

**PPD 629: Capstone in Urban Planning**  
**Spring 2021, 4 Units | Monday, 2 to 5:20 PM**

**Location:** ONLINE

**Instructor:** Deepak Bahl, MBA, M.Pl., M.Arch.  
Program Director  
USC Center for Economic Development  
Adjunct Associate Professor  
Sol Price School of Public Policy

**Office Hours:** 11 am to 12 pm, Tuesday ONLINE

**Contact Info:** bahl@usc.edu [emails shall be returned within 48 hours]

### **Course Description**

With the restructuring of the old Master of Planning (MPL) curriculum into the Master of Urban Planning (MUP) curriculum, the comprehensive examination was transitioned to a capstone course. In this course, students will produce both individual and group documents related to a specific, real site. The work products will be staged, with the individual project completed and reviewed by concentration faculty members at mid-semester, followed by the inter-disciplinary group plan to be presented to the same concentration faculty members at the end of the semester.

The capstone is designed to test your knowledge of the concepts and skills you have gained in the MUP curriculum, internships, and other experiences obtained during your study at USC. The capstone is not a forum for rote echoing of course materials. It challenges you to synthesize concepts and methods that are appropriate to addressing a current real-world planning problem. You will be able to demonstrate your command of the core course materials, and your expertise in one of the prevalent areas of the planning profession. This is also an opportunity to demonstrate your ability to communicate your analysis of the situation and your ideas.

The goals of the course are to:

- Provide an opportunity to demonstrate creativity and general grasp of planning theories, issues, and constructs in a true “capstone” experience;
- Integrate and synthesize knowledge gained throughout the MUP core and concentration curriculums, and
- Mirror real world planning and development practice by giving a taste of the challenges, tensions, and issues of the profession in an inter-disciplinary context.

The requirements of the course are to produce professional caliber individual and inter-disciplinary group reports that meets all the expectations of current practice.

The capstone course has two parts.

- In Part I, the *Concentration Analysis*, you answer questions individually related to your MUP concentration: Economic Development, Design of the Built Environment, Arts and Culture, Environmental Planning and Analysis, Housing and Real Estate or Transportation. You will also explore a range of alternatives that address the problem as described in the project brief. These ideas will emerge from your understanding and analysis of the problems and potentials of the existing site, and the requirements of the program. You will have to develop concrete and detailed proposals for one of these plans or programs.
  - Deliverable: Individual Project Report
  
- In Part II, the *Recommendations & Strategy* section, you will answer questions as part of an inter-disciplinary group that summarizes the problem, your group solution, and key opportunities and challenges to implementing your solution. This is an opportunity for you to collaborate with fellow planners/professionals to explore ideas and synergies emerging from the partnership amongst various concentrations, and develop and synthesize recommendations and strategies for the client.
  - Deliverable: Group Project Report & Presentation

### **Learning Objectives & Grading Rubric**

Please find attached a separate document with capstone learning objectives and assessment/grading rubric.

### **Required Readings and Supplementary Materials**

You will be provided a project brief and additional reading materials will be provided on a regular basis.

### **Description and Assessment of Assignments**

Please see assignments in the project brief. Additional assignments and presentations will be announced in the class.

## Grading Breakdown

Assessment Tool	Points	% of Grade
Individual Project	50	50%
Group Project	25	25%
Group Project Presentation	10	10%
Class Participation	15	15%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

## 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

## Assignment Submission Policy

Assignments are to be submitted per the schedule outlined in the syllabus.

## Grading Timeline

Grades will be provided within two weeks of assignment submittal.

## Additional Policies

Late assignments will be graded down substantially, and a passing grade will not be assigned unless all assignments are completed.

## **Course Schedule: A Weekly Breakdown**

**Week 1: Jan. 18** MLK Holiday

**Week 2: Jan. 25**

- Site introduction (capstone instructors)
- Conduct student survey of core classes (first week) (capstone instructors, assisted by MUP program administrator)
- Present students with the rubric for evaluating individual assessments and analyses and inter-disciplinary group plans (capstone instructors)
- Introduce concentration questions & template for individual assessments and analyses (capstone instructors)

**Week 3: Feb. 1**

- Client briefing
- *Guest Speaker:* Fred Jackson, Assistant General Manager, Economic Development, Economic & Workforce Development Department, City of Los Angeles

**Weeks 4-7: Feb. 8 to March 1**

- Research, writing and formatting of individual assessments, and
- Especially since this is a transition year, limited Q & A session with concentration faculty to answer questions and speak to expectations. (optional for concentration faculty) (week 4)
- Feb. 8 - *Guest Speaker:* Naima Greffon, Vice President, Greater Watts Development Corporation
- Feb. 22 - *Guest Speakers:* Marie Cobian & Helen Jadali, Los Angeles City Planning

**Week 8: March 8**

- Faculty review of individual assessments and analyses (concentration faculty and capstone instructors)

**Week 9: March 15**

- Students hand in their final assessments and analyses for grading (capstone instructors)

**Weeks 10-13: March 22 to April 12**

- Research, writing, and formatting of the inter-disciplinary group plan

**Week 14: April 19**

- Faculty review of group plans<sup>1</sup>(concentration faculty and capstone instructors)

**Week 15: April 26**

- Presentation of honors groups to the client in a celebratory event
  - Student grades finalized by capstone course instructors
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## 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” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

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

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

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

*Relationship and Sexual Violence Prevention and Services (RSVP)* - (213) 740-9355(WELL), press “0” after hours – 24/7 on call  
[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

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

*Office of Equity and Diversity (OED)*- (213) 740-5086 | Title IX – (213) 821-8298  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment* - (213) 740-5086 or (213) 821-8298  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

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

[uscsa.usc.edu](http://uscsa.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

**ARTS & CULTURE CONCENTRATION**

**LEARNING OBJECTIVES:**

- Develop a framework and facility for explaining the ways that arts and culture are key to cities and intersect with urban planning.
- Demonstrate inter-disciplinary methods for analyzing the spatiality and economics of arts and culture in the city and its connection to larger scales.
- Be able to apply skills and materials from the core and concentration classes to the specific issues of the field of arts and culture and to a specific site.
- Show an understanding of the dynamics of placemaking, economically, socially, and politically as well as culturally.

**ASSESSMENT:**

<b>LEARNING OBJECTIVES</b>	<b>ASSESSMENT</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
<b>URBAN PLANNING FRAMEWORK</b>	<i>Develop a framework that intersects with urban planning processes and outcomes for explaining the ways that arts and culture are a central element of city life and development.</i>			
<b>COMMAND OF INTERDISCIPLINARY METHODS</b>	<i>Demonstrate a facility to apply inter-disciplinary methods for analyzing the social justice, spatiality and economics of arts and culture in the city and their connection to larger scales.</i>			

<p><b>APPLICATION OF FOUNDATIONAL SKILLS</b></p>	<p><i>Exhibit an ability to apply skills and materials from the core and concentration classes to the specific methods and issues of the field of arts and culture in relationship to a specific site.</i></p>			
<p><b>UNDERSTANDING OF THE DYNAMICS OF PLACEMAKING</b></p>	<p><i>Display an understanding of the possibilities and the limitations of the economic, social, and political, and cultural dynamics of the arts in urban development and equitable placemaking.</i></p>			

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## DESIGN OF THE BUILT ENVIRONMENT CONCENTRATION

### LEARNING OBJECTIVES:

- Gain familiarity and command of the foundational materials relevant to urban design: important concepts, theories, precedents and best practices.
- Acquire skills in documentation, observation, critical analysis and representation of the built environment.
- Develop an understanding of the scope and nature of urban design: various scales, process orientation, public imperatives, community engagement, various measures of implementation and practice.
- Cultivate creativity, innovation, and leadership in design thinking in making proposals for change, continuity and resilience.

### ASSESSMENT:

LEARNING OBJECTIVES	ASSESSMENT	Excellent	Good	Needs Improvement
COMMAND OF FOUNDATIONAL MATERIALS & CONCEPTS	<i>Effectively document, analyze and diagram the physical design issues affecting a specific site and its community context in written and graphic form. Summarize the physical design impact of design guidelines and other planning regulations on the future development of a specific site and its community context in written and graphic form.</i>			
COMMAND OF FOUNDATIONAL SKILLS & METHODS	<i>Effectively and efficiently design and document the project proposal with site plans, site sections and digital massing models, demonstrating an understanding of fundamental design concepts, building typologies and drawing conventions.</i>			

<p><b>UNDERSTANDING OF THE DESIGN PROCESS</b></p>	<p><i>Propose an effective community design process that clearly addresses the concerns of both public and private stakeholders and suggest how design outcomes should be evaluated.</i></p>			
<p><b>CULTIVATION OF CREATIVITY &amp; DESIGN THINKING</b></p>	<p><i>Demonstrate design thinking, creatively synthesizing the social, political, cultural and physical issues affecting a specific site into a compelling project vision, including goals, values, program and precedents.</i></p>			

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## ECONOMIC DEVELOPMENT CONCENTRATION

### LEARNING OBJECTIVES:

- Context for community economic development. To understand how economic, social, and political forces shape local communities and influence urban policy making regarding local growth and development. To consider how this context shapes such issues as economic stability, community health, social/civic capacity, sense of place, and racial/cultural relations.
- Instruments for economic and community development. To gain facility with the instruments (principles, tools, and techniques) for carrying out local economic and community development, their effectiveness, and their impacts on local communities.
- Functional policy applications. To learn about the issues, principles, and methods/instruments for managing local growth and development in a variety of functional areas, such as land use and transportation, housing, municipal infrastructure, and social policy (jobs, education, and culture), and the barriers (cultural, fiscal, regulatory. policy, etc.) to using them effectively.
- Critical and ethical reasoning. To understand the nuances of normative considerations brought to bear in economic development (e.g., equity, efficiency, sustainability, cultural issues). To come to terms with the difficult tradeoffs--political, economic, and ethical--involved in urban economic development and acknowledging/understanding that there are rarely solutions in which all affected constituencies are "winners".
- Tradecraft. To polish skills required for entrepreneurial community development, including: (1) research and critical reasoning abilities; (2) application of economic development tools; and (3) professional writing and speaking skills. How do you evaluate these potential impacts and what steps can you put forth to ameliorate unequal or inequitable distribution of costs, benefits and impacts?

### ASSESSMENT:

LEARNING OBJECTIVES	ASSESSMENT	Excellent	Good	Needs Improvement
CONTEXT	<i>Provide a nuanced understanding of the contextual attributes of a particular place that should inform an appropriate economic development strategy. Explain how a failure to incorporate such contextual factors could lead to ineffectual or misguided policy outcomes.</i>			

<p><b>INSTRUMENTS</b></p>	<p><i>Demonstrate a clear analytical basis for assessing alternative policy instruments, in terms of both theoretical and empirical scholarship, and in terms of the specific context under consideration.</i></p>			
<p><b>FUNCTIONAL (OR SECTORAL) POLICY APPLICATIONS</b></p>	<p><i>Outline alternative sectoral approaches to addressing the economic challenges of a particular place, and assess the relative merits of these approaches for the case under consideration.</i></p>			
<p><b>CRITICAL &amp; ETHICAL REASONING</b></p>	<p><i>Articulate the social justice considerations intrinsic to the economic development strategy being proposed. Explain the critical reasoning and social theory arguments that are relevant to the case at hand.</i></p>			
<p><b>TRADECRAFT</b></p>	<p><i>Demonstrate a capacity for: (1) linking theoretical and scholarly arguments to professional practice, (2) professional competence in assessing methods for practical applications, and (3) strong oral, graphical and written communication skills.</i></p>			

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**ENVIRONMENTAL PLANNING & ANALYSIS CONCENTRATION**

**LEARNING OBJECTIVES:**

- Understand and reflect upon methodology and a range of assessment and planning methods for environmental planning and analysis
- Understand how the choice and use of theory, methodological approach and methods have implications for the full planning process
- Understand systems analysis and spatial analysis, including assumptions and principles, especially as related to climate change planning
- Understand issues of environmental justice, and how past planning actions and structural factors have contributed to environmental inequities

**ASSESSMENT:**

<b>LEARNING OBJECTIVES</b>	<b>ASSESSMENT</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
<p><b>KNOWLEDGE &amp; UNDERSTANDING OF METHODS</b></p>	<p><i>Understand and apply major environmental approaches, concrete methods, and various types of data. Create and present both in written and oral forms a coherent approach for applying several methods for to improve the urban environment and its sustainability, and to assess the implications of various methodological choices.</i></p>			
<p><b>KNOWLEDGE &amp; UNDERSTANDING OF PROCESS</b></p>	<p><i>Select and implement appropriate methods for various aspects of the urban environment and its sustainability, discuss data and evaluate results.</i></p>			

<p><b>KNOWLEDGE &amp; UNDERSTANDING OF SYSTEMS AND SPATIAL ANALYSIS</b></p>	<p><i>Analyze complex environmental and sustainability issues using various methods and tools (e.g., vulnerability or life-cycle analysis).</i></p>			
<p><b>KNOWLEDGE &amp; UNDERSTANDING OF ENVIRONMENTAL JUSTICE</b></p>	<p><i>Analyze environmental justice issues and assess available institutional, legal, and planning responses to address inequities in environmental hazards and exposure. Work constructively in a team and communicate effectively with people from other disciplines.</i></p>			

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**HOUSING & REAL ESTATE CONCENTRATION****LEARNING OBJECTIVES:**

- Acquire skills assessing proposed planning projects within the context of the interests and perceptions of multiple, competing audiences, including neighbors, organized community groups, planning department or other operating agency, cognizant elected officials, and the proposed users of the planned project.
- Learn to conceptualize the potential end users as part of a general assessment of where, and what, does housing demand come from.
- Develop practice in bringing an equity lens to bear on proposed planning projects.
- Learn to view the proposed project within its general budgetary considerations, including both development costs and future fiscal impacts.

**ASSESSMENT:**

<b>LEARNING OBJECTIVES</b>	<b>ASSESSMENT</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
<b>SKILL AT ASSESSING PROPOSED PLANNING PROJECTS</b>	<i>Prepare list of potential relevant audiences. Interviews with key actors. Prepare summary of notes on meetings attended. Prepare audience assessment itemizing potential concerns and benefits for each audience, bearing in mind the broader outcomes stemming from housing. Sketch a series of imagined co-benefits stemming from the project that might appeal across the competing interests of multiple audiences.</i>			

<p><b>END USER CONCEPTUALIZATION</b></p>	<p><i>Prepare a profile of the expected consumers. Identify and summarize existing housing needs assessments or market studies. Identify and summarize the broader public value of housing provision. Develop a formulation linking the planned project to accounting of expected growth in the broader geographic area. Develop a public presentation that explains the need for the project to audiences that may not welcome that growth.</i></p>			
<p><b>EQUITY EVALUATION</b></p>	<p><i>Prepare a summary of equity criteria and highlight existing disparities. Evaluate the equity impacts on consumers, neglected clientele, and impacted neighbors of the proposed project. Develop a formulation linking how the planned project contributes to equity needs in broader geographic areas (community, county, region). Develop a succinct public presentation that explains the need for the project in terms of its contribution to meeting equity needs and the broader outcomes of housing</i></p>			

FISCAL ANALYSIS

*Prepare a detailed project development budget, schedule and sources and uses of funds that includes both soft and hard costs. Include a discounted cash flow analysis that includes relevant operating costs.*

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## TRANSPORTATION CONCENTRATION

### LEARNING OBJECTIVES:

- Understand the fundamentals of travel behavior and tools of travel behavior analysis (why people travel, how travel choices are made, role of socio-economics, disparities)
- Understand the transportation planning process (who plans, stakeholders, env review, politics and policy, finance)
- Understand the spatial structure of cities and how transportation is related to urban form
- Working knowledge of basic analytical tools, including multivariate statistics, spatial analysis and visualization, travel demand forecasting, and transit analytics
- Understand how mobility and transportation relate to, influence, and are influenced by issues of social justice, equity, and inclusion.

### ASSESSMENT:

LEARNING OBJECTIVES	ASSESSMENT	Excellent	Good	Needs Improvement
UNDERSTANDING OF FUNDAMENTALS & TOOLS	<i>Effectively document and analyze the transportation issues associated with a specific site.</i>			
UNDERSTANDING OF PROCESS	<i>Effectively place the site problem in the context of the regional transportation system in conducting the analysis and recommending solutions. Effectively place the site problem in the context of the larger transportation planning and policy literature.</i>			
UNDERSTANDING OF TRANSPORTATION & URBAN FORM	<i>Use appropriate data and analytical tools in the site problem. Demonstrate critical thinking, creative problem solving.</i>			

<p>APPLICATION OF ANALYTICAL TOOLS</p>	<p><i>Present recommendations that are strongly supported by empirical analysis and demonstrate understanding of political and social context.</i></p>			
<p>SOCIAL JUSTICE/EQUITY/STAKEHOLDER PERSPECTIVES</p>	<p><i>Discuss how your plan relates to and enhances mobility and quality of life for marginalized groups. Because tradeoffs are sometimes inherent in planning, highlight how any negative equity ramifications from your plan can be addressed or mitigated. Provide a clear assessment of the impact of your plan on social justice from a broad range of stakeholder perspectives.</i></p>			

# PPD 629: Capstone in Urban Planning

## *Project Brief*

### *Lanzit Opportunity Site: A Catalyst for Watts?*

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#### **1.0 Introduction**

On October 31, 2019, the City of Los Angeles (City), Economic & Workforce Development Department (EWDD) invited an Expression of Interest (EOI) from potential development teams and stakeholders with respect to future participation in the disposition and development of a vacant lot commonly known as the Lanzit Opportunity Site (Project Site), an approximately 9.9 acre site located in South Los Angeles (see **Exhibit 1**). The project site is one of the largest industrially zoned vacant parcel in Watts, and viewed by the City as an asset with tremendous possibilities for catalyzing long-term economic development. There have been previous attempts by the City to develop Lanzit and significant public dollars spent, yet development has been a non-starter. Reasons include market indolence, developer apathy as well as deals falling through a combination of either market, environmental, and/or political issues. In general, it is reflective of the longstanding economic deprivation and disinvestment in Watts which extends to the lack of accessible resources available in the community, often cited as a major challenge by residents. Nevertheless, Watts is changing. Over the last four decades, the demographics have shifted considerably from African-American to predominantly Latino. Currently, there are redevelopment initiatives underway, among other the Jordan Downs public housing redevelopment, which includes new affordable housing, retail, recreation and other social programs. There are also attempts to build a stronger civic infrastructure with an active community/social network anchored by organizations such as the Watts Labor Community Action Committee (WLCAC) and Watts Latino Community Organization, among others. It is in this context that the City is seeking creative ideas to capitalize on the Lanzit Opportunity Site and its strategic location, develop synergies with surrounding uses, and use it as a catalyst for long-term economic growth and area regeneration.

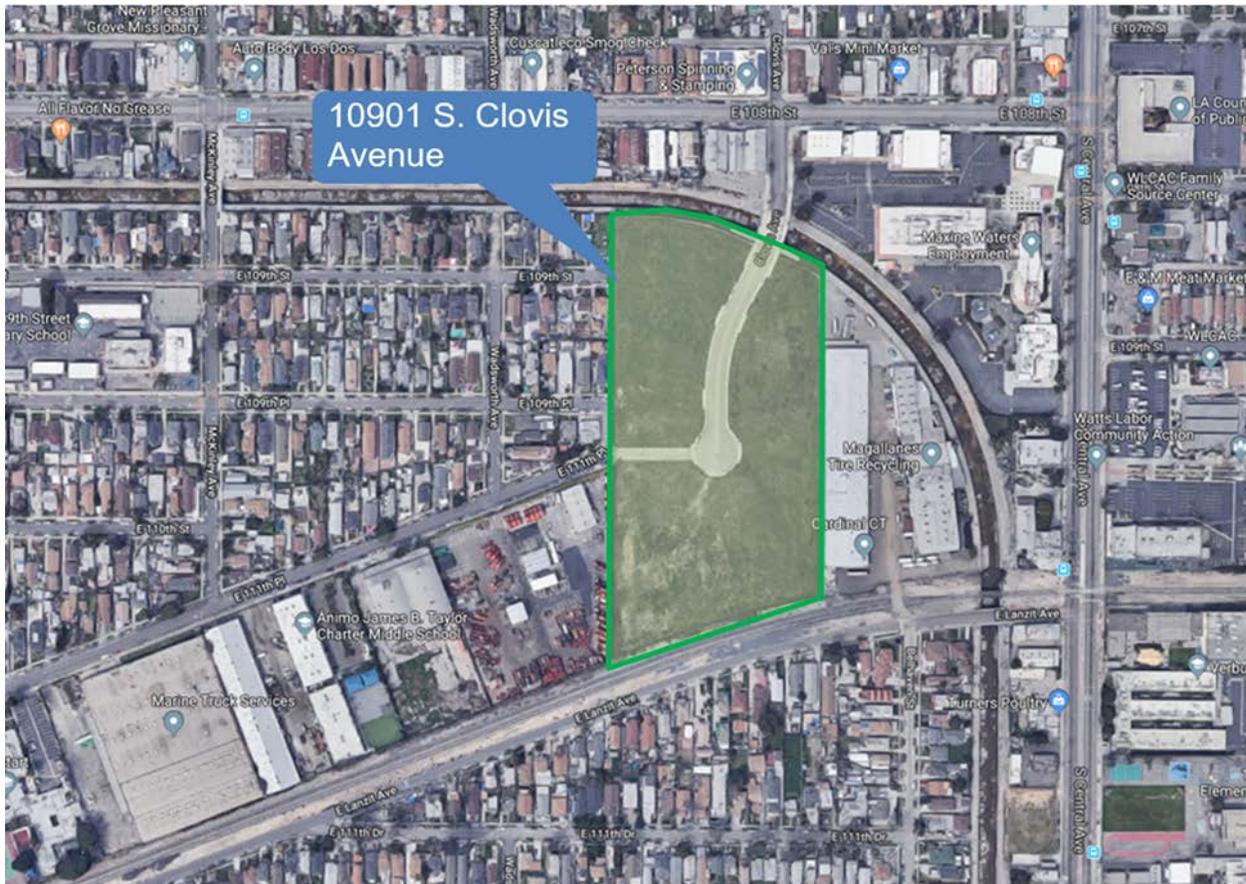
Consider the City of Los Angeles as your client with the Economic and Workforce Development Department (EWDD) as the lead agency on behalf of the City. WLCAC (<http://www.wlcac.org/>) is the community client along with Los Angeles City Council District 8 (CD 8), Office of Councilman Marqueece Harris-Dawson; both interested in seeing your ideas and insights on this project. The agency has hired you as a consultant and seeks your assistance in analyzing the opportunity, developing a vision, alternate options, and recommendations for the project/opportunity site.

#### **Note:**

- Please see **MPL\_Exam\_Zoom\_Briefing** and **A\_Background & Exhibit Overview** for an introduction to the project site and what's in the exhibits.
- Please see the file **0\_VirtualVisit** that shows contextual maps and images of the site, aerial, and street views. You can also supplement your understanding of the site and surrounding context by using Google Images and Google Earth.

## 2.0 Project Site

Lanzit Opportunity Site is located at 10901 S. Clovis Avenue, Los Angeles, CA 90059 (Assessor Parcel Nos. 6071-021-914, 6071-021-915, and 6071-021-916). The project site is bounded by 108th Street, Lanzit Avenue, Central Avenue, and the Compton Creek. Compton Creek, a tributary of the Los Angeles River, flanks the northern edge of the site (see **Figure 1**). The project site is approximately 9.9 acres, or 431,244 square feet, and is owned by the City of Los Angeles.<sup>1</sup>



**Figure 1: Project Site**  
Source: EOI, City of Los Angeles, 2019

Lanzit was previously owned by the California Department of Transportation (Caltrans) from 1947 to 1991, and used as a storage, maintenance and sign-painting yard. In 1994, the City acquired the project site with the goal of developing a significant project that could lead to community and economic development. However, development has languished due to environmental contamination issues associated with Caltrans' industrial use of the property. In 2012, the environmental cleanup of the soil was complete. Nevertheless, studies indicated that there might be trichlorethene (TCE), a common industrial solvent, in the groundwater. The City plans to continue the ongoing monitoring and environmental remediation of groundwater during

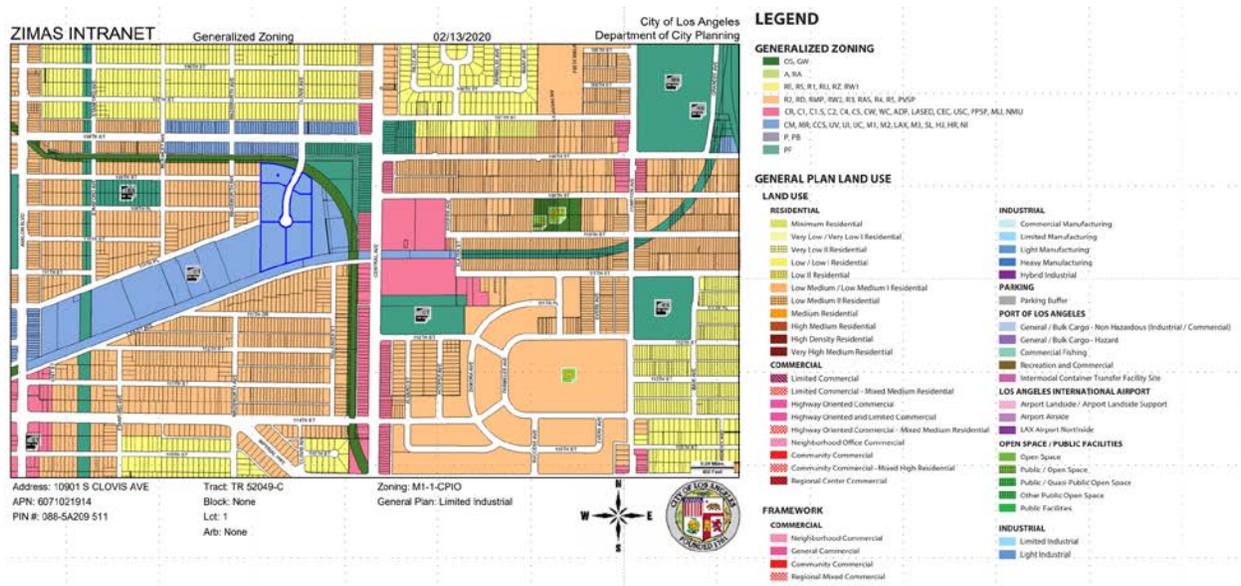
<sup>1</sup> Expression of Interest, EWDD, City of Los Angeles, October 31, 2019.

the development phase, and given that most of the environmental remediation is complete, there is minimal impact or safety concerns to the surface facilities.<sup>2</sup> So, for the purpose of this exam please assume that there are no outstanding environmental issues related to the site, and that the project site is ready for development.

The project site is zoned M1-1-CPIO, “Compatible Industrial” (see Figure 2), where a variety of uses are encouraged including:

- Commercial / Office / Retail
- Light Manufacturing
- Multi-Purpose Cultural Facility
- Open Space

Please see Exhibit 2 for parcel map and zoning and land use.



**Figure 2: Zoning and Land Use**  
 Source: City of Los Angeles, 2019

The project site’s zoning and land use are informed by the Southeast Los Angeles Community Plan and the Community Plan Implementation Overlay, as discussed in Section 3.3: Planning Context.

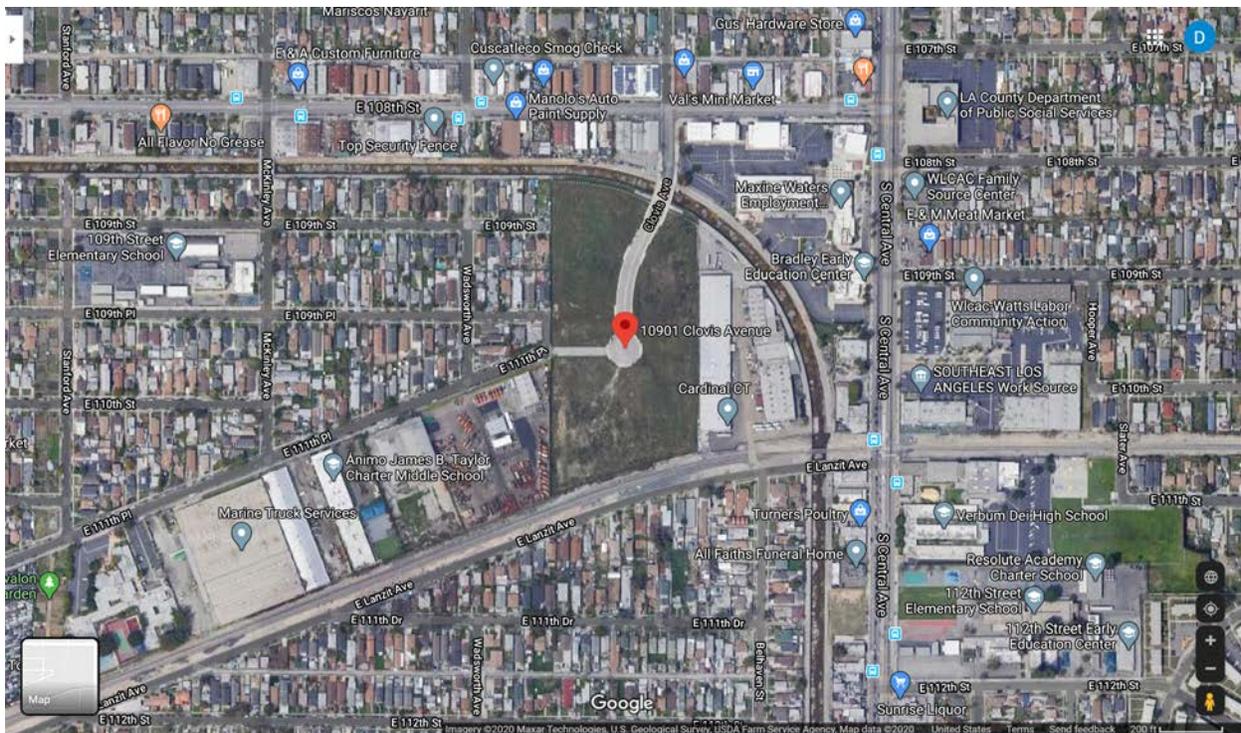
<sup>2</sup> Expression of Interest, EWDD, City of Los Angeles, October 31, 2019.

### 3.0 Framing the Problem: What You Should Consider

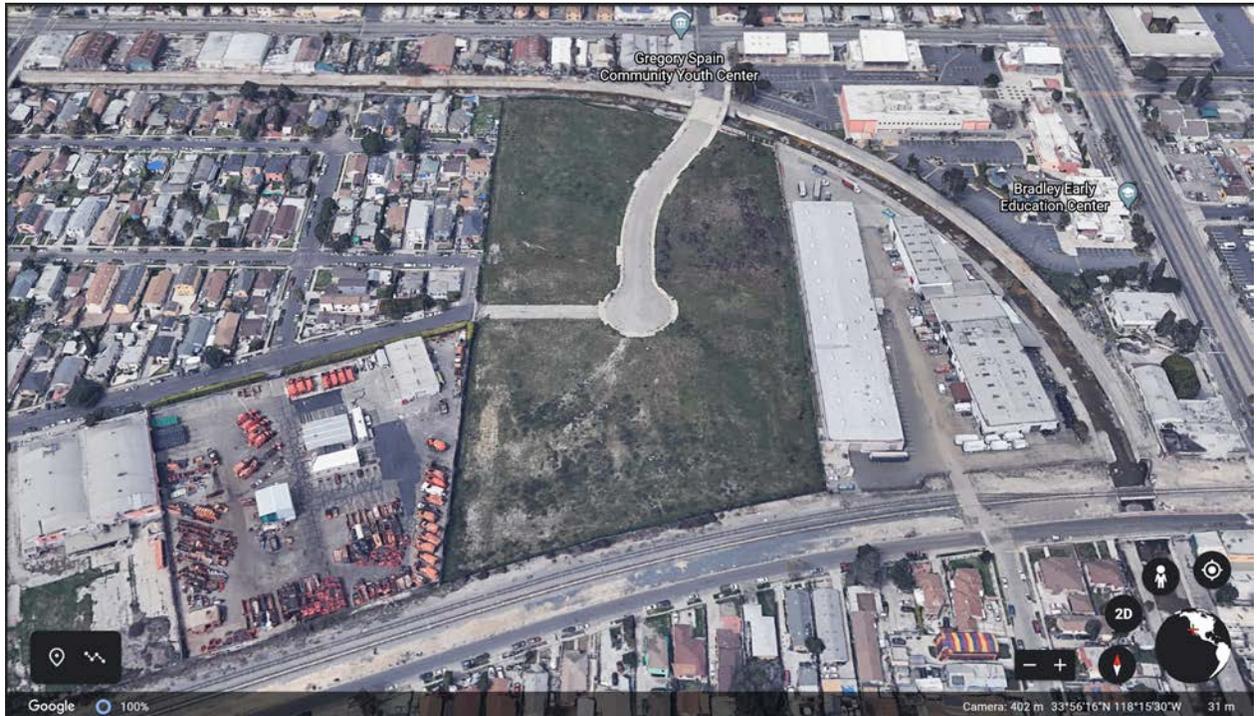
#### 3.1 The Immediate Context

In general, the project site is surrounded by low- to medium-density residential and industrial uses sprinkled with a mix of commercial, institutional, and public facilities (see **Figures 3, 4, and 5**). From a cursory look, there appears to be a mish-mash of uses that are low in intensity with buildings typically no more than three-stories high. Yet, on a closer examination we see distinct patterns emerge, especially visual cues of tension as industrial uses juxtapose against housing, the clustering of educational facilities, and the presence of institutional/civic nodes of significance. Note that the neighborhood’s industrial uses are not the coveted 21<sup>st</sup> century clean-tech or green industries, rather they are the “dirty” industries contributing to negative externalities among other environmental contamination, lack of investor interest, and visual clutter.

- We observe medium-density residential to the north of 111<sup>th</sup> Place and south of Lanzit Ave with single-family housing and apartment complexes. Images show mature landscaped streets typical of older suburban residential neighborhoods of Los Angeles. To the north of 108<sup>th</sup> Street is low-density residential, primarily single-family housing.
- Industrial uses border both the immediate east and west side of the project site. In addition, we observe light manufacturing uses on the 108<sup>th</sup> Street corridor. Industrial uses are represented by a wide variety of businesses such as recycling, truck/auto-repair and dismantling, food processing, warehousing, storage sheds, and maintenance yards.

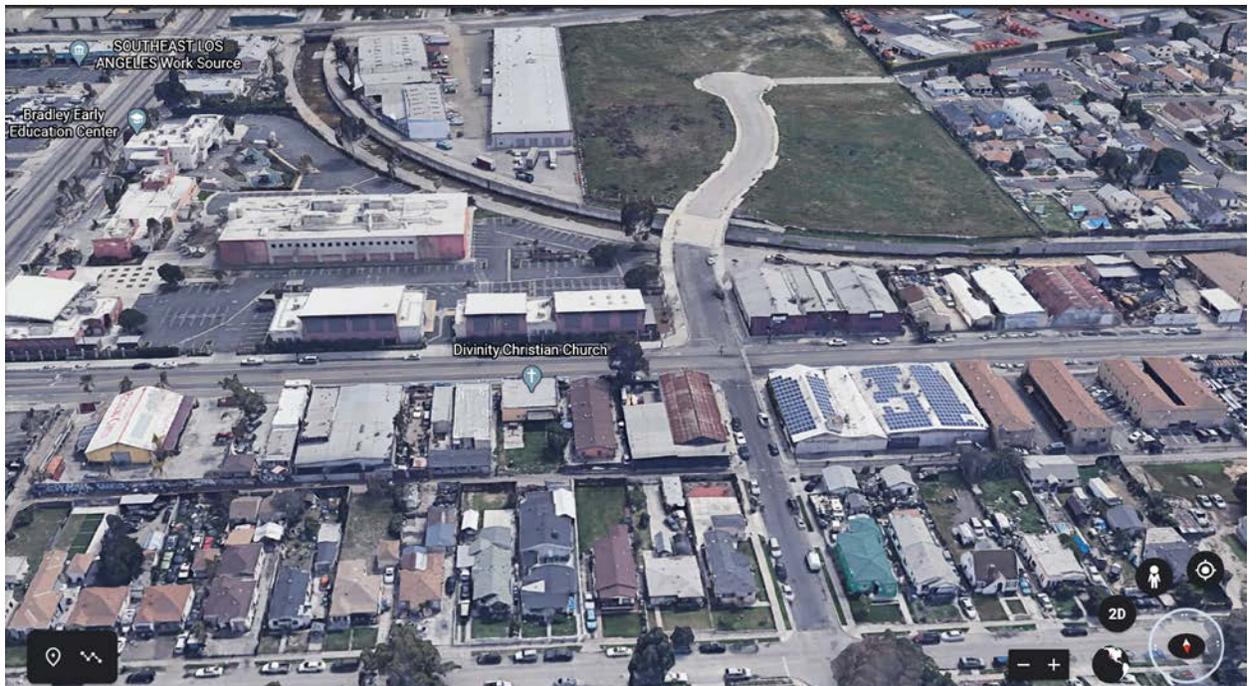


**Figure 3: Project Context**  
Source: Google Images, 2020



**Figure 4: Aerial View (looking north)**

Source: Google Images, 2020



**Figure 5: Aerial View (looking south)**

Source: Google Images, 2020

- To the north-east of the project site is a cluster of institutional and civic uses that provide a diverse range of community and social services, and serve as a resource for the neighborhood and the Watts community, in general. Most of these uses are located on Central Avenue, the historic jazz corridor, hub of the West Coast jazz scene from the 1920s to 1950s, and the heart of the African-American community. They are as follows (see links for additional information):
  - Maxine Waters Employment Preparation Center, <https://www.waterstrainingcenter.org/>
  - LA County Department of Public Social Services, <http://dpss.lacounty.gov/wps/portal/dpss>
  - Watts Labor Community Action Committee (WLCAC), <http://www.wlcac.org/>
  - Southeast Los Angeles WorkSource Center, <https://www.ewddlacity.com/index.php/about-ewdd/news-2/110-southeast-los-angeles-worksource-center-grand-opening-celebration>
  - Ethel Bradley Early Education Center – day care center
  - Bradley Multi-Purpose Senior Center
  - Gregory Spain Community Youth Center (on 108<sup>th</sup> Street)
- There is a railroad right-of-way on Lanzit Ave. with tracks owned by Union Pacific that provide access to logistics companies in the industrial corridors of the South Bay and Gateway Cities. According to CD-8 Office, this is not a heavily used corridor with only 3-5 trains plying the tracks per week. Instead, the railroad corridor has been a source of nuisance for the Council District in terms of lack of maintenance from Union Pacific, and related issues of crime, trash, and encampments. The CD-8 Office is interested in seeing how you can address this issue along with the Lanzit Opportunity Site development.
- To the south-east of the project site is a cluster of educational facilities including Verbum Dei High School, Resolute Academy Charter School, 112<sup>th</sup> Street Elementary School, and 112<sup>th</sup> Street Education Center.
- While residential areas abound north of 108<sup>th</sup> Street, south of Lanzit Avenue, and east of Central Avenue (Nickerson Gardens public housing, in particular), we observe little in terms of neighborhood retail highlighting how deprived and underserved the area is.

### 3.2 The Community Context

To understand the root causes of the continuing economic and social despair, it is important to understand the history of Watts. Watts was incorporated as a city in 1907 and named after the first railroad station built in the city, the Watts Station. In 1926, the city voted itself to be annexed into the City of Los Angeles.<sup>3</sup>

Watts has undergone waves of migration and immigration starting initially with World War II that brought tens of thousands of African-Americans from the segregated Southern states to more recently Latinos from Central America in search of better opportunities in California. During World War II, the City built temporary worker housing at Jordan Downs, Imperial Courts, Gonzaque Village (formerly Hacienda Village) for the thousands of workers in war industries. The buildings were converted into public housing in the 1950s. Along with Nickerson Gardens,

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<sup>3</sup> <https://empowerla.org/watts/>

built in 1955, this became the largest concentration of public housing west of the Mississippi. The end of war and the onset of a peacetime economy resulted in a major shift -- relocation of jobs and population from central cities to suburbia. By the 1960s, most of the housing projects were 100 percent African-American. The post-war disappearance of well-paying manufacturing jobs from the central city and flight of skilled workers resulted in high unemployment and poverty. The public housing projects that were designed to provide workforce housing had become pockets of poverty and racial segregation surrounded by industrial sites that had become blighted and offered no employment.

Compounding the problem was the isolation and disinvestments in Watts from which the area never recovered. In 1962, the Pacific Electric Big Red Car Line from downtown Los Angeles to Long Beach was abandoned and further isolated the area. The Alameda railroad corridor, critical to moving freight from the Ports of Los Angeles and Long Beach, severed links with neighboring communities. Only much later in 2002, the 10-mile Alameda Corridor trench was operational to partially alleviate the negative transportation impacts on the community. The longstanding discriminatory treatment of African-Americans by police, in addition to simmering tensions related to residential segregation and inadequate provision of public services to a marginalized population, sparked the 1965 Watts Riots. The Watts Riots destroyed the 103rd Street retail corridor.<sup>4</sup>

During the 1970s and 1980s, Watts continued to suffer as gangs gained strength and the level of crime and neighborhood violence increased. The 1980s was the beginning of Latino migration that accelerated in the 1990s. Now Watts is home to residents of predominantly Latino origin. Neighborhood strains were exacerbated in this underserved area by racial tensions, turf wars among rival gangs, and an ongoing lack of opportunity.

The Southeast Los Angeles region has the highest proportion of youth, the lowest educational attainment level, the lowest median income, and the highest homicide rate in the City. Combining these indicators with Watts' history of community conflict and the greatest concentration of public housing west of the Mississippi, one begins to understand the severity of the situation residents confront every day.

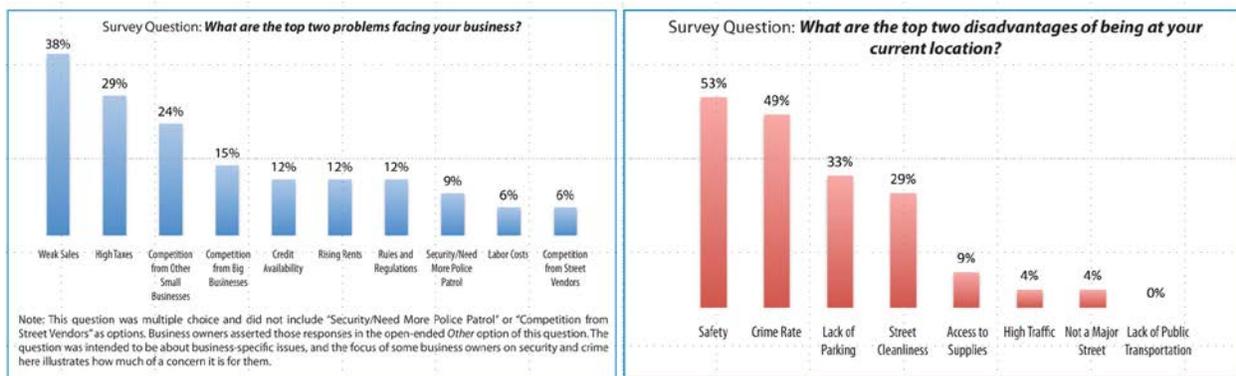
To understand the community context better, we would like you to review **Watts Community Studio (WCS)**, a report prepared by Los Angeles City Council District 15 (CD15), Office of Councilman Joe Buscaino (see **Exhibit 3**). WCS provides an insight into the community voices and concerns as expressed through residents and business surveys. Nearly 700 residents and 50 business owners participated in the survey and provided an assessment of the community assets, challenges, and opportunities (see **Figures 6 and 7**). The survey also reveals community aspirations and desires, values, and actions that are needed to improve the conditions in Watts. Residents and business owners shared their ideas and actionable recommendations to address community needs of employment, physical activities, neighborhood cleanliness, safety and crime enforcement, social activities and culture, and youth and leadership development.

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<sup>4</sup> Jordan Downs Master Plan, Dec. 2010

Neighborhood Assets		Neighborhood Challenges		Neighborhood Priorities	
1	Services and Amenities	1	Violence/Danger	1	Employment (65%)
2	Nothing	2	Gangs/Drugs	2	Physical Activities (60%)
3	Community Support	3	Dirty (needs cleanup)	3	Neighborhood Cleanliness (57%)
4	Everything	4	Unemployment/Jobs	4	Enforcement (54%)
5	Neighborhood's Improving	5	Non-existing Youth Programs	5	Social Activities (52%)
6	My Home/Grew Up Here/Family & Friends	6	Racial Division/No unity	6	Culture (52%)
7	Community Organizing	7	Everything/General Improvement	7	Transportations (50%)
8	Centrally Located	8	Limited Resources	8	Housing (50%)
9	Family Neighborhood	9	Education	9	Government (50%)
10	I like it	10	Need increased police		

**Figure 6: Watts Residents Survey Results**  
Source: Watts Community Studio, CD-15, Summer 2013



**Figure 7: Watts Business Survey Results**  
Source: Watts Community Studio, CD-15, Summer 2013

WCS report also provides demographic, socio-economic, housing, labor force statistics, and other public agency data. We recommend that you especially review **Exhibit 3, p. 1-48, and Appendix A: Methods, Appendix B: About Watts, Secondary Data, and Appendix C: Watts Labor Force Statistics.**

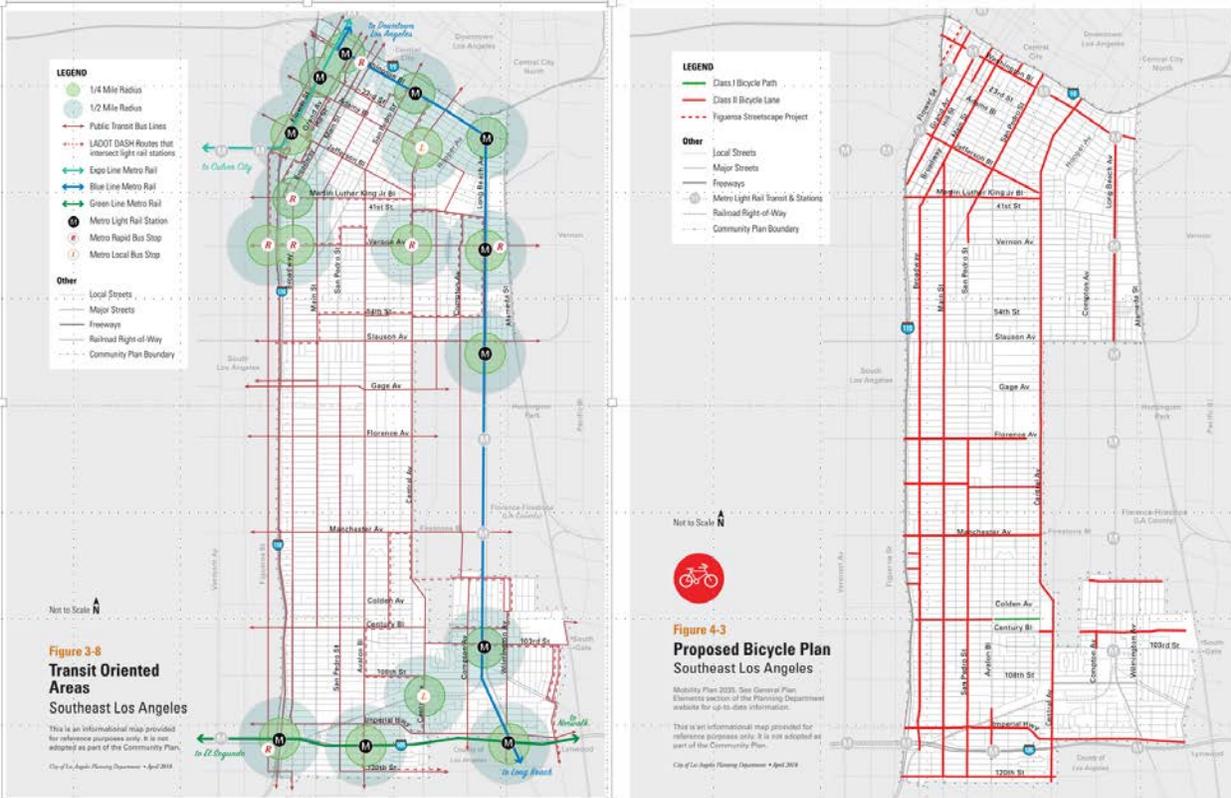
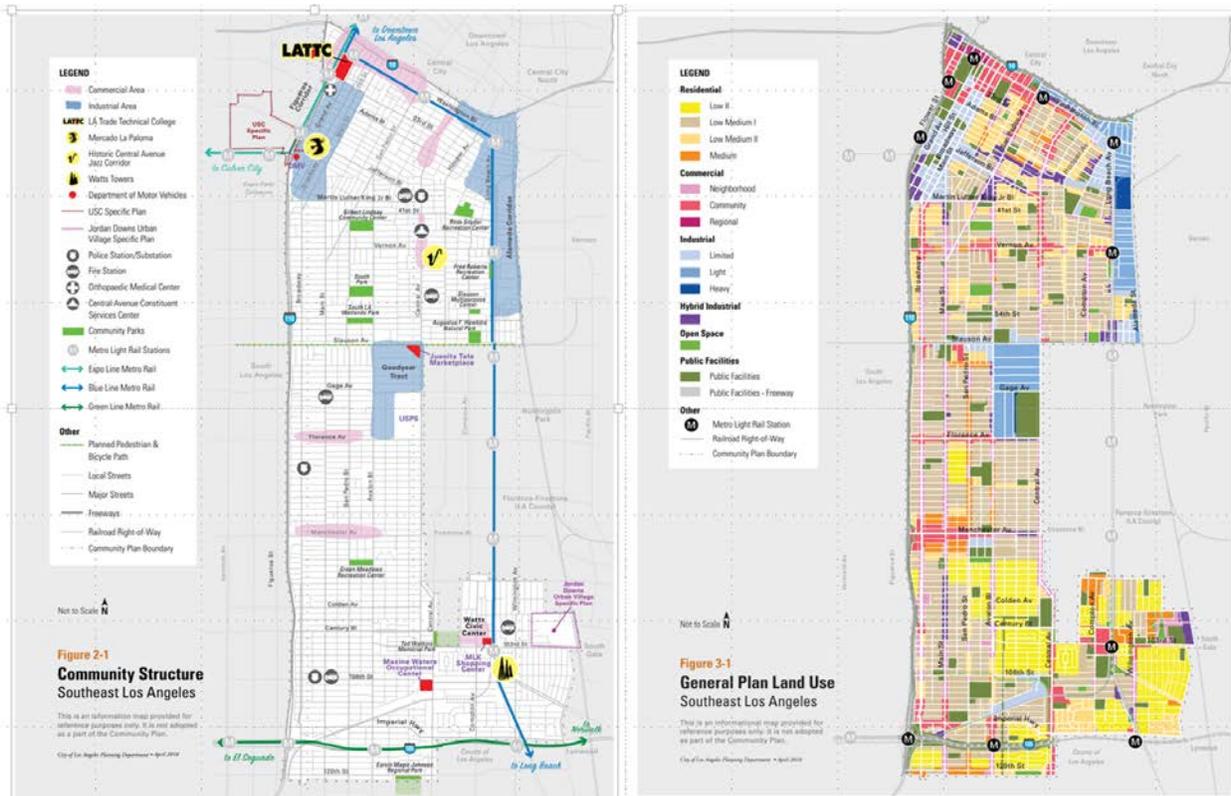
### 3.3 The Planning Context

The **Southeast Los Angeles (SELA) Community Plan**, adopted Nov. 2017, outlines the vision for long-term economic development, physical improvements, and community enhancements and actions required to implement that vision. It provides a description of community background, land use and urban design, mobility, community facilities and infrastructure, implementation, public outreach process, and design guidelines (see **Figure 8**). The SELA Community Plan articulates City’s policy positions as they relate to resolving residential-industrial land use conflicts, preserving viable industrial land for emerging job generating uses, especially clean-tech and green industries, and hybrid industrial land use. To address the chronic deficits in retail especially establishments that promote healthy eating choices and lack of

accessible resources and services, the plan calls for revitalizing corridors through a mix of policies and incentives for community, neighborhood, and regional commercial land uses.

The plan illustrates the circulation system, introduces the concept of “complete streets”, and identifies the existing public transit infrastructure, and policies supporting community-wide mobility including bicycle and walking. For instance, Central Avenue is designated as a priority street encouraging pedestrian and bicycle use. The intersection of Central Avenue and Lanzit Avenue has been identified as a possible transit oriented area anchored by a Metro Local bus stop. That intersection is also serviced by LADOT DASH that intersect Metro light rail stations.

We recommend that you especially review **Exhibit 4, Chapter 2: Community Background, Chapter 3: Land Use and Urban Design, and Chapter 4: Mobility.**



**Figure 8: Sample Maps from the Southeast LA Community Plan**  
 Source: City of Los Angeles, Nov. 2017

The **SELA Community Plan Implementation Overlay (CPIO) District**, adopted Dec. 29, 2018, implements the goals and policies outlined in the SELA Community Plan. It provides guidance on the development regulations and development standards applicable in the plan area. The Lanzit Opportunity Site falls under **Industrial Subarea K – Compatible Industrial** – that allows for a variety of uses except residential (see **Figure 9**). According to the SELA CPIO, “the Compatible Industrial Subarea is applied to industrial land uses located adjacent to residential neighborhoods, which therefore require greater sensitivity through development standards and limitations on allowed uses. This Subarea allows light industrial and commercial uses, while restricting noxious and other incompatible uses.”<sup>5</sup> We would like you to get familiar with allowable uses, scale, and intensity of use associated with especially Subarea K. Please see **Exhibit 5, p. 65-78**.



**Figure 9: Subarea K – Compatible Industrial**

Source: Southeast Los Angeles Community Plan Implementation Overlay (CPIO) District, Dec. 2108

### 3.4 Previous Development Proposal

Although the City has received proposals to develop Lanzit Opportunity Site in the past, evidently none of them have graduated into the implementation phase. An example of such a development proposal is the one offered by the Watts Labor Community Action Committee in 2010. WLCAC, a non-profit community based organization, was founded nearly 55 years ago

<sup>5</sup> Southeast Los Angeles CPIO, p. 6.



### 3.5 Articles from the Los Angeles Times

Watts has had a checkered history with plenty of trials and tribulations and often promises not kept. The following articles from the Los Angeles Times provide a sample of the coverage over the past two decades (see **Exhibit 7**).

- Neighborhood Spotlight: Watts awaits those who are looking for opportunity by Scott Garner, Aug. 4, 2017.
- Opinion LA - Council District 15: Watts and Not-Watts, Dec. 22, 2011.
- City Drops Developer of Watts Industrial Park Project by Hugo Martin, April 19, 2000.
- Proposed industrial development site is still a vacant lot seven years after riots. Community leaders cite it as another example of . . . : Promises Made but Not Kept to Watts by Hugo Martin, Aug. 9, 1999.

## **Part I. Specialized Analysis with Concentration**

You selected a concentration in which you have completed at a minimum gateway and methods courses. This concentration focus should not be too narrowly construed. Linkages to other topic areas are desirable; however, the core of your analysis should be clearly focused on the designated concentration.

Limit your answer to 15 pages for this section.

### **QUESTIONS FOR PART I**

#### **Economic Development**

1. **Context** – Economic development is intrinsically context-sensitive. What may be an ideal set of policies in one place may not be appropriate or effective in another. What are the salient socio-economic, locational and other features of this community? How might these place-characteristics shape your approach to developing an economic development strategy here? How do over-arching conditions, such as national policy or global economic forces, limit or constrain the effectiveness of certain policies in a place?
2. **Instruments** – What are the principles, tools and techniques that economic development specialists typically draw upon, and how might they apply in this context?
3. **Functional (or sectoral) policy applications** – There are so many potential pathways for intervention. For example: transportation improvements, other infrastructure investments, tax incentives or other fiscal levers, employment strategies, land use regulations, etc. Provide an overview of several potential functional policy applications in this context, and assess which are likely to be more effective here and why.
4. **Critical and ethical reasoning** – How will your proposed approach impact different subgroups or classes within the larger community? In particular, how will lower-income households, the elderly or physically handicapped, ethnic minorities or marginalized persons experience the economic development initiatives that you are proposing? Put more starkly: how are the costs and benefits of your plan likely to be distributed across different stakeholder groups, and what are the implications for community support and implementation?

#### **Design of the Built Environment**

1. The urban design of communities is overtly shaped by urban/architecture/landscape designers, but also by “second-order” form-makers including zoning, specific plans, community plans, etc. that require designers to think beyond the boundaries of a specific site. Discuss the role of planners and planning tools in the ever-evolving physical design of our communities. Apply the literature, theories and concepts learned in the concentration gateway courses.

2. Conduct a graphic and written analysis of the site and its immediate context, identifying the physical constraints, opportunities and linkages with current or future developments nearby. What are the barriers, edges, districts and sub-districts, landmarks, paths, vistas, views, landmarks, etc.? What are the most logical entry/exit points for the site? How should the proposed development relate to existing developments in the neighboring parcels?
3. Develop a clear, specific and compelling vision or “Big Idea” for the project that synthesizes site and context analysis outcomes and responds to a larger scale cultural, economic and/or political issue being experienced in the community. Document via a specific title, short elevator pitch detailing the project idea’s rationale, project goals and values, program matrix with specific uses, square footages and unit counts, and relevant design precedents.
4. Illustrate your design ideas for the project site by providing the following:
  - a. Propose a site plan showing the placement of the different buildings, parking spaces and access, landscaping for the overall site and spaces between buildings, etc. Be sure to include the surrounding context in your drawing including streets, sidewalks, crosswalks, building footprints, significant landscaping, etc. Also include a north arrow, numeric scale and graphic scale. Include a key and/or labels to indicate various uses and their square footages. Note location of site sections on plan. Roof plan or cut plan at ground level.
  - b. Draw at least two sections through the site showing the heights of the buildings, and any other three dimensional properties in the site improvement, such as arcades under buildings, raised terraces, or sunken courtyards, and the like. Make sure you mark your section cut lines on your site plan. Also include surrounding context (adjacent streets and partial buildings), as well as numeric and graphic scales.
  - c. Build a digital massing model showing the project situated in its site context. Include at least three parallel aerial views that show overall three dimensional form and how the form responds to context. Include at least three perspectival ground level views demonstrating how various stakeholders will experience the project. Build the model in levels indicating floor-to-floor heights and color by use. The surrounding context should also be built in levels using a neutral color.

### **Arts and Culture**

1. Discuss how Arts and Culture do and could matter to the Lanzit site. Contextualize these issues within the history of repeated failures to develop this particular site. Your answer could include a discussion of how cultural economies and identities influence the site, the surrounding community, and institutions.

2. Create a map of the current cultural resources as well as potential new resources and extensions (including ones you might propose for the Lanzit site). Discuss these resources in conjunction with a survey of the spatial situation and opportunities in regards to transportation systems, economic opportunities, social structures, and environmental resources and hazards.
3. What role could/should Art and Culture play in developing a process would you suggest to create an economically effective, socially just outcome for the residents, investors, and other stakeholders? Who would be the key stakeholders in that process? How would you recommend leaders of other Arts and Culture enterprises and spaces in the surrounding area interact with the proposals to develop the Lanzit site?

### **Environmental Planning and Policy**

1. **Understanding methods, approaches, data, and tools:** For the Lanzit site, summarize the key issues that affect environmental conditions. What are the key environmental issues at this site? Discuss the key methods, approaches, and data that are useful in understanding those issues.
2. **Create a coherent plan for improving the environment:** After addressing the key environmental issues at the Lanzit site, develop a plan to address those issues. Describe the key elements of your plan, including (but not limited to) community engagement, land use and site planning, and institutional design.
3. **Understanding methods, data, and tools:** For the Lanzit site, summarize the most important available data sources and tools that allow measuring and tracking of environmental conditions. Describe how those data and tools relate to and flow from your analysis of the site and your proposed plan.
4. **Understanding environmental justice issues:** Analyze the historical, structural, and institutional factors that led to environment issues at the site, and be clear about how your plan is cognizant of those barriers (particularly for marginalized groups) and how your plan will track progress to overcoming structural and institutional barriers to environmental justice at the site.

### **Housing and Real Estate**

1. Assessment No. 1:
  - Prepare list of potential relevant audiences
  - Interviews with key actors
  - Prepare summary of notes on meetings attended
  - Prepare audience assessment itemizing potential concerns and benefits for each audience, bearing in mind the broader outcomes stemming from housing.

- Sketch a series of imagined **co-benefits** stemming from the project that might appeal across the competing interests of multiple audiences
2. Assessment No. 2:
    - Prepare a profile of the expected consumers
    - Identify and summarize existing housing needs assessments or market studies
    - Identify and summarize the broader public value of housing provision
    - Develop a formulation linking the planned project to accounting of expected growth in the broader geographic area
    - Develop a public presentation that explains the need for the project to audiences that may not welcome that growth
  3. Assessment No. 3:
    - Prepare a summary of equity criteria and highlight existing disparities
    - Evaluate the equity impacts on consumers, neglected clientele, and impacted neighbors of the proposed project
    - Develop a formulation linking how the planned project contributes to equity needs in broader geographic areas (community, county, region)
    - Develop a succinct public presentation that explains the need for the project in terms of its contribution to meeting equity needs and the broader outcomes of housing

### **Mobility and Transportation**

1. (15%) Disadvantaged neighborhoods often suffer from accessibility and mobility problems. Define the concepts of mobility and accessibility. How is income, race and ethnicity related to mobility and accessibility? What are the consequences of limited accessibility? What policy options are available to address accessibility problems? Do they work? Be sure to provide specific examples in your response.
2. (15%) Accessibility problems can come in many forms, from access to jobs to access to quality schools, medical care, or healthy food.
  - a. What types of accessibility problems exist for residents of the project area? Be specific and use the capstone documents or other resources to support your analysis.
  - b. How might you explain the presence of these accessibility problems? Does the history of this area play a role? Does its location within the Los Angeles region play a role?
3. (35%) The project area is notable for its lack of commercial and industrial development. How does this affect accessibility to jobs for those who live in the area?
  - a. Using data on jobs and population for the area described by a 1 mile radius circle around the project site, create a measure of job accessibility for the census tracts within the 1 mile circle. For the population within the circle, calculate access to jobs by walking, driving and transit for trips within 15, 30, and 45 minutes. Present and discuss your results. How does access differ across the modes? How do you explain these differences? What are the implications for those who have no or limited access to a private vehicle?

- b. Transit improvements are often proposed as a way to reduce accessibility problems. What would you suggest to improve transit service for the residents within your 1 mile circle? How much would your proposed changes improve transit access to jobs?
  - c. Hints: a) census tract borders will not fall neatly within the circle; establish a justification for what tracts you include; b) note you are calculating access only for the population within the circle, but jobs will be counted until the 45 minute limit for the various modes is reached; c) clearly state your data sources and assumptions for job locations and travel times by each mode.
4. (35%) Suggest a plan for the site, given that the existing local plans do not allow housing. Your plan should address local access problems identified in the previous questions. It should include quantity and type of activity, and should locate buildings and other functions on the site.
- a. Provide a map of the site, including internal circulation plan, parking, site access/egress, and access to nearest public transit stops or stations.
  - b. Develop an estimate of trips generated by your plan for the site, including total daily and peak hour trips as well as truck trips. Document the method that you used for your trip generation estimate, data sources, and any assumptions that you need to make.
  - c. In order to support the City's GHG reduction goals, what measures do you propose to reduce trip generation? How would you achieve a target of 25% trip reduction?

## **Part II. Recommendations and Strategy**

Upon completion of Part I, you will be organized into interdisciplinary groups. In Part II, you will propose as a group solution, recommendations, and strategies for the revitalization of Lanzit project site. This is an opportunity for you to leverage the knowledge and skills of your fellow teammates to explore and refine ideas and develop synergies across concentrations to present a holistic solution for the project site.

Please limit your answer to 25 pages only for your group report. You will also make a group presentation with each member presenting.

## List of Exhibits

### Note:

- Please see **MPL\_Exam\_Zoom\_Briefing** and **A\_Background & Exhibit Overview** for an introduction to the project site and what's in the exhibits.
- Please see the file **0\_VirtualVisit** that shows contextual maps and images of the site, aerial, and street views. You can also supplement your understanding of the site and surrounding context by using Google Images and Google Earth.

Exhibit 1: Lanzit Opportunity Site, Request for Expression of Interest by the City of Los Angeles Economic and Workforce Development Department, Oct. 31, 2019.

Exhibit 2: Parcel Map and Zoning and Land Use, City of Los Angeles, 2019.

Exhibit 3: Watts Community Studio, a report prepared by Los Angeles City Council District 15 (CD15), Office of Councilman Joe Buscaino, Summer 2013.

Exhibit 4: Southeast Los Angeles Community Plan prepared by the Los Angeles Department of City Planning adopted Nov. 22, 2017.

Exhibit 5: Southeast Los Angeles Community Plan Implementation Overlay District prepared by the Los Angeles Department of City Planning adopted Dec. 29, 2018.

Exhibit 6: WLCAC Development Proposal for Lanzit Opportunity Site, Jan. 29, 2010.

Exhibit 7: Los Angeles Times Articles.