

UNIVERSITY OF FLORIDA
Race and Law in the American City



Spring 2020

UF Quest 1/Justice and Power IDS2935/1C55

General Education: Humanities, Diversity, Writing (2000 words)

[Note: A minimum grade of C is required for General Education credit]

Class Lecture: M/W 4 (10:40-11:30pm)
Discussion Sections: R, Period 4, Section 1JB1 (FLI 115)
R, Period 5, Section 1JB2 (FLI 115)
R, Period 6, Section 1JB3 (FLI 121)
Location: TUR L011
Instructor: Prof. Black
Office: ARCH 431D/MLAC219
Office Hours: ARCH 431 D (W: 9:15am-10:00am), MLAC 219
(W: 2:00pm-2:45pm), Or by Appointment.
E-mail: jblack@ufl.edu (This is the best way to get in touch)

COURSE DESCRIPTION

Recent police shootings of African Americans in New York City, Ferguson, Sanford, Cleveland, Chicago, and Sacramento point to the critical relationship between race and the city. In this course we examine the history of this relationship to interrogate the policy

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

assumptions that shape the urban, built environment. Together, we will probe the period from contact to the present day—with a focus on the events of modern America. In each of the course's seven units—organized thematically and chronologically over the course of the term—we will read court cases, primary accounts, and historical overviews that will help to frame critical questions about mobility and settlement, work and housing, and city life and civil rights that deepen our understanding of the relationship between race, law, and the city. What impact do social values have on planning? What are the effects of inequality on urban design? We will also explore law's impact on the urban environment, and ask: does law shape society? Does society shape law? What is the difference between legal principles and everyday practices? Together, these units, questions, and materials will bring us inside crucial moments that have shaped city life for African Americans. Ideally, they will allow us to engage more broadly with questions of power—about the ways we build and occupy cities—and with questions of justice—about the implication of that occupation.

QUEST 1 & GEN ED DESCRIPTIONS & STUDENT LEARNING OUTCOMES

- **QUEST 1 DESCRIPTION:** Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.
 - **QUEST 1 SLOs:**
 - Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
 - Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
 - Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
 - Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).
- **HUMANITIES DESCRIPTION:** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

- **HUMANITIES SLOS**
 - Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
 - Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
 - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

- **DIVERSITY DESCRIPTION:** In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people’s understandings of themselves and an increasingly diverse U.S. society.
 - **DIVERSITY SLOS:**
 - Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
 - Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

- **WRITING DESCRIPTION:** The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.
 - **WRITING EVALUATION:**
 - This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
 - The instructor will evaluate and provide feedback on the student’s written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar,

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

punctuation, and other mechanics, using a published writing rubric (see syllabus page 7).

- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

Student Learning Outcomes

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking *Race and Law in the American City* students will be able to:

1. Identify, describe, and explain the historical evolution of race as a construct, and understand the African American experience in the city, with particular attention to the intersection of migrations, settlement, segregation, isolation, and law—in social practices and in policy. **(Content SLOs for Gen Ed Hum & Diversity and Q1)**
2. Analyze and evaluate primary accounts, including legal texts and texts by a diverse group of African American resisting white domination—using established practices appropriate to the arts and humanities **(Critical Thinking SLOs for Gen Ed Hum & Diversity and Q1)**
3. Analyze and evaluate how social inequities are constructed and affect the opportunities, constraints, and perceptions of African American men and women in the city in the twentieth century **(Critical Thinking SLO for Gen Ed Diversity)**
4. Analyze and reflect on the ways in which law and policy mediate understandings of race in an increasingly diverse U.S. society **(Critical Thinking SLO for Gen Ed Diversity)**
5. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond **(Critical Thinking SLO for Q1)**
6. Develop and present clear and effective responses to essential questions about race in the US in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course **(Communication SLO for Gen Ed Hum, Diversity, and Q1).**

COURSE READINGS:

Course reading materials will be made available through canvas, or by ways of a direct link from the syllabus.

Recommended:

- Williams, J. M. *Style: Lessons in Clarity and Grace* (12th Ed.). New York: Longman Publishers, 2016.

COURSE ASSIGNMENTS & GRADING

Short Writing Assignment I	10%
Short Writing Assignment II	10%
Article Review I	5%
Article Review II	5%
Article Review III	5%

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

Adobe Sparks Picture Presentation	5%
Attendance	5%
Quizzes (15% each)	45%
Discussion Section	10%
Bonus Assignment	0% - 3%

Grading Scale

A	93-100	4.0	A-	90-92.9	3.67
B+	87-89.9	3.33	B	83-86.9	3.0
B-	80-82.9	2.67	C+	77-79.9	2.33
C	73-76.9	2.0	C-	70-72.9	1.67
D+	67-69.9	1.33	D	63-66.9	1.0
D-	60-62.9	.67	E	0-59	0.0

Information in regard to UF's grading policy can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

ASSIGNMENTS:

Short Writing Assignment 1: 10%

- The first paper, due Monday, February 21, invites students to examine the material in the first half of the course—before 1900—and to answer the questions: how was law used to create and then reject an order based on race? In this paper, students will take a clear position. They will identify one case, or document, we have discussed in class and they will draw connections to other course materials. Do not use material from outside the class.
- This assignment must be double spaced, and the ideas within it organized into paragraphs with topic sentences. The assignment must also have a thesis, or central, organizing point.
- The paper will also provide an opportunity to discuss issues of grammar and voice with students and to explore with them how best to frame, support, and develop an argument using textual evidence. Papers are 550-650 words. List word count at top of paper.
- Do not use outside materials for this assignment.
 - **Advances SLOs: 1, 2, 3, 4, 5, 6**
 - In the paper students must demonstrate an understanding of the historical evolution of conceptions of race and social inequality, engage and interpret course reading material, and understand and communicate in writing the relationship between course materials and this assignment.

Short Writing Assignment II: 10%

- The second paper, due April, 17 invites students to examine the material in the second half of the course—after 1900—and to answer the question: did the city confirm or contest an order based on racial inequality? This assignment

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

will give students an opportunity to develop and refine their arguments, and to polish their prose. In this paper, students will take a clear position. They will identify one case, or document, we have discussed in class and they will draw connections to other course materials. Do not use material from outside the class.

- This assignment must be double spaced, and the ideas within it organized into paragraphs with topic sentences. The assignment must also have a thesis, or central organizing point.
- The paper will also provide an opportunity to discuss issues of grammar and voice with students and to explore with them how best to frame, support, and develop an argument using textual evidence. Papers are 550-650 words. List word count at top of paper.
- Do not use outside materials for this assignment.
 - **Advances SLOs: 1, 2, 3, 4, 5, 6**
 - In the paper students must demonstrate an understanding of the historical evolution of conceptions of race and social inequality, engage and interpret course reading material, and understand and communicate in writing the relationship between course materials and the assignment.

Article Review I & Article Review II & Article Review III: (5% & 5% & 5%)

- In your Friday Discussion Sections, you will read thirteen article manuscripts over the course of the semester. Your Article Reviews will be based on these readings. In addition to reading each assigned article, you must also respond in writing to two articles of your choice. Your written response must be no less than 300 words, and can be as long as 350 words. List word count in the top right corner of page 1.
- You will sign up for your reading at the beginning of the semester
- Article Review I & Article Review II & Article Review III must be submitted to canvas **by 9:00am** the Thursday that your discussion section meets. They must be double spaced, clearly organized, contain one or more paragraphs each with a topic sentence, and organizing point, respond to all parts of the assignment, and do the following three things:
 1. Identify & Explain what you believe to be the three most crucial/compelling points in the reading.
 2. Identify and explain how each point connects to another in-class reading.
 3. Identify and explain a connection to current events?
- Do not use outside materials for this assignment.

Advances SLOs: 1, 2, 3, 4, 5, 6

- In the assignment students must demonstrate an understanding of the historical evolution of conceptions of race and social inequality, engage and interpret course reading material, and understand and communicate in writing the relationship between course materials and the assignment.

- **Adobe Sparks Picture Presentation: 5%**
 - What does the content covered in this course look like in your community?
 - Due **March 27** (the week after spring break) this assignment invites students to take the time over spring break to look more closely and critically at racialized policies in one of three spaces:
 1. In your home neighborhood
 2. In a place that is familiar to you
 3. In a place that you plan to visit over spring break
- ... and put together a short multimedia presentation.
 - **Instructions:**
 - Pick a site: a building, a park, a street, a part of town...
 - Connect to class content: How do the readings (pick **three** specific course readings) deepen our understanding of that site,
 - You may find it easier to organize your response around a **main point**
 - I am particularly interested in how these sources support your larger claim.
 - You must use adobe sparks (available here. (Links to an external site.))
 - Presentations should last 4-5minutes
- **Advances SLOs: 1, 3, 4, 5**
 - In the presentation students must demonstrate an understanding of the historical evolution of conceptions of race and social inequality, engage and interpret course reading material, and understand and communicate in writing the relationship between course materials and the assignment.

Quizzes:

- There will be three quizzes administered over the course of the term, scheduled on February 12, March 23, April 22. Each quiz will last one class, and will be comprised of a series of multiple choice and written response. Students will receive a list of written response questions roughly a week before the exam date
 - **Advances SLOs: 1, 2, 3, 4, 5, 6**
 - In these exams, students must demonstrate an understanding of the historical evolution of concepts of race and social inequality, engage and interpret course reading material, and understand and communicate in writing the relationship between course materials and lecture and the assignment.
- **Attendance: 5%**
 - Being successful in this class means attending every class and engaging actively with course content

- **Discussion Section: Attendance & Participation: 10%**
 - I expect consistent, high-quality participation. “High-quality” in this case means:
 - Informed (i.e., shows evidence of having done assigned work)
 - Thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions)
 - Considerate (i.e., takes the perspectives of others into account).
 - If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.
- Note: Being successful in this class means attending every class and engaging actively with course content
 - This grade will be determined by your discussion leader based on participation and engagement with course content.
 - **Advances SLOs: 5**
 - Attendance and participation is crucial to students’ capacity to analyze, evaluate, and critically reflect on course content.
- **Extra-Credit Assignment:**
 - The extra credit assignment invites students to capture **up to 3** additional points toward their overall grade. For this assignment, students watch a documentary from the list below and to do the following three things in 350 words:
 - First, briefly explain what happened in the documentary
 - Second, identify the three most important themes in the documentary
 - Three, explain how each theme connects to a source (case, article, chapter, legislation) we have read this term

Documentaries:

- Raoul Peck, *I am Not Your Negro*
- Unicorn Stencil Doc Films, *The Pruitt-Igoe Myth*
- Leah Mahan, *Come Hell or High Water: The Battle for Turkey Creek*

GRADING:

- It is not truly possible to separate the quality of ideas from the quality of the language through which they are expressed, but I attempt to do so by using the grading rubrics for papers. These grids assign point values to each of five levels of achievement (A-F), then assess what level you have reached in each of four areas: Content (the thoughtfulness, originality, and insight of the paper), Development (its organization and movement from one idea to another), Style (the appropriateness and effectiveness of the language), and Usage (mechanics of grammar, spelling, citation, formatting, and punctuation).

	Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
Content	Significant controlling idea or assertion supported with concrete, substantial, and relevant evidence.	Controlling idea or assertion supported with concrete and relevant evidence.	Controlling idea or assertion general, limited, or obvious; some supporting evidence is repetitious, irrelevant, or sketchy.	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, aimless, or contradictory.	No discernible idea or assertion; controls the random or unexplained details that make up the body of the essay.
Development	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or monotonous. Introduction or conclusions may be mechanical rather than purposeful or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats what has been said.	Order and emphasis indiscernible; paragraphs typographical rather than structural; transitions unclear, inaccurate, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose.
Style	Sentences varied, emphatic, and purposeful; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, purposeful, and emphatic; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lacking emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague or unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary, or redundant sentences thwart the meaning of the essay; diction nonstandard or unidiomatic; tone indiscernible or inappropriate to the subject.
Usage	Grammar, syntax, punctuation, and spelling adhere to the conventions of "edited American English."	Grammar, punctuation, syntax, and spelling contain no serious deviations from the conventions of "edited American English."	Content undercut by some deviations from the conventions of "edited American English."	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the content unintelligible.

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

The grade you receive on formal written work reflects your engagement with the metrics on this chart. Written comments on your papers add detail to and help to explain the numerical score you receive in each of the four areas.

COURSE UNITS:

1. Unit **One**: What is the Legal Basis of Racial Difference?
2. Unit **Two**: Do Cities Mobilize Opportunity or Disruption?
3. Unit **Three**: How have Courts and Cities Fostered Racial Isolation?
4. Unit **Four**: Who Draws Redlines?
5. Unit **Five**: Civil Rights in the Postwar City?
6. Unit **Six**: What is Environmental Racism?
7. Unit **Seven**: Legacies

WEEKLY SCHEDULE

[January 6] – Unit One: What is the Legal Basis of Racial Difference?
Class 1: Introduction and Overview & Norman Wilfred Lewis & James Baldwin

Goals:

- Meet and Greet
- Review course concepts, readings, expectations, and assignments
- Be introduced to questions involving race, city life, and the legal construction of racial difference
- Explore underlying course concepts and their application to the present day

Required Reading:

- Baldwin, “My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation” (canvas)

[January 8] – Unit One: What is the Legal Basis of Racial Difference?
Class 2: Colonial America: The Virginia Slave Codes & Anthony Johnson

Goals:

- Discuss James Baldwin
- Examines how the past helps us to understand contemporary questions about race
- Understand how thinking about race changed over time
- Evaluate the impact of legal decisions making on conception of racial difference
- Understand colonial legal officials to create a system of slavery

Required Reading:

- Virginia Slave Codes (1662-1669)

Recommended Reading:

- Breen and Innes, *Myne Owne Ground*

[January 9] – Discussion 1: Introduction & Overview & Sign Up

[January 13] – Unit One: What is the Legal Basis of Racial Difference?
Class 3: Positive Law—the *Somerset* Ruling

Goals:

- Examines the role of English law in defining the institution of slavery and the power of slave holders

Required Reading:

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

- *Somerset v. Stewart* (1772)

[January 15] – Unit One: What is the Legal Basis of Racial Difference?
Class 4: Slavery & the Constitution Order

Goals:

- Analyze and evaluate slavery's relationship to the federal constitutional order

Required Reading:

- Articles of Confederation
- Constitution
- Fugitive Slave Act (1793)

[January 16] – Discussion 2: Why is Joseph Hanno Significant?

Required Reading

- Mark S. Weiner, *This 'Miserable African:' Race, crime, and disease in colonial Boston* available [HERE](#)

[January 20] – Dr. M.L.K. Jr. Day—Class Does Not Meet

[January 22] – Unit One: What is the Legal Basis of Racial Difference?
Class 5: Resistance: Stono, Vesey, Turner, The 1851 Christiana Incident, Celia (A Slave)

Goals:

- Examine opposition to slaveholders and their authority
- Evaluate and measure the impact of these struggles and this resistance

Required Reading:

- George Moses Horton, "On Liberty and Slavery" [Here](#)
- George Moses Horton, "Myself By George Moses Horton" [Here](#)
- Declaration of the American Anti Slave Society [Here](#)

Recommended Reading:

- Richard Bell, "Slave Suicide, Abolition and the Problem of Resistance," *Slavery & Abolition*. Dec2012, Vol. 33 Issue 4, p525-549.
- Accounts of Stono Rebellion (1739)

[January 23] – Discussion 3: How Did The Enslaved Create Communities?

Required Reading:

- "Neighborhoods" in Anthony Kaye, *Joining Places: Slave Neighborhoods in the Old South*, 21-50. (canvas)

[January 27] – Unit One: What is the Legal Basis of Racial Difference?
Class 6: Consolidating the Slaveholder’s Authority—in the States

Goals:

- Evaluate assertions of racial difference by state court judges
- Discuss how these legal distinctions were created and applied by judges

Required Readings:

- *State v. Mann* (1829)
- *Commonwealth v. Thomas Aves* (1836)
- Jones v. Van Zandt (1847) [Here](#)
- State v. Caesar (1849) [Here](#)

Recommended Reading:

- Gorman v. Campbell (1853) [Here](#)
- *Mungo T. Ponton v. Wilmington and Weldon Railroad* (1858) [Here](#)

[January 29] – Unit One: What is the Legal Basis of Racial Difference?
Class 7: Consolidating the Slaveholder’s Authority—Nationally + Unit Summary

Goals:

- Evaluate assertions of racial difference by state court judges
- Discuss how these legal distinctions were created and applied by judges

Required Readings:

- *Prigg v Pennsylvania* (1844) (selections)
- *Fugitive Slave Act* (1850)
- To the Union Savers of Cleveland—Poem by Frances Ellen Watkins Harper [Here](#)

[January 30] – Discussion 4: How Did Walker Describe Resistance?

Required Reading:

- David Walker, *Appeal To the Colored Citizens of the World* (Read preface & Article 1) (canvas)

[February 3] – Unit One: What is the Legal Basis of Racial Difference?
Class 8: A New Racial Order?

Goals:

- Understand the impact of legislation upon the prohibition of slavery after the Civil War

Required Reading:

- Dred Scott (1857) (selections)
- Black Codes (1865)
- Civil Rights Act (1866)
- Postwar Amendments: Thirteenth, Fourteenth and Fifteenth

Recommended reading:

- Slap, “African Americans Veterans, The Memphis Region, and the Urbanization of the Postwar South” in Slap and Towers, *Confederate Cities: The Urban South During the Civil War Era, 171-189*.

[February 5] – Unit Two: Do Cities Mobilize Opportunity or Disruption?
Class 9: The Rise of Jim Crow & Local Resistance

Goals:

- Understand the durability of racists ideas—expressed through assertions of human difference—on legal thinking

Required Reading:

- Civil Rights Cases (1883) (Read Justice Bradley’s majority opinion and the Justice Harlan’s dissenting opinion)
- Plessy v. Ferguson (1896) (Read Justice Brown’s majority opinion and Justice Harlan’s dissenting opinion)

Recommended Reading:

- Williams v. Mississippi (1898)

[February 6] – Discussion 5: What Does Civil War Atlanta Tell Us?

Required Reading:

- William Link, “Invasion, Destruction, and the Remaking of Civil War Atlanta,” in Slap and Towers, *Confederate Cities: The Urban South During the Civil War Era, 239-260*. (Canvas)

[February 10] – Unit Two: Do Cities Mobilize Opportunity or Disruption?
Class 10: The City as Planned—Unit Summary & Discussion

Goals:

- Appreciate that the World’s Columbian Expositions generated new and influential theories about planning
- Understand that planners largely disregarded the diversities and inequalities that characterized city life

Required Reading:

- Wells, Ida B. et. al. “The Reason why the Colored American is Not in the World’s Columbian Exposition.” Here (Read the Preface and Introduction)

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

- Carl Smith, “The City the Planners Saw,” in *The Plan of Chicago: Daniel Burnham and the Remaking of the American City* (pp. 34-53) (canvas)

[February 12] – QUIZ 1

[February 13] – Discussion 6: Who is Josephine Curry?

Required Reading:

- Elizabeth Dale, "Social Equality does Not Exist among Themselves, nor among Us": Baylies vs. Curry and Civil Rights in Chicago, 1888." *American Historical Review*, 1997. (canvas)

[February 17] – Unit Three: How Have Courts and Cities Fostered Racial Isolation?
Class 11: Legal Precedents For Racial Separation

Goals:

- Examines urbanizations and its impact on conceptions of race
- Understand how lawmakers identified, analyzed, and explained ideas about racial difference

Required Reading

- Chinese Exclusion Act (1882)
- Yick Wo v. Hopkins (1886)
- “Zoning Arrived 100 Years Ago. And Changed New York City Forever!” *New York Times*, July 26, 2016, A21.

Recommended Reading:

- Roger L. Rice, “Residential Segregation by Law, 1910-1917,” *The Journal of Southern History* Vol. 34, No. 2 (May, 1968), pp. 179-199. (NOTE: dated language)

[February 19] – Unit Three: How have Courts and Cities Fostered Racial Isolation?
Class 12: Migration, Race, and Zoning

Goals:

- Understand how planning law—expressed most succinctly through zoning law—coalesced around conceptions of racial difference

Required Reading:

- Buchanan v. Warley (1917)
- Read “Ida B. Wells Barnett’s Warning” in Dale, “Fight for Rights: Chicago Before the 1919 Riots” Here

Recommended Reading:

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

- Christopher Silver, “The Racial Origins Of Zoning In American Cities,” in Manning Thomas, June and Marsha Ritzdorf eds. *Urban Planning and the African American Community: In the Shadows*. Thousand Oaks, CA: Sage Publications, 1997.

[February 20] – Discussion 7: How Does Housing Discrimination Work?

Required Reading:

- Lands, LeeAnn Bishop. “A Reprehensible and Unfriendly Act: Homeowners, Renters, and the Bid for Residential Segregation in Atlanta, 1900-1917.” *Journal of Planning History* 3, no. 2 (May 2004): 83–115. (canvas)

Short Paper I Due (Friday, February 21)

[February 24] – Unit Three: How Have Courts and Cities Fostered Racial Isolation?
Class 13: Race Relations, Overview

Goals:

- Understand major patterns in early-twentieth century race relations, and their connection to zoning law

Required Reading:

- White, “Chicago and its Eight Reasons,” *Crisis* (Canvas)
- Tuttle, “Contested Neighborhoods and Bombings” in *Race Riot: Chicago in the Red Summer of 1919*, 157-183. (Canvas)

[February 26] – Unit Three: How have Courts and Cities Fostered Racial Isolation?
Class 14: Zoning & Planning & Unit Summary

Goals:

- Evaluate and interpret the landmark ruling on zoning—*Ambler v. Euclid*
- Understand the absence of language about race—but presence of racial thinking—in this opinion

Required Reading:

- *Ambler Realty v. Village of Euclid (1926)*
- *Nectow v. City of Cambridge (1928)*

[February 27] – Discussion 8: Who is Ossian Sweet?

Required Reading:

- “White Houses” in Boyle, *Arc of Justice*, pp. 133-169. (canvas)

[March 2] – Spring Break—Class Does Not Meet

[March 4] – Spring Break—Class Does Not Meet

[March 5] – Spring Break—Discussion Does Not Meet

[March 9] – Unit Four: Who Draws Redlines?

Class 15: The Great Depression—Origins & Impact, Who is Bigger Thomas?

Goals:

- Be introduced to the history, ideas, and the impact of the Great Depression

Required Reading:

- Digital Collections
 - Amistad (African Americans and Great Depressions)
- Rashad Shabazz, “‘Our Prisons:’ Kitchenettes, Carceral Power, and Black Masculinity, During the Interwar Years,” in *Spatializing Blackness: Architectures of Confinement and Black Masculinity in Chicago* (33-55). (Canvas)

[March 11] – Unit Four: Who Draws Redlines?

Class 16: The Great Depression—“Ghettos” or “Metropolises”?

Goals:

- Understand competing efforts—among policymakers and social scientists—to define African American communities in the urban north as either “Ghettos” or as “Metropolises”

Required Reading:

- Read “The Black Ghetto” in St. Clair Drake, *Black Metropolis: A Study of Negro Life in a Northern City*, 174-213. (Canvas)

[March 12] – Discussion 9: Race & The Suburbs

Required Reading:

- Andrew Wiese, “Places of Our Own: Suburban Black Towns before 1950,” *Journal of Urban History* 19 (May 1993) 30-54. (Canvas)

[March 16] –Unit Four: Who Draws Redlines?

Class 17: The Great Depression—Race and the Suburbs

Goals:

- Examine how racial confinement manifest in cities to produce separations and isolations based on race

Required Reading:

- Jackson, “The Cost of Good Intentions: The Ghettoization of Public Housing in the United States” in *Crabgrass Frontier* (NY: Oxford UP), 219-230. (canvas)

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

Recommended Reading:

- Hillier, “Who Received Loans: Homeowners’ Loan Corporation Lending and Discrimination in Philadelphia in the 1930s,” *Journal Of Planning History*, Vol. 2 No. 1, February 2003, 3-24.

[March 18] – Unit Five: Civil Rights in the Postwar City?
Class 18: *Shelley* and Racial Covenants

Goals

- Understand covenants and their origin on racial zoning
- Understand the theories behind legal challenges to racial covenants
- Evaluate the strategy used to overturn covenants

Required Reading:

- *Shelley v. Kramer* (1948)

Recommended reading:

- Gonda, “Litigating Racial Justice at the Grassroots: The Shelley Family, Black Realtors, and *Shelley v. Kraemer*,” *Journal of Supreme Court History* Vol. 39.3 (Nov. 2014): 329-346.
- Unicorn Stencil Doc Films, *The Pruitt-Igoe Myth* (2011) (Available Through UF Libraries)

[March 19] – Discussion 10: The Failure of Planning in St Louis

Required Reading:

- Joseph Heathcott, “Modelling the Urban Future: Planning, Slums and The Seduction of Growth in St Louis, 1940–1950,” *Planning Perspectives*, 2006. (Canvas)

[March 23]—**QUIZ 2**

[March 25] – Unit Five: Civil Rights in the Postwar City?
Class 19: Legislating Housing

Goals:

- Understand the use of federal legislation to redress problems in public housing
- Discuss the limitations of federal housing programs

Required Reading:

- *Housing Act of 1937*
- *Housing Act of 1949*
- *Fair Housing Act of 1968*
- Mapping Segregation in Washington DC [*Here*](#)

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

[March 26] – Discussion 11: Postwar Land Use in Manhattan I

Required Readings:

- Michael Carriere, “Fighting the War Against Blight: Columbia University, Morningside Heights, Inc., and Counterinsurgent Urban Renewal,” *Journal of Planning History* 10, no. 1 (February 2011): 5-29.

****Sparks Presentation Due March 27, 2019****

[March 30] Unit Five: Civil Rights and the Postwar City?

Class 20: *Brown v. Board* Versus *Berman v. Parker*

Goals:

- Review fundamental developments in the history of the civil rights moment

Required Reading:

- Beryl Satter, “The Story of My Father” in *Family Property: How the Struggle Over Race and Real Estate Transformed Chicago and Urban America*, 1-14. (canvas)

[April 1] – Unit Five: Civil Rights and the Postwar City?

Class 21: Legislating Rights—Lunch Counters, Freedom Rides, and Fire Hoses

Goals:

- Understand the role of federal legislation in mediating the inequalities experienced by African Americans

Required Reading:

- Voting Rights Act (1965)
- Civil Rights Act (1964)
- Thomas Segrue, *The Origins of the Urban Crisis* (Canvas, read “Introduction,” 3-14. (canvas)

Required Documentary:

- Raoul Peck, *I Am Not Your Negro*

Recommended Reading:

- Report of the US National Advisory Committee on Civil Disorders (US Government 1968, 1-29)
- Haar, *Suburbs Under Siege: Race, Space, and Audacious Judges*
- Michael Klarman, “The Backlash Thesis,” *Journal of American History*.
- Lisa McGirr, *Suburban Warriors*.
- Schmidt, “Divided By Law,” *Law and History Review* (2015).

[April 2] – Discussion 12: Postwar Land Use in Manhattan II

Required Reading:

- Brian D. Goldstein, “‘The Search for New Forms’: Black Power and the Making of the Postmodern City,” *Journal of American History* 103, no. 2 (September 2016): 375-399. (canvas)

[April 6] – Unit Five: Civil Rights and the Postwar City?

Class 22: Urban Uprisings, Bussing, Unit Summary & Disc.

Goals:

- Understand how the violence that erupted in cities in response to the failures of the Civil Rights Movement was racialized

Required Reading:

- *Swann v. Charlotte-Mecklenburg Board of Education* [HERE](#)

Recommended Motion Picture:

- Kathryn Bigelow’s *Detroit* (2017)

[April 8] – Unit Six: What is Environmental Racism?

Class 23: Justice and the Spaces of City Life + Unit Summary & Discussion

Goals:

- Understand the spatial and distributional expressions of inequality in cities and its impact on race

Required Reading

- Pulido, “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California,” *Annals of the Association of American Geographers* 90 (1) 12-40.
- Seth Borenstein, “Blacks, Hispanics Breathe More Pollution Than They Make,” March 11, 2019. [HERE](#)

Require Documentary:

- Leah Mahan, *Come Hell or High Water: The Battle for Turkey Creek*

Recommended Reading:

- United Church of Christ 1987 Report—[HERE](#)

[April 9] – Discussion 13: The Legacy of “Fair Housing”

Required Reading:

- “Unfair Housing” (Chapter 1) in Keeanga-Yamahtta Taylor, in *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership* (University of North Carolina Press, 2019), 25-64. (Canvas)

[April 13] – Unit Seven: Legacy?

Class 24: Racial Zoning Redux

Goals:

- Understand the terms upon which the United States Supreme Court reentered debates over zoning, and the ways in which they interpreted zoning

Required Reading:

- *Village of Belle Terre v. Boraas* (1974) (Selections)

Recommended Reading:

- *Moore v. City of East Cleveland* (1977) (Selections)
- Marsha Ritzdorf, “Locked Out of Paradise: Contemporary Exclusionary Zoning, The Supreme Court and African Americans” in Manning Thomas, June and Marsha Ritzdorf eds. *Urban Planning and the African American Community: In the Shadows*. Thousand Oaks, CA: Sage Publications, 1997. (Canvas)
- Peter Hall, “The City of the Permanent Underclass” in *Cities of Tomorrow*
- “Law Without Rights: Zoning, Poverty and the Normative Family Home,” in Valverde, *Everyday Law on the Street: City Governance in an Age of Diversity*, 106-140. (canvas)

Recommended Reading:

- Clyde Woods, “Regional Blocks, Regional Planning, and the Blues Epistemology in the Lower Mississippi Delta,” in Sandercock, ed., *Making the Invisible Visible: The Multicultural Planning History*, California, 1998) 78-99. Canvas

[April 15] – Unit Seven: Legacy?

Class 25: Unit Summary & Discussion—Are old challenges new?

Goal:

- Review key course concepts related to racial inequality
- Discuss future departmental course options for students in the College of Design Construction, and Planning
- Discuss how questions of race and the city might be taken up from a natural or social science perspective
- Course evaluations

Required Reading:

- Richard Rothstein, *The Making of Ferguson: Public Policies at the Root of its Troubles* (canvas)
- Brentin Mock, “On Housing and Policing, 2018 Was 1968 Again,” *Citylab* [Here](#)

Note: This syllabus provides a general outline of this course. The professor reserves the right to alter the course in response to academic conditions and to new opportunities.

[April 16] – Discussion 14: Race and Land Use Epistemologies?

Required Reading:

- Clyde Woods, “Regional Blocks, Regional Planning, and the Blues Epistemology in the Lower Mississippi Delta,” in Sandercock, ed., *Making the Invisible Visible: The Multicultural Planning History*, California, 1998) 78-99. Canvas

**Second Short Paper II Due Friday, April 17 **

[April 20] – Review
Class 26: Sparks

[April 22] – QUIZ 3

POLICIES

Class Attendance

Class attendance is expected. See “Attendance” policies & standards [HERE](#).

Making Up Work

Work is due as specified in the syllabus. Late work will receive a 1/3 grade penalty for each 24-hour period it is late (e.g., a paper that would’ve earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc, with the weekend counting as two days). To be excused from submitting work or taking an exam at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required

or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.