**PPD 531L | Sustainable Economic Development**

**Los Angeles—Little Tokyo**

**SPRING 2020 | Thursday 2.00 pm - 5.20 pm | 51217 | RGL 209**

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**Office Hours: By Appointment**

**Urban Lab: Sustainable Economic Development**

**Los Angeles—Little Tokyo**

This studio applies class and core studies to a "real world" economic development and planning situation.  Traditional economic development strategies focus specifically (and, often, exclusively) on business and job attraction/retention. Sustainable economic development considers not only the quality and long-term viability of businesses and jobs but the broader context of equitable, comprehensive mixed use urban development that serves broader constituencies.  This portion of Los Angeles presents a timely case study for sustainable economic development strategies, affected by evolving land use and development policies for, and projects taking place in, Little Tokyo and surrounding communities, particularly as the City attempts to reposition the area through updates to the local Community Plans and as substantial new public and private investment begins to change the local landscape.

Little Tokyo covers approximately 67 acres in the northeastern portion of Downtown Los Angeles, generally bounded by the Civic Center to its west, the Arts District to its east, Union Station and El Pueblo de Los Angeles to its north and Central City East to its south. Little Tokyo is the historic center of the Japanese-American community in Los Angeles, tracing its roots back well over 100 years. The area was decimated by displacement during and after World War II, exacerbated by the expansion of the Civic Center in the 1950s and 1960s, which demolished about 25% of the historic community. A designated redevelopment area from 1970 to 2010, the area has been re-emerging as a commercial and residential center, catering to local and international visitors to its cultural and entertainment destinations, and has recently seen a substantial amount of new residential development in concert with the redevelopment of Downtown as a whole.

A key component of the community is the First Street North Historic District, listed on the National Register of Historic Places and also named a National Landmark in 1995. The District consists of a block of low rise brick buildings from the former Union Church (west) to the former Hompa Hongwangi Buddhist Temple (east), now a part of the Japanese American National Museum. Behind the District's buildings, and encompassing other historic monuments, are several acres of City-owned property (originally acquired for expansion of the Civic Center) for which the City is planning to seek development proposals. To the east and southeast are properties acquired by the Metropolitan Transportation Authority (MTA) for the construction of the Regional Connector, a light rail link connecting the Blue, Gold and Expo Lines, and a new underground subway station; these are considered by the City and MTA as highly suitable for fairly dense transit oriented development.

Working with the Little Tokyo Service Center, Little Tokyo Historical Society and others in the community, this Studio aims to (1) clarify the goals—both community and civic—for this portion of Downtown Los Angeles, (2) identify and prioritize means of balancing and achieving those goals, (3) help the City formalize how it seeks to balance business attraction and retention with amelioration of environmental impacts, protection of historically and culturally significant sites and potential adverse effects of gentrification as the area's attractiveness grows, and (4) integrate the development of remaining key parcels into wider goals for a walkable mixed use, transit oriented, sustainable and equitable mixed-income Central Los Angeles that provides for economic growth but assures that benefits flow to local community members.

**Group collaboration is an essential part of this studio experience**, in which students apply and integrate various planning sub-disciplines (sustainability, transportation planning, social and community based planning, historic preservation, economic development, land use planning, health, equity and environmental justice, etc.) to formulate a development and land use strategy and plan for the community, in the context (and constraints) of an existing built-up environment and competing demands triggered by the City's plans for the adjacent Civic Center, emergence of the Arts District, changes to the nearby Wholesale District, the impact of major transit investment, and the needs and desires of the still evolving Little Tokyo community itself.  The class will include lectures, discussions, site visits, guest lectures, and technical and “how-to” workshops.  The **readings are integral to the class** and create a foundation for class discussions and the planning exercise. They include theories of economic development and urbanization, techniques of economic and sectoral analysis, and local and official city planning/policy documents specific to the area’s land use, zoning and revitalization.  Readings are supplemented by technical expert presentations applying the methodologies covered in the readings; these build skills that can be applied in planning and community and economic development practice.

The class structure is part lecture-part seminar/discussion or workshop. Typically, in classes prior to the mid-term presentations, the first half of the class consists of a discussion of the assigned readings for that week followed by a lecture, presentation or work-session on the topic of the week. Students are expected to have completed the readings before the class to participate in discussions and complete periodic written exercises based on the readings. After a short break, there will be further interaction applying the lessons to the study area. In several cases these involve practitioners discussing and demonstrating particular analytical methods, along with community representatives to discuss relevant issues. Students should be prepared to offer thoughts on the assigned readings and outside experiences they have had to help the class get a fuller understanding of relevant development issues. For each topic, students should develop a thoughtful question based on the readings and be prepared to offer said questions for the class discussion.

**COURSE REQUIREMENTS AND GRADES**

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| * **Quizzes and In-Class Exercises**
 | 10% |
| * **Class Discussion**
 | 20% |
| * **Writing Assignments, Process Work**
 | 15% |
| * **Midterm Project Portfolio | Site Analysis**
 | 25% |
| * **Final Project Portfolio | Economic Development Strategy**
 | 30% |

Students are expected to attend all classes and to participate in both written and oral exercises and discussions. Oral and written exercises are intended to help develop presentation skills, essential for practicing planners and tested as part of the School’s comprehensive examinations. The class also integrates various sub-elements of planning practice, including land use, transportation, health and social/community planning along with community participation and sustainable practices. Late assignments will be graded down substantially, and a passing grade will not be assigned unless all assignments have been completed and submitted. While allowance will be made for medical or personal emergencies, unexcused absences will be penalized. Late work will not be accepted, nor will make-up work be allowed, except on a case-by-case basis at the discretion of the instructor.

**COURSE READINGS AND SUPPORTING MATERIALS**

**(All readings available online, on Blackboard or in the University Library)**

1. Blakely, Edward J. and Leigh Green, Nancey: *Planning Local Economic Development.* Fifth Edition, Sage Publications, Los Angeles, CA, 2013, or Sixth Edition, 2016.
2. Campanella, Thomas: “Reconsidering Jane Jacobs”. <http://places.designobserver.com/feature/jane-jacobs-and-the-death-and-life-of-american-planning/25188/>.
3. City of Los Angeles Department of City Planning: *Plan for a Healthy Los Angeles*. Los Angeles, CA, 2015. <http://cityplanning.lacity.org>
4. City of Los Angeles Department of City Planning: “Do Real Planning”. Los Angeles, CA, 2007.
5. City of Los Angeles Department of City Planning: *Downtown Community Plan*. Los Angeles, CA, 2019 (draft). <http://cityplanning.lacity.org>.
6. City of Los Angeles Department of City Planning: *Los Angeles Citywide Historic Context Statement -- Context: Japanese Americans in Los Angeles 186901970*. Los Angeles, CA, 2018.
7. City of Los Angeles Department of City Planning: *Little Tokyo Community Design Overlay District*. Los Angeles, CA, 2006.
8. Florida, Richard: *The Great Reset.* HarperCollins, New York, NY, 2011.
9. Fulton, William: *Guide to Planning in California.* Solano Press Books, Point Arena, CA, 2005.
10. Gardner, James B.: *National Historic Landmark Designation--Little Tokyo Historic District*. American Association for State and Local History under contract to the National Park Service, Washington, DC, 1993.
11. 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.
12. Jacobs, Jane: *The Death and Life of Great American Cities*. Random House, New York, NY, 1961.
13. Little Tokyo Service Center and Little Tokyo Community Council: *Sustainable Little Tokyo: Community Vision*. Los Angeles, 2014.
14. Little Tokyo Community Council and Mayor's Little Tokyo Community Development Advisory Committee: *Little Tokyo Planning and Design Guidelines*. Community Redevelopment Agency, Los Angeles, CA, 2005.
15. Local Initiatives Support Corporation: *Little Tokyo Basic Demographic and Market Profile*. Los Angeles, CA, 2013.
16. Loukaitou-Sideris, Anastasia and Soureli, Konstantina: “Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods”. *Economic Development Quarterly* 26(1) 50-72. Sage Publications, New York, NY, 2012.
17. Lynch, Kevin: *The Image of the City.* MIT Press, Cambridge, MA, 1960.
18. National Park Service: *Little Tokyo Historic District.* Washington, DC, 1995.
19. Pollack, Stephanie, Bluestone, Barry and Bellingham, Chase: *Maintaining Diversity in America’s Transit Rich Neighborhoods.* Dukakis Center for Urban and Regional Policy, Northeastern University, Boston, MA, 2010.
20. Porter, Michael: “The Competitive Advantage of the Inner-City”. *Harvard Review*. May/June 1995.
21. Sloane, David C, editor: *Planning Los Angeles*. American Planning Association, Chicago, IL, 2012.

**Key Assignments**

Certain specific assignments are required in this class*;* they are outlined below, keyed to class sessions, and repeated in the syllabus. Written assignments, unless otherwise specified, are to be single spaced and double-sided.

* Individual Writing Assignment – Due 23 January – From your perspective (including your chosen professional specialty) and experience, as well as the content of the initial readings, what is your understanding of the role of planning in the context of economic development? (2-3 pages).
* Team Assignment – Due 30 January – Develop a “Lynch Map” of the Corridor and surroundings, along with a brief document that outlines your approach for selecting boundaries and other features. (Power Point Maps, 2-3 pages)
* Team Writing Assignment – Due 06 February – Initial work plan memorandum outlining your proposed approach to analysis of the study area, including an outreach approach to the local community and specific questions or issues to be considered. (2-3 pages).
* Team Writing Assignment – Due 13 February – Memorandum outlining zoning categories that apply in the study area and describing the permitted by right and conditional uses allowed and how these zoning rules may affect desired development, examination of proposed new zoning categories under Recode LA and how they may impact development. (3-4 pages plus illustrations).
* Team Assignment – Due 20 February – Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the study area; laying out initial study issues and preliminary concept for your plan. (Power Point accompanied by 3-4 page SWOT analysis in bullet form and 1-2 page list of research questions and data needs as identified to date)
* Team Assignment – Due 27 February – Preliminary Socio-Demographic and Economic Analysis. (3-5 pages plus tables or other illustrations).
* **Team Assignment – MIDTERM PROJECT PORTFOLIO – Due 12 March – Vision for project area and conclusions to date. (Power Point Presentation and 6-8 page written summary of findings).**
* Team Assignment – Due 09 April – Revised Vision from midterm, list of proposed interventions, diagrams illustrating the intent and expected consequences of the proposed interventions. (Updated Power Point Presentation and 3-4 page bullet outline or updated version of summary from Midterm).
* Team Assignment – Due 16 April – Revised Vision from last week, revised list of proposed interventions. (Update of written portion of prior week submittal; revised presentation not required).
* **Team Assignment – FINAL PROJECT PORTFOLIO – Due 30 April – Plan and Economic Development Strategy. (Power Point Presentation and 12-16 page report [plus maps and illustrations as needed] – Power Point Presentation to be made in class. Final written report due 07 May by 2:00 pm to allow for revisions following presentations, if desired.**

**Syllabus Revision**

The instructor will regularly assess progress and solicit student feedback regarding the course. If necessary the syllabus will be revised mid-semester to make it more suitable and/or relevant to the class.

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| **Class # - Date** | **Description** | **Readings and Assignments (due by date of class)** |
| 01 – 16 January | Welcome, introductions, review of class purpose and goals, bibliography, readings, basis for grading, office hours/contact and expectations. Assign reading respondents for subsequent classes. Schedule site tour.Discussion: What constitutes a good city; how does one “create” a good city. How do people use cities; why do people live and work in cities. Overview of the case study area: location, history, demographics, prior planning, patterns of development, forces affecting development.  | * Jacobs, Part I “Particular Nature of Cities”
* Jacobs, Part II Chapter 7 “The Generators of Diversity”, Part IV Chapter 19 “Visual Order” and Chapter 22 “The Kind of Problem a City Is”
* Campanella, “Reconsidering Jane Jacobs”
* Lynch, Chapter 3 “The City and Its Elements”
* National Park Service *Little Tokyo Historic District*
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| 02 – 23 January | Further discussion of the case study area. Class discussion on what constitutes a “district” and how a district functions on its own and in relation to surrounding areas. Zoning, current planning and development activity, pending and proposed projects and potential impacts, internal and external forces affecting the district. Constraints imposed by zoning and other regulations on development scenarios. Built form; utilities and infrastructure; setbacks, parking, signage controls, street dedications and other code requirements; how these constrain or support development options and affect cost of development.*This session will be supplemented by the case study area tour*.Formation of teams. Reading presentation assignments. | * Downtown Community Plan Goals and Policies pp 18-27
* Little Tokyo Design Guidelines pp 10-22
* Little Tokyo CDO Setting pp 1-4
* Los Angeles Historic Context Statement, Japanese Resettlement 1949-1959 pp 55-66, Japanese Dispersion and Upward Mobility 1960-1970 pp 67-73

**Individual Writing Assignment – From your perspective (including your chosen planning specialty) and experience, as well as the content of the initial readings, what is your understanding of the role of planning in the context of economic development? (2-3 pages)** |
| 03 – 30 January | Planning in the urban economic development context; responsible planning. Natural forces of growth, change and decline; blight and renewal.Identifying constituencies; balancing competing needs and demands among constituents. Health and a factor in sustainable economic development.Achieving the greatest public good with the least public harm.Guest Speaker(s): To be determined | * Department of City Planning “Do Real Planning”
* Jacobs, Part III Chapter 13 “The Self-Destruction of Diversity”, Chapter 14 “The Curse of Border Vacuums” and Chapter 16 “Gradual Money and Cataclysmic Money”
* Sloane, Chapter 7 “Policy and Community in Los Angeles Development” (Goetz Wolff) pp 243-252
* Blakely, Chapter 11 portion, “Targeting and Marketing Neighborhood/Community Assets” pp 346-349
* Plan for a Healthy Los Angeles pp 7-19 and 27-28, Chapter 2 "A City Built for Health pp 30-45
* Sustainable Little Tokyo Part 2 Little Tokyo Today and in the Future pp 13-26

**Team Assignment – Develop a “Lynch Map” of the Corridor and surroundings, along with a brief document that outlines your approach for selecting boundaries and other features. (2-3 pages)** |
| 04 – 06 February | Economic development and the role of the planner in land use and economic development. Strength, weakness, opportunities, threats (SWOT) analysis. Context analysis. Markets and trade areas, market demand analysis, competitive advantage. What makes an area attractive to investors, business operators and consumers; physical characteristics that attract or repel them. Supply chains; transportation, circulation and distribution issues; quality of jobs; business clusters. Ethno- and cultural tourism. Competition for scarce land as an issue that planners need to address; the makings of winners and losers as a result of public planning decisions in this community.Guest Speaker(s): To be determined | * Blakely, Chapter 3, “Concepts and Theory of Local Economic Development” pp 71-96 and Chapter 5, “The Local Economic Development Planning Process” pp 113-135
* Fulton, Chapter 14 “Economic Development”
* Loukaitou-Sideris, “Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods”
* Porter, “The Competitive Advantage of the Inner City”
* Sustainable Little Tokyo Part 4 Community Vision pp 27-97

**Team Writing Assignment – Initial work plan memorandum outlining your proposed approach to analysis of your study area, including an outreach approach to the local community. (2-3 pages)** |
| 05 – 13 February  | Business attraction and retention strategies. The role of redevelopment in the revitalization of Downtown Los Angeles. Options for continuing revitalization in the absence of the redevelopment tool: transit oriented development, assessment districts, development corporations, parking districts, public-private partnerships, etc.Guest Speaker(s): To be determined | * Florida, Chapter 1 “The Great Reset”, Chapter 3 “Urbanism as Innovation”, Chapter 12 “Death and Life of Great Industrial Cities”
* Blakely, Chapter 7, “Local Economic Development Strategy” pp 207-229, Chapter 8, “The Link Between Economic Development and Urban Design”, pp 233-235, Chapter 12, “Detailed Feasibility Analysis”, pp 371-381 and “Monitoring and Evaluation” pp 391-394
* Gehrke et al Creating Successful Transit Oriented Districts Chapter 2 "Defining Successful Transit Oriented Districts in Los Angeles" pp 16- 22
* Pollack et al Dukakis Center report pp 1-54

**Team Writing Assignment – Memorandum outlining zoning categories that apply in your study area and describing the permitted by right and conditional uses allowed and how these may affect desired development, examination of proposed new zoning categories under Recode LA and how they may impact development. (3-4 pages)** |
| 06 – 20 February | Presentation and review of SWOT analysis. Review of research questions for upcoming analysis and planning effort. Assumptions, rules of thumb and facts. Visions and strategies.Data sources and data analysis. Facts vs. assumptions in the research environment. Identifying/determining relevant development issues and strategies for the study area.  | **Team Assignment – Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of your study area, laying out initial study issues and preliminary concept for your plan. (Power Point accompanied by 3-4 page SWOT analysis in bullet form and 1-2 page list of research questions and data needs as identified to date)** |
| 07 – 27 February  | Review/discussion of social, economic and demographic data related to the study area and its surroundings. What data do and do not tell you. Selecting the right data; analysis being driven by what is appropriate rather than by what is readily available. Trends vs. snapshot analysis. Working session to prepare for midterm presentations. | * Blakely, Chapter 6 ”Information and Analytical Requirements for Local Economic Development Planning”, “Understanding an Economy’s Strengths and Weaknesses” and “The Economic Profile” pp137-151, “Gathering Available Descriptive Data” pp 153-160

**Team Assignment – Preliminary Socio-Demographic and Economic Analysis. (3-5 pages plus tables or other illustrations)** |
| 08 – 05 March | Working session to prepare for midterm presentations. |  |
| 09 – 12 March | Midterm Presentations. Group presentations on data and analysis of current public plans for the study area; types of businesses, jobs and potential for growth; analysis of trends affecting the area; vision.Analysis of existing conditions (land use, circulation, demographics); assets/liabilities; perception of area (boundaries, edges, nodes, landmarks, attractions); linkages to surrounding areas; basis for the vision; steps to follow to support/document or otherwise “ground” the vision in the forthcoming plan. | **Team Assignment – Midterm Project Portfolio****Vision for project area and conclusions to date. (Power Point Presentation and 6-8 page written summary of findings)** |
| 10 – 19 March | No class -- spring break. |  |
| 11 -- 26 March | Working Session with teams. |  |
| 12 -- 02 April | Working Session with teams. |  |
| 13 -- 09 April | Team presentations of preliminary versions of plans and recommendations. | **Team Assignment – Revised Vision from midterm, list of proposed interventions, diagrams illustrating the intent and expected consequences of the proposed interventions. (Updated Power Point Presentation and 3-4 page bullet outline or updated written summary from Midterm)** |
| 14 – 16 April | Working sessions with teams. Review of draft presentations and interventions. Resolution of any outstanding theoretical or conceptual issues. Resolution of any issues regarding final project. | **Team Assignment – Revised Vision from last week, revised list of proposed interventions (update of written portion of prior week submittal)** |
| 15 -- 23 April | Working session with teams |  |
| 15 – 30 April | Course conclusion and wrap-up. Final Examination: Group Presentations of their Land Use and Economic Development Plans. Guest review panel (to be determined) | **Team Assignment – Final Project Portfolio – Plan and Economic Development Strategy. (Power Point Presentation and 12-16 page report [plus maps and illustrations as needed]--Note report is due 07 May to allow time for amendments based on feedback from presentations and to not interfere with comprehensive exams** |
| 16 – 07 May | Final Examination Day. Overflow for any issues not resolved or presentations that needed to be delayed. This is the time set aside in the University schedule for final examinations. | **Final Report due 2:00 pm** |

**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/).

**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