

Policy, Planning and Development - PPD 531L: Planning Studio
Section 51241 D

Case Study: “Redevelopment of the Santa Monica Civic Auditorium Sub-District”
(Former Master of Planning Comprehensive Exam Design Topic)

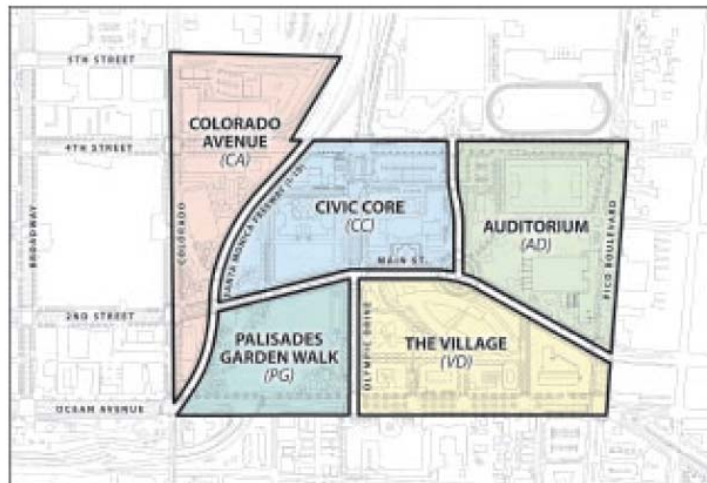
4 units, Fall 2013

Instructor: Deborah Torres
e-mail: dtorres@usc.edu

Time: Wednesdays 2:00 p.m. - 5:20 p.m.

Location: RGL 215

Overview: This course will be a *laboratory to explore the process of urban design* by analyzing an “opportunity site” in downtown Santa Monica, and making a proposal for future development.



Special Use Districts

The Civic Center Specific Plan Area – Special Use Districts
Source: CCSP, City of Santa Monica, 2005

In 2005, the City adopted the Civic Center Specific Plan (CCSP), an update to the 1993 CCSP that outlines planning policies and development regulations for the 67-acre area bounded by Colorado Avenue on the north, Pico Boulevard on the south, Fourth Street on the east, and Ocean Avenue on the west. The specific plan area is composed of five special use districts: Colorado Avenue, Palisades Garden Walk, the Village, the Civic Auditorium, and the Civic Core

On August 14, 2012 the Santa Monica City Council suspended the \$51.9 million renovation of the Civic Auditorium (the Civic) due to lack of and uncertainty of funding. Redevelopment funds are no longer available due to the dissolution of the Santa Monica Redevelopment Agency.

December 29, 2011 the California Supreme Court issued a ruling upholding AB 1X 26, a legislation that eliminated hundreds of local redevelopment agencies across the state.

The current operational model of the Civic is no longer viable due to building obsolescence, code/seismic issues, and annual deficits of up to \$2 million. The landmark Civic closed on June 30, 2013. The staff has presented to the City Council options for the future of the Santa Monica Civic Auditorium and potential funding sources for its redevelopment. These options include:

- (a) partial renovation,
- (b) full renovation,
- (c) adaptive reuse, and
- (d) demolition.

The City envisions the landmark Civic to be brought to life as the cultural heart of the Civic Center area that complements the vision of the Civic Center as a multi-faceted destination in the heart of Santa Monica. In this context, option (d) demolition has been ruled out with a focus on retaining the Civic and renovating it for cultural use.

The Cultural Affairs Division has hired you to be a consultant on this project and seeks your assistance in developing alternative ideas, analysis, vision, and development strategies for the Civic and surrounding sub-district. Consider the City of Santa Monica as your community client with the Cultural Affairs Division as the lead agency representing the community client.

Your task is to review the background materials, familiarize yourself with the intentions of the various planning efforts and ongoing initiatives, visit and analyze the existing conditions of the site, produce a Lynch map analysis drawing, present key site photos, produce a base map/land use plan of existing conditions, create 3 options for redevelopment, propose a schematic development site plan, do precedent research, and create a circulation plan and site sections.

You will receive weekly feedback on your process, and your final product will be a booklet including your analysis and proposal. Students from previous years have utilized these projects after the course, when applying for jobs or further studies, to show Urban Design competence.

*Objectives and
Learning Outcomes:*

You will visit the site and do field work to conduct an analysis of the Opportunity Site and surrounding neighborhoods. You will also read the various planning materials (exhibits from 2013 MPL Comprehensive Exam), be able to discuss the material, and you will synthesize all of the background research to form the basis for your design proposal.

Your analysis and proposal will show how the existing opportunity site relates to surrounding sub-districts and the City.

You will do precedent research, explore three options for schematic

plans, and create a detailed final site plan, circulation plan, and site section(s). You will be able to describe how your proposed development complements existing and proposed developments on adjacent properties, and how it relates to the city of Santa Monica and the greater Los Angeles region.

Through the pin-up and critique process you will gain experience presenting your work and developing it based on feedback given to you and other class members. You will be able to discuss how your project addresses issues such as sustainability and social justice, and consider how design can affect more than the physical environment.

Your final project will be to create a vision for the site that is supported by careful, thoughtful analysis.

You will learn do analysis drawings, design sketches, site plans, and other graphic representations of your ideas, as well as describe your vision using the language of a designer. You will gain proficiency in InDesign, Photoshop, and Illustrator software.

An optional (not mandatory) all-day boot camp will be offered to help you learn and practice InDesign, Photoshop, and Illustrator for use in this course. Handouts will be provided, and if you do not attend the boot camp you will be responsible to learn the information in the handouts on your own. The software is available on university computers for your use throughout the course.

Required Texts and Readings:

You will be expected to read and have an understanding of these materials from the 2013 Comprehensive Exam which are provided for your use to analyze the site, develop your design proposal, and participate in class discussions throughout the semester. We will discuss the participatory planning process outlined in these documents, as well as issues of planning ethics related to public decision-making. We will discuss the roles of stakeholders, community members, and the City officials in the ongoing planning process. The priority readings for our studio are noted in **bold**.

Exhibit 1 - SM City Council Report

Exhibit 2 - SM City Council Presentation on Options for the Civic.

Exhibit 3 - Facilities Coordination Study

Exhibit 4 - Designation of Landmark, 2001

Exhibit 5 - Statement of Official Action 2002

Exhibit 6 - Private Financing Civic Auditorium Strategic Advisory Group_2011

Exhibit 7 - Civic Center Specific Plan, 2005

Exhibit 8 - CCSP Evaluation Report, 2001

Exhibit 9A - ULI Alternative Futures for the Santa Monica Civic Auditorium

Exhibit 9B – Venues

Exhibit 10A - Creative Capital Plan

Exhibit 10B - ECEC Design Parameters

Exhibit 11 - Village Press Release & Visual

Exhibit 12 - Civic Center Joint Use Proposal, 2009

Exhibit 13 - SAMOHI_JointUse, 2008

Exhibit 14 - Expo Phase 2 Ridership Results Final_Dec09

Exhibit 15 - 2010 SM LUCE

Exhibit 16 - Sustainable City Plan

Exhibit 17 - Annotated Bibliography

Exhibit 18 – Site Maps

Context Map

Site Map

Additional Map - ccs_civic_expo_linkage

Exam Briefing 2012

MPL Comprehensive Exam 2013_FINAL

Course Format:

The course is a design lab and the topic is from a former PPD Master of Planning Comprehensive Exam in Urban Design. You will approach the problem as it is presented on the exam, and synthesize course material to address a current real-world planning problem. There will be lectures, site visits, and pin-ups where your work is discussed with the class and outside critics.

We will discuss how to approach a project of this scale, and how to manage your time to comprehensively address and answer each segment of the design problem. *This course is recommended for any students planning to take the comprehensive design exam, or who would like to create an Urban Design project for their portfolio.*

The instructor will regularly assess progress and solicit student feedback regarding the course. If necessary, the syllabus will be revised to make it more suitable.

Attendance is mandatory and a hard copy of your assignment is due each week at the beginning of class.

If you will be absent, please notify the instructor prior to class and submit your assignment by e-mail, by the start of class (2p.m.), on the day it is due.

Office Hours

Wednesday before class, by appointment, from 1:30-2pm.

Grading:

Your first grade is worth 40% and represents the work completed during the first six weeks of class, "PART I: BACKGROUND AND PROFESSIONAL CONTEXT", including all weekly assignments. "PART II: CONCENTRATION SOLUTION" will be graded after your final presentation, and is worth 50% of your total grade. You will also receive a grade, worth 10% of your total grade for your participation as a final presentation critic in classes 13 + 14. See the description of class work and assignments below for further information. A person who does not attend class regularly will fail, notwithstanding the delivery of written assignments.

Integrity:

Academic integrity is of paramount importance and I take this responsibility seriously. Your work will be carefully reviewed and checked. I want to trust you and treat you as adults, but I also know that the pressures on students to use unethical means to succeed are very strong. Anytime someone cheats that person is not only scamming the system, but also damaging the credibility of each and every student's achievements. For further information, such as the precise definition of plagiarism, please take a look at the Student Conduct Code material reprinted each year in SCampus. See Section 11.00 Behavior Violating University Standards and Appropriate Sanctions.

<http://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

*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 as early in the semester as possible. DSP is located in STU 301 and is open 8:30am-5pm Monday through Friday. The phone number for DSP is 213-740-0776.

Please frame the work to yourself in a way that you find to be challenging and stimulating. – Judith Wolin

CLASS SCHEDULE AND ASSIGNMENTS

PART I: BACKGROUND AND PROFESSIONAL CONTEXT

Class 1, August 28 (before Labor Day weekend)

In class:

Instructor and student introductions.

Review syllabus.

Project Intro. Review the design problem, background materials (see list of Required Texts and Readings above), and schedule for completing work.

Define the design problem:

Redevelop the project site.

Connect the project site to public transportation (bus, metro, light rail or other).

Connect the project site to the surrounding community.

Relate the project site to the region.

Discuss the five Special Use Districts, including the Auditorium site.

Review the “Cartoon Set” showing the scope of work, and formatting issues.

Discuss Kevin Lynch’s method for site analysis. Receive separate handout.

Assignment: due at the beginning of class 2

Review exhibits 1-18 to gain an understanding of the history of the design problem.

Create a Lynch map showing the *imageability* of the site. Explore and analyze the community context (relationships within the “Opportunity Site”, and between the “Opportunity Site” and surrounding sub-districts). Locate landmarks, districts, sub-districts, paths, edges, and nodes. Refer to separate Kevin Lynch handout. Your final product will be on 11” x 17” paper.

Utilize Google Earth to preview the site and research conditions at the local and regional level.

Visit the site, preferably with one or more classmates. Do field research at the site and surrounding sub- districts by both driving and walking.

Take key photos as needed. Your final product showing photos and descriptive text will be on 11” x 17” paper.

You will pin up one copy and turn in one copy next week. The Final Lynch Map and Key Photos will be due in InDesign format Class 3, but for this initial research if you do not know InDesign, please use any software that you are familiar with. The Lynch map may be done as a hand drawing. A hand drawn Lynch map may be easily scanned and imported into an InDesign document at or after the Bootcamp.

Class 2, September 4

In class:

Pin up one copy of your Lynch Map with legend, and Key Photos with text, and turn in one copy of each. Discuss existing site conditions and the relation to surrounding sub-districts, existing transportation infrastructure, the City, and the region.

Assignment: due at the beginning of class 3

Revise work completed to-date, based on feedback you received. Revise and finalize your Analysis of Existing Conditions (Lynch Map and legend, and Key Photos and text) based on feedback, and import into InDesign. You will pin up one copy and turn in one copy next week. You will be able to work on this at the Boot Camp, on Saturday September 7, if time permits.

You will be responsible to know how to do what is included in the InDesign, Photoshop and Illustrator tutorials, including creating 11" x 17" Master pages, personalized with your name and project title, for the following:

- Cover
- Lynch Map with text
- Photos of Existing Conditions with text
- Base Map/Land Use Plan of Existing Conditions
- Proposal: Option 1 with title
- Proposal: Option 2 with title
- Proposal: Option 3 with title
- Proposed Site Plan
- Bullet-point text describing Site Plan strategy
- Precedent Project(s) and descriptive text
- Proposed Circulation Plan
- Proposed Site Section

You will create other pages, as your project may require, throughout the semester.

MPL Software Boot Camp, Saturday September 7, 8:30a.m. - 5:00p.m. SAL 127 (optional)

Please be on time and bring all of your work and work-files completed to-date.

No food or drink is allowed in computer room.

We will have a lunch break mid-day. Please provide your own food.

Class 3, September 11

In class:

Pin up and discuss:

- Lynch Map with legend (revised as needed and in InDesign format)
- Key photos of existing conditions, and descriptive text (InDesign format, with photos manipulated/corrected in Photoshop as needed)

Assignment: due at beginning of class 4

Create a Base Map/Land Use Map showing existing conditions at the project site and surrounding sub-districts. Use Illustrator and InDesign software. Scale to be determined by the class. Start your drawing with a base aerial photo from GIS, Google Earth, or Bing.

- Draw streets
- Label streets
- Show transparent wash of land use colors on existing buildings
- Label buildings on project site as well as other significant buildings in surrounding sub-districts
- Show transparent wash of land use color and label existing parking lots
- Show transparent wash of land use color and label existing parking buildings
- Draw existing crosswalks
- Draw and label existing freeway(s)
- Draw and label existing street parking, parking buildings and at-grade parking lots
- Show existing landscaping, hardscapes, other key site features
- Add legend
- Add scale
- Add north arrow

Class 4, September 18

In class:

Pin up Base Maps/Land Use Map of Existing Conditions created in Illustrator and InDesign. Fill out checklist. Discuss the issues of the Existing Opportunity Site and your initial thoughts about what is an appropriate intervention. Also please turn in one copy of your assignment.

Assignment: due at beginning of class 5

Using the base map that you created, do a save-as and revise it to create 3 separate schematic proposals for the project site. Continue to use Illustrator and InDesign.

State your “big idea” or “vision” as the title, using urban design terminology. Show the land use disposition of various parcels, including continuation and preservation of existing uses, and if necessary modification of existing streets or introduction of a new street pattern.

Class 5, September 25

In class: Student presentations and critique, Part I.

Pin up all work completed to-date, including your 3 schematic proposals showing your “big idea” or “vision”, with titles. Also please turn in one copy of your assignment.

Assignment: due at beginning of class 7

Based on feedback you receive, continue to develop one of your proposals, or combine ideas from each, as appropriate.

Create a site plan with labels, showing:

- main access points (from the community and from transit station)
- reconfigured blocks
- reconfigured circulation (both vehicular and pedestrian)
- revised transportation infrastructure, as appropriate to your “big idea” or “vision”
- building footprints (existing and new)
- public spaces (hardscape and softscape)
- the treatment of spaces between buildings such as walkways, plazas , promenades, etc.
- streetscaping
- parking (street, surface parking lots, and parking buildings)
- the freeway
- district surrounding project site
- existing and proposed crosswalks
- legend
- scale
- north arrow
- other as pertains to your project

Show existing and proposed land use colors of all buildings on project site. Show wash of existing and /or proposed land use colors on larger areas and significant buildings of surrounding sub-districts and districts.

Label sites and/or buildings (n) for new, or (e) for existing.

Title your project and add page of text with several bullet points (verb-first) explaining your proposal . List your arguments in order of importance, with “big idea” or “vision” first.

Your proposal will respond not only to feedback given to you, *but to the design issues addressed in the discussion of all students’ work*. Use InDesign, Photoshop, Illustrator as needed. You will pin up one copy and turn in one copy.

Class 6, October 2

In class: Student presentations and critique, Part 2.

Pin up all work completed to-date, including your 3 schematic proposals showing your “big idea” or “vision”, with titles. Also please turn in one copy of your assignment.

Assignment: The Proposed Site Plan and text are due at the beginning of class 7, as described in Class 5 above. You have two weeks (from class 5 to class 7) to do this assignment.

PART II: CONCENTRATION SOLUTION

Class 7, October 9

In class:

Receive “PART I: BACKGROUND AND PROFESSIONAL CONTEXT” grade, with comments.

Pin up your Proposed Site Plan and descriptive text in bullet-point format (verb first), and turn in one copy.

Assignment: due at the beginning of class 8

Precedent Research:

Select a public space project with ideas that you will integrate into your project. It can be a project you learned about in another class, a place you have visited, a project in your hometown, or a project that you researched online or in a library. Provide images and description in In-Design format, and post to Blackboard for the class to use as a reference the rest of the semester. Please also turn in one copy.

Create a Cover with title for your project. You will pin up one copy and turn in one copy.

Continue to develop your site plan integrating your precedent research.

Class 8, October 16

In class:

Present precedent projects and your cover.

Introduction to “scale” and how to determine and measure appropriate square footages for various building and site uses. Also discuss FAR (floor area ratio).

Assignment: due at the beginning of class 9

Continue to develop your Site Plan integrating your precedent research.

Create a Circulation Plan, including vehicular and pedestrian circulation.

Class 9, October 23

In class: Pin-up Site Plan and Circulation Plan, Part 1.

Pin up your Site Plan with associated bullet-point text, and Circulation Plan, showing further development of your “big idea” or “vision” and utilizing your precedent research. Also, please turn in one copy.

Pin up with outside critics.

Assignment: due at beginning of class 10

Revise your proposal based on feedback received in class. This is for all students, whether you presented today or not, as your revisions should be in response to feedback given to all students. You will pin up one copy, and turn in one copy of your Site Plan and bullet point text, and Circulation Plan.

Class 10, October 30

In class: Pin-up Site Plan and Circulation Plan, Part 2.

Pin up your Site Plan with associated bullet-point text, and Circulation Plan, showing further development of your “big idea” or “vision” and utilizing your precedent research. Also, please turn in one copy.

Pin up with outside critics.

Assignment: due at beginning of class 11

Revise your proposal based on feedback received in class. You will turn in one copy of your Site Plan and bullet point text, and Circulation Plan.

Class 11, November 6

In class:

Turn in revised Site Plan with text, and Circulation Plan.

There will be a presentation on Site Sections.

You will also have desk crits (individual meetings) during class, or small group pin-ups as needed.

Assignment: Due at beginning of class 12.

Create a separate drawing showing one or more key site sections of your project, including building height, public spaces, streetscape, significant landscape, and other features.

Pin up one copy and turn in one copy of each.

Class 12, November 13

In class:

Present Revised Site Plan with bullet point text , Circulation Plan, Site Section.

Assignment: Due at beginning of class 13, two weeks from now due to Thanksgiving holiday next week.

Revise your project based on feedback and class discussion of all students’ projects.

Class 13, November 20

In class: Pin-up with outside critics, Part 1 (half of students) ALL STUDENTS MUST ATTEND

Pin up the following pages from your individual project. All drawings to be on class page format with labels, legends, north arrows as appropriate. Please bring one 11" x 17" color copy of your final site plan for each critic, and one black and white copy for each student.

- Cover
- Lynch Map with legend
- Photos of Existing Conditions with text
- Base Map/Land Use Plan of Existing Conditions
- Proposed Site Plan
- Bullet-point text (verb-first) describing your Site Plan strategy
- Precedent Project(s) and descriptive text
- Proposed Circulation Plan
- Proposed Site Section

Turn in 2 bound copies of your project. One will be returned to you.

You will receive a grade, worth 10% of your total grade, for your participation as a critic in classes 13 and 14.

NO CLASS, November 27 (day before Thanksgiving)

Have a Happy Thanksgiving!

Class 14, Wednesday December 4

In class: Pin-up with outside critics, Part 2 (half of students) ALL STUDENTS MUST ATTEND

Pin up the following pages from your individual project. All drawings to be on class page format with labels, legends, north arrows as appropriate. Please bring one 11" x 17" color copy of your final site plan for each critic, and one black and white copy for each student.

- Cover
- Lynch Map with legend
- Photos of Existing Conditions with text
- Base Map/Land Use Plan of Existing Conditions
- Proposed Site Plan
- Bullet-point text (verb-first) describing your Site Plan strategy
- Precedent Project(s) and descriptive text
- Proposed Circulation Plan
- Proposed Site Section

Turn in 2 bound copies of your project. One will be returned to you.

You will receive a grade, worth 10% of your total grade, for your participation as a critic in classes 13 and 14. All other assignments completed since your first grade will be evaluated for "PART II: CONCENTRATION SOLUTION", worth 50% of your final grade.