frontier, Oxford University Press, New York, NY, 1985. (Required chapter on Blackboard)
* Loukaitou-Sideris, Anastasia and Soureli, Konstantina: “Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods,” *Economic Development Quarterly* 26(1), Sage Publications, New York, NY, 2012. (Blackboard)
* Pollack, Stephanie, Bluestone, Barry and Billingham, Chase: Maintaining Diversity in America’s Transit Rich Neighborhoods, Dukakis Center for Urban and Regional Policy, Northeastern University, Boston, MA, 2010. (Blackboard)
* Porter, Michael: “The Competitive Advantage of the Inner City,” *Harvard Business Review* 35, 1995. (Blackboard)
* Raimi and Associates for City of Los Angeles, CA Department of City Planning: Health Atlas, Los Angeles, CA, 2013. (<http://cityplanning.lacity.org> and Blackboard)
* Sloane, David C, Editor: Planning Los Angeles, American Planning Association, Chicago, IL, 2012. (Required chapters on Blackboard)
* Urban Land Institute: Building Healthy Places Toolkit (National), Washington, DC, 2014 and Building Healthy Places Toolbox (Southern California Specific), Los Angeles, CA, 2016.

For those with a strong interest in real estate, an optional source book (not required) is Peiser, Richard B and Hamilton, David: Professional Real Estate Development, Third Edition, Dearborn Financial Publishing and The Urban Land Institute, Washington, DC, 2012. This textbook describes the development process, as do various chapters in Blakely and Leigh Green. For those whose interest is environmental justice, a second optional source book is Benner, Chris and Pastor, Manuel: Just Growth: Inclusion and Prosperity in America’s Metropolitan Regions, Regional Studies Association/Routledge, New York, NY, 2012.

**Description and Assessment of Assignments**

The focus of the class will be the preparation of the mid-term and final projects and papers as these constitute examples of the type of professional analyses and presentations required in planning and related professions. Both the mid-term and final projects consist of a team power point presentation as described more fully in the course schedule below. Presentations should be a maximum of 10 minutes per team and each team member is expected to participate. In addition to the two power point presentations, each student will prepare an approximately 10-15 page individual paper, essay or project as discussed in the Course Description above.

Other assignments will be occasional short memoranda on particular topics covered in classes, some assigned and completed in class and others assigned for home completion.

Project grading will be based largely on (1) how the mid-term and final projects address the conditions facing the community as set forth in the analysis, and how the recommendations in the development plan and program respond to those issues, and (2) how well the individual paper or project addresses the selected issue or issues. Grading will also consider how well the student has included creative, analytical and feasible solutions, along with class participation, completion of other written exercises, and the final examination.

**Grading Breakdown**

The course meets twice per week, for two hours per session. Students are expected to attend each class and have read the required readings prior to class so that they can contribute to in-class discussions. Depending on progress during sessions, the topics and readings for each week may be subject to change. There is a midterm and presentation (team), a final presentation (team) a final paper or project (individual) and a final examination.

* In-class participation: 10%
* Written assignments: 10%
* Midterm Project: 20%
* Final Project: 20%
* Final Paper: 20%
* Final Examination: 20%

**Grading Scale**

Course final grades will be determined using the following scale

A 95-100

A- 90-94

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and below

**Grading Description**

A – Work of excellent quality exceeding requirements and exceeding expectations

B – Work of good quality meeting requirements and meeting expectations

C – Work of fair quality

D – Work of minimum passing quality

F – Failure to adequately complete all coursework

To receive an “A” grade, students must complete all work on time and submit work of superior quality at every stage. Work must address all aspects of the required assignments, exceed the minimum requirements and demonstrate critical and creative thinking. Students must consistently contribute to class discussion.

**Assignment Submission Policy**

The midterm and final project shall be submitted in printed and electronic format by the due date for the report at the beginning of the class. Homework and other assignments shall be submitted in printed format unless Instructor requests or allows submittal by email. Outlines of oral presentations for the midterm and final project shall be emailed to the instructor by the beginning of the class on the due date.

**Grading Timeline**

Every effort will be made to provide written feedback within 72 hours of submittal. For materials submitted electronically the feedback will typically be with comments interlined into a copy of the submission or in a stand-alone written comment statement.

**Additional Policies**

Late submissions will only be accepted by Instructor at Instructor's discretion and will receive at least a one-grade reduction (or more depending on how late).

**Course Schedule: Weekly Breakdown**

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| **Period** | **Topic** | **Readings and Assignments; Key Deliverables** |
| Week 0109-11 January | Welcome and Introduction. Purpose, format of class. Basics of applied planning. Natural forces of urban growth and decline. Natural distribution of land uses. |  |
| Week 0216-18 January | Analytical methods and evaluating development potential. Strengths, weaknesses, opportunities and threats/constraints assessment. Market analysis and trade areas. Supply chains, competitive and complementary uses. Development potential. Site valuation. | Blakely, Chapter 5 “The Local Economic Development Planning Process” pages 113 to 135Blakely, Chapter 12 “Detailed Feasibility Analysis” pages 371 to 381Porter, “The Competitive Advantage of the Inner City” pages 55 to 71 |
| Week 0323-25 January | Land use and zoning. General, community and specific plans. Building codes and other regulations. How regulations can facilitate or inhibit development.Participants in the planning and development process: stakeholders.Infrastructure. Site development issues. Constraints of built form.Formation of teams.  | Southeast Los Angeles Community Plan Update (draft 2016), Chapter 2 and Pages 3-1 to 3-28 of Chapter 3 (skim remainder)Benner and Pastor, Chapter 1 Pages 1 to 9, Chapter 6 Pages 185 to 186 |
| Week 0430 January01 February | Housing and housing finance. Affordable and market rate housing production. Public housing. Housing and homelessness. Cultural and ethno-tourism. Gentrification. | Jackson, Chapter 12 “The Cost of Good Intentions: The Ghettoization of Public Housing in the United States” pages 219 to 230PLAN LA pages 48 to 71Loukaitou-Sideris, “Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods” |
| Week 0506-08 February | Transportation and open space. Transportation and circulation plans. Street classifications, dimensions and dedications. Mass transit, bicycle and pedestrian plans and considerations. Walkability, safe streets, complete streets.Physical impacts of transportation facilities. Parking requirements and Implications for development. | Mobility Plan Background pages 31 to 45, Chapter 1 pages 59 to 70, Chapter 2 pages 75 to 94, Chapter 3 pages 99 to 110PLAN LA pages 87 to 97Walkability Checklist |
| Week 0613-15 February | Mixed use development and place-making. Transit Oriented Development. Transit Oriented Communities. | Gehrke et al Creating Successful Transit Oriented Districts in Los Angeles, Chapter 2 “Defining Successful Transit Oriented Districts in Los Angeles” pages 16 to 22 (skim rest of report)Blakely, Chapter 11 “Targeting and Marketing Neighborhood/Community Assets” Pages 346 to 349Transit Oriented Communities Draft Development Guidelines |
| Week 0720-22 February | Sustainability. Health aspects of planning. Environmental Justice.Project meetings regarding study area and determination of issues to be addressed in team vision plans. | Plan for a Healthy Los Angeles pages 7 to 19 and 27 to 28, Chapter 2 pages 30 to 45; other Chapters as relevant to individual area of concentrationPLAN LA pages 76 to 86Health Impact Assessment Toolkit Chapter 1 pages 7-16 and 19, Chapter 2 pages 21 to 30, Chapter 3 pages 37 to 38, Chapter 5 pages 49 to 72 |
| Week 0827 February01 March | Project meetings. Working sessions to prepare for mid-term presentations. | **DRAFT VERSIONS OF MID-TERM PRESENTATIONS FOR IN-CLASS REVIEW WITH TEAMS (individual review with each team, not presented to class)** |
| Week 0906-08 March | Mid-term presentations. Area identification, socio-demographic and economic analysis, key issues, vision, concept. Initial identification of site specific development proposals. | **10-MINUTE IN CLASS TEAM POWER POINT PRESENTATIONS COVERING AREA IDENTIFICATION, SOCIO-DEMOGRAPHIC AND ECONOMIC ANALYSIS, SWOT FINDINGS, KEY ISSUES, VISION, CONCEPT;****INDIVIDUAL SUBMITTAL (1-PAGE) TOPIC DESCRIPTION FOR INDIVIDUAL PAPER OR PROJECT** |
| Spring Break13-15 March |  |  |
| Week 1020-22 March  | Role and consideration of public sector. Public sector as regulator and facilitator.Project implementation.Public-private partnerships. Value added/value capture. Community benefits and Community Benefits Agreements. | Fulton, Chapter 14 “Economic Development”Sloane, Chapter 7 “Policy and Community in Los Angeles Development” (Goetz Wolff) pages 243 to 252 and “Community Benefits, Negotiations and (In)Justice“ (Gilda Haas) pages 272 to 278 |
| Week 1127-29 March | Project meetings. Update to vision/concept plan based on mid-term feedback. Status of individual development projects. | VERBAL REVIEW OF VISION/CONCEPT PLAN AND NEXT STEPS; ONE-ON-ONE DISCUSSIONS OF INDIVIDUAL PROJECTS |
| Week 1203-05 April | Project meetings. Update to vision/concept plan. Status of individual development projects. | VERBAL REVIEW OF VISION/CONCEPT PLAN AND NEXT STEPS; ONE-ON-ONE DISCUSSIONS OF INDIVIDUAL PROJECTS |
| Week 1310-12 April | Project meetings. Preliminary version of final team presentations. | **10-MINUTE IN CLASS DRAFT TEAM POWER POINT PRESENTATIONS: AREA IDENTIFICATION, SUMMARY OF MID-TERM ANALYSIS, KEY ISSUES, VISION, IMPLEMENTATION RECOMMENDATIONS FOR REVIEW AND COMMENT** |
| Week 1417-19 April | Project meetings. Updated version of final team presentations. | Review of updates to draft team presentations based on feedback from prior week |
| Week 1524-26 April | Final presentations. | **FINAL 10-MINUTE IN CLASS TEAM POWER POINT PRESENTATIONS: AREA IDENTIFICATION, SUMMARY OF MID-TERM ANALYSIS, KEY ISSUES, VISION, IMPLEMENTATION RECOMMENDATIONS;****27 APRIL (FRIDAY)** – **2:00 PM** **FINAL INDIVIDUAL (10-15 PAGE) PAPER OR PROJECT DUE** |
|  | FINAL EXAMINATION | **Final Examination Wednesday 09 May 2017 8.00 am – 10.00 am** |

**Statement on Academic Conduct and Support Systems**

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [https://policy.usc.edu/student/scampus/part-b](https://policy.usc.edu/student/scampus/part-b/). Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct/).

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university.  You are encouraged to report all incidents to the *Office of Equity and Diversity*/*Title IX Office* <http://equity.usc.edu> and/or to the *Department of Public Safety* [http://dps.usc.edu](http://dps.usc.edu/). This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage <http://sarc.usc.edu> fully describes reporting options. Relationship and Sexual Violence Services <https://engemannshc.usc.edu/rsvp> provides 24/7 confidential support.

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**Support Systems**

*Student Counseling Services (SCS) -- (213) 740-7711 -- 24/7 on call*

Free and confidential mental health treatment for students, including short term psychotherapy, group counseling, stress fitness workshops and crisis intervention.

https://engemannshc.usc.edu/counseling/

*National Suicide Prevention Lifeline -- 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

http://www.suicidepreventionlifeline.org

*Relationship and Sexual Violence Prevention Services (RSVP) -- (213) 740-4900 -- 24/7 on call*

Free and confidential therapy services, workshops and training for situations related to gender based harm.

https://engemannshc.usc.edu/rsvp/

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options and additional resources visit the web site.

http://sarc.usc.edu/

*Office of Equity and Diversity (OED)/Title IX Compliance -- (213) 740-5086*

Works with faculty, staff, visitors, applicants and students around issues of protected class.

https://equity.usc.edu/

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and micro-aggressions need to be reported allowing for appropriate investigation and response.

https://studentaffairs.usc.edu/bias-assment-response-support/

*Student Support and Advocacy -- (213) 821-4710*

Assists students and families in resolving complex issues affecting their success as a student (Ex: personal, financial and academic).

https://studentaffairs.usc.edu/ssa/

*Diversity at USC*

https://diversity.usc.edu/

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students.

**Academic Accommodations**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor (or to a TA) as early in the semester as possible. DSP is located in STU 301 and is open 8.30 AM to 5.00 pm Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home\_index.html

(213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), ability@usc.edu