

UNIVERSITY OF FLORIDA
Race and Law in the American City



Spring 2019

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 Meetings: M 8 (3:00-3:50pm)
 W 8-9 (3:00-4:55pm)

Location: TUR 1101

Instructor: Prof. Black

Office: ARCH 450

Office Hours: M/T/Th 9:30-10:30am

E-mail: jblack@ufl.edu (This is the best way to get in touch)

COURSE DESCRIPTION

Recent police shootings of African Americans in 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 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

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 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).

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.

- 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, 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:

- Rothstein, *Color of Law*

All other 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

Attendance, Participation	5%
Quizzes	10%
Short Writing Assignment I	10%
Short Writing Assignment II	10%
Group Reading Assignment	5%
Adobe Sparks Picture Presentation	5%
SPOHP Lecture Post	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.

Midterm	25%
Final Exam	25%
Bonus Assignment (Interviews)	Up to 3 points

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:

- **Attendance and Participation:**
 - 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), and
 - 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.
- Students can miss up to four class before their absences impact their grade.
 - **Advances SLOs: 5**
 - Attendance and participation is crucial to students’ capacity to analyze, evaluate, and critically reflect on course content.
- **Quizzes:** There will be several quizzes, worth ten percent of your final grade, given on an unannounced basis. They will be short (5-10 minutes) and consist of identifications, multiple choice, or matching questions. Typically, one question from each quiz will be taken from supplemental readings. These quizzes are given to ensure you are keeping up with your reading and have a working knowledge of the subject matter.
 - **Advances SLOs: 1, 2, 3, 4**
 - These quizzes give students the opportunity to identify, analyze, and evaluate key course concepts—and to address knowledge gaps prior to the Midterm and Final exam.
- **SPOHP Lecture Post (500 words):** The Samuel Proctor Oral Program hosts the *Joel Buchanan Lecture Series* March 21-March 23, 2019. This assignment invites you to attend ONE of three lectures (note: these dates may change):

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 Difference History Makes” (11:45am, Smathers Library East, Room 100)
- Curtis Austin, “Keynote Address” (Harn Museum of Art, 6pm, Thursday March 21)
- “Ocoee Florida” (9:30am Saturday, Jones Center Auditorium, 1013 NW 7th Avenue).
- In response, you are required to write 500 words, which you can post to the canvas assignment board, in which you identify the three most compelling points in the lecture. In your response you must also identify and develop a connection to two separate course readings.
 - **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.
- **Midterm and Final Exams:** Worth twenty-five percent each, they will consist of essay and identification questions. You will receive a handout one week before each exam identifying a list of questions, but not IDs.
 - **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.
- **Short Writing Assignment 1:** The first paper, due Friday, February 15, invites students to examine the material in the first half of the course—before 1900—and to answer the questions: 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.
- 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. Paper are 750 words.
 - **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:** The second paper, due Friday April 12, 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 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.

- 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. Paper are 750 words.
 - **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.

- **Groups Reading Assignment:** In lieu of a discussion section we will create our own. Over the course of the semester, each student will independently lead a discussion of an article or a chapter. Groups are comprised of 3-5 students.
 - **Logistics:** to receive full credit for this assignment, discussion leaders **must** do both of the following two things the class immediately preceding their presentation:
 - **One**, you are required to have the article/chapter read before this meeting, and to explain your approach to the discussion the following class.
 - **Two**, at the beginning of this meeting you must submit a typed, double spaced hardcopy in which you explain your approach to the following three things:
 - **Keep the discussion to the reading:** As a discussion leader, you have many responsibilities: to clarify concepts and issues; promote discussion; keep students engaged and on track. Remember, you are a facilitator. Your goal is to guide, focus, and structure the discussion.
 - **Type of questions:** As a rule of thumb, try not to ask “yes” or “no” questions; instead, develop open-ended questions that will spur your fellow students to share their own ideas about the reading. Although you may not need to draw on all of your prepared questions, you must be prepared to answer all questions that you ask.
 - **Format:** You have a fair amount of latitude in how you can structure these group discussions: question & answer format, role-play format, small group exercises format, or debate-an-issue format.
 - **Advances SLOs: 1, 2, 3, 4, 5, 6**

- **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 7] – Class 1: Unit One: What is the Legal Basis of Racial Difference?
Class 1: Introduction and Overview

Goals:

- Meet and Greet
- Review course concepts, readings, expectations, and assignments

Required Reading:

- No assigned Reading

[January 9] – Unit One: What is the Legal Basis of Racial Difference?
Class 2: Inequality in America

Goal:

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

Required Reading:

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

[January 14] – Unit One: What is the Legal Basis of Racial Difference?
Class 3: Anthony Johnson and the Virginia Slave Codes & Introduction and Overview

Goals:

- 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 16] – Unit One: What is the Legal Basis of Racial Difference?
Class 4: Slavery, the Constitution Order & Positive Law—the *Somerset* Ruling

Goals:

- Analyze and evaluate slavery’s relationship to the federal constitutional order
- Examines the role of law in defining the power of slave holders

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.

Required Article:

- Somerset v. Stewart (1772)

Recommended Reading:

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

[January 21] – Class 5: MLK Day—No Class

[January 23] – Unit One: What is the Legal Basis of Racial Difference?
Class 6: Consolidating the Slaveholder’s Authority

Goals:

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

Required Readings:

- State v. Mann (1829)
- Commonwealth v. Thomas Aves (1836)

[January 28] – Unit One: What is the Legal Basis of Racial Difference?
Class 7: Resistance & Rebellion: Stono, Vesey & Turner

Goals:

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

Required Reading:

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

Recommended Reading:

- Accounts of Stono Rebellion (1739)

[January 30] – Unit One: What is the Legal Basis of Racial Difference?
Class 8: Community Making + Unit Summary & Discussion

Goals:

- Understand the role of space making in processes of enslavement

Required Reading:

- Prigg v Pennsylvania (1844) (selections)
- Fugitive Slave Act (1850)

Recommended Reading:

- *Roberts v. City of Boston* (1849)
- *Dred Scott* (1857)

Group Reading:

- Chapter 1: “Neighborhoods” in Anthony Kaye, *Joining Places: Slave Neighborhoods in the Old South*, 21-50.

[February 4] – Unit Two: Do Cities Mobilize Opportunity or Disruption?
Class 9: A New Racial Order?

Goals:

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

Required Reading:

- *Black Codes* (1865)
- *Civil Rights Act* (1866)
- Postwar Amendments: *Thirteenth, Fourteenth and Fifteenth*
- *Civil Rights Cases* (1883) (Read Justice Bradley’s majority opinion and the Justice Harlan’s dissenting opinion)

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.
- 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.

[February 6] – Unit Two: Do Cities Mobilize Opportunity or Disruption?
Class 10: 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:

- *Plessy v. Ferguson* (1896) (Read Justice Brown’s majority opinion and Justice Harlan’s dissenting opinion)

Recommended Reading:

- *Williams v. Mississippi* (1898)

Group 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.

- 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 11] – Unit Two: Do Cities Mobilize Opportunity or Disruption?
Class 11: 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)
- 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 13] – Unit Three: How have Courts and Cities Fostered Racial Isolation?
Class 12: 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:

- 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)
- Roger L. Rice, “Residential Segregation by Law, 1910-1917,” *The Journal of Southern History* Vol. 34, No. 2 (May, 1968), pp. 179-199. (NOTE: the language is dated in this article; read it for the claims it makes about the history of racial zoning)

****Short Paper I Due (February 15)****

[February 18] – Unit Three: How have Courts and Cities Fostered Racial Isolation?
Class 13: 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)*

Recommended Reading:

- 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] – Unit Three: How Have Courts and Cities Fostered Racial Isolation?
Class 14: Zoning & Planning

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
- Examine the impact of racial inequality in Gainesville

Required Reading:

- *Ambler Realty v. Village of Euclid (1926)*
- *Nectow v. City of Cambridge (1928)*
- Visit from Gainesville Commissioners Thomas Hawkins at 3:50pm

[February 25] – Unit Three: How have Courts and Cities Fostered Racial Isolation?
Class 15: Unit Summary & Discussion

Goal:

- Understand—in light of *Ambler v. Euclid*—that ways that racial distinctions and social inequalities would strengthen in the 1920s

Group Reading:

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

[February 27] – Midterm
Class 16—In-Class

[March 4] – Spring Break
Class 17—Class Cancelled

[March 6] – Spring Break
Class 18—Class Cancelled

Required Reading:

- Begin Rothstein, *The Color of Law*, 1-76.

Adobe Sparks Picture Presentations Due March 10

[March 11] – Unit Four: Who Draws Redlines?
Class 19: The Great Depression—Origins, Impact & the Birth of Legal Defense

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) Available online through Library West
- Continue Rothstein, *Color of Law*, pp 77-138.

Recommended Reading:

- “Chicago Jobless Colonize,” *New York Times*, November 12, 1930, 12
- “Chicago Gets Shanty Town,” *Los Angeles Times*, November 16, 1930, 7.
- Matthew Josephson, “The Other Nation,” *The New Republic* (March 17, 1933), 14-16
- Mary Heaton Vorse, “School For Bums,” *The New Republic* (April 29, 1931), 292-294
- Boris Israel, “Shanty Town: USA,” *The New Republic* (May 24, 1933), 39-41.
- Percy Wood, “Hunger Amy Asks State For A \$15 A Week Dole,” *Chicago Tribune*, June 16, 1931, 10.
- Virginia Gardner, “A Hobo Retires To His Estate In City 'Jungle’” *Chicago Tribune*, August 7, 1930, 13.

[March 13] – Unit Four: Who Draws Redlines?
Class 20: The Great Depression—“Ghetto” or Metropolis? & Discuss Rothstein

Goals:

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

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.

Required Reading:

- Complete Rothstein, *Color of Law*, pp 139-218.
- St. Clair Drake, *Black Metropolis*, 3-29. (Introduction: Midwest Metropolis) (canvas) COPY
- Philpott, *The Slum and the Ghetto: Housing Reform and Neighborhood Work in Chicago, 1880-1930* (Canvas, read Chapter 5, “The Outline of the Ghetto,” 115-145)

[March 18] – Unit Four: Who Draws Redlines?
Class 21: Race and the Suburbs

Goal:

- Understand how the suburbs were created as a racially separate and exclusive spaces

Required Reading:

- Wiese, “The Other Suburbanites,” 1495-1524. (canvas)

Recommended Reading:

- Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (selections)

[March 20] – Unit Four: Who Draws Redlines?
Class 22: Unit Summary & Discussion

Goals:

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

Group Reading:

- Larsen, “Harmonious Inequality? Zoning, Public Housing, and Orlando’s Separate City, 1920-1945.” *Journal of Planning History* 1, no. 2 (May 2002): 154–80. (canvas)

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.

SPOHP Lecture Post due Sunday, March 24, 2019

[March 25] – Unit Five: Civil Rights in the Postwar City?
Class 23: *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.

[March 27] – Unit Five: Civil Rights in the Postwar City?
Class 24: Legislating Housing

Goals:

- Understand the use of federal legislation to redress problems in public housing
- Watch and discuss *The Myth of Pruitt Igoe* to better understand 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](#)
- Joseph Heathcott, “Modelling the Urban Future: Planning, Slums and The Seduction of Growth in St Louis, 1940–1950,” *Planning Perspectives*, 2006. (Canvas)

Required Documentary:

- Unicorn Stencil Documentary Films, *The Pruitt Igo Myth: An Urban History*

[April 1] – Unit Five: Civil Rights and the Postwar City?
Class 25: Lunch Counters, Freedom Rides, and Fire Hoses

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)

Recommended Documentary:

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.

- Raoul Peck's *I am Not Your Negro*

[April 3] – Unit Five: Civil Rights and the Postwar City?
Class 26: Legislating Rights

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)
- D.B. Connolly, *A World More Concrete: Real Estate And The Remaking Of Jim Crow South Florida* (Chicago, 2014), 1-15. (canvas)
- Thomas Segrue, *The Origins of the Urban Crisis* (Canvas, read “Introduction,” p 3-14, only)

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 8] – Unit Five: Civil Rights and the Postwar City?
Class 27: Urban Struggles in Watts, Chicago and Detroit + Unit Summary & Discussion

Goals:

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

Group 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.

Recommended Motion Picture:

- Kathryn Bigelow's *Detroit* (2017)

[April 10] – Unit Six: What is Environmental Racism?
Class 28: Justice and the Spaces of City Life

Goals:

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.

- 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.

Recommended Reading:

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

Require Documentary:

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

Second Short Paper Due (April 12)

<p>[April 15] – Unit Six: What is Environmental Racism? Class 29: Regulating Isolation + Unit Summary & Discussion</p>

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)
- “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:

- *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*

<p>[April 17] – Unit Seven: Legacy? Class 30: Blues Epistemologies and two Oral History Interview</p>

Goal:

- Understands the impact of racial inequality locally, in Gainesville

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.

- 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
- Discuss a selection of interviews from the Samuel Proctor Oral History Program
 - AAHP 165, Monica Scott (canvas)
 - AAHP 193, Charles Demps (canvas)

These interviews are the basis of a Bonus Assignments Opportunity—Due April 19

[April 22] – Unit Seven: Legacy?
Class 31: 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 Review:

- Brentin Mock, “On Housing and Policing, 2018 Was 1968 Again,” *Citylab* [Here](#)

[April 24] – Final Exam
Class 30: In class

POLICIES

Class Attendance

Class attendance is expected. Students are allowed four discretionary absences (see “Attendance” under “Graded Work” above) to cover excused and unexcused absences. Additional absences that meet the standard of “excused” per UF’s policies HERE may be allowed, otherwise each absence beyond five will result in two points off of the final grade.

Making Up Work

Work is due as specified in the syllabus. Late work is subject to 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 Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing UF’s standard online evaluations (summary results will be available to students here) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

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.