

## Cover Sheet: Request 12942

### IDS2935: UF Quest 1, Justice: Race and Law in the American City

#### Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Joel Black jblack@ufl.edu
Created	8/15/2018 1:15:33 PM
Updated	9/30/2018 8:45:42 PM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled UF Quest 1, Justice: Race and Law in the American City as an offering that fills the Humanities, [Diversity, and Writing—2000 words] Gen Ed requirements. This temporary approval will last from Spring term, 2019, through fall term 2019.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	DCP - Urban and Regional Planning (SLAP) 011506000	Ruth Steiner	This is a non-traditional request. but Joel Black assures me that he is following the protocol. I will try to get him to the meeting.	8/17/2018
Black, Quest Cover Letter.doc					8/15/2018
College	Approved	DCP - College of Design, Construction and Planning	Abdol Chini		8/31/2018
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			8/31/2018
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|Gen\_Ed|New-Close-Modify for request 12942

## Info

**Request:** IDS2935: UF Quest 1, Justice: Race and Law in the American City

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**Submitter:** Joel Black jblack@ufl.edu

**Created:** 8/15/2018 1:04:41 PM

**Form version:** 1

## Responses

### Course Prefix and Number

Response:  
IDS2935

*Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).*

*If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.*

### Course Title

*Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).*

Response:  
UFQ1 Justice: Race and Law in the American City

### Delivery Method

*Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.*

Response:  
Classroom

### Request Type

Response:  
Change GE/WR designation (selecting this option will open additional form fields below)

### Effective Term

*Enter the term (semester and year) that the course would first be taught with the requested change(s).*

Response:  
Spring

**Effective Year**

Response:  
2019

**Credit Hours**

*Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.*

Response:  
3

**Prerequisites**

Response:  
n/a

**Current GE Classification(s)**

*Indicate all of the currently-approved general education designations for this course.*

Response:  
None, S

**Current Writing Requirement Classification**

*Indicate the currently-approved WR designation of this course.*

Response:  
None

**Requesting Temporary or Permanent Approval**

*Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.*

Response:  
3 semesters

**Requested GE Classification**

*Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.*

Response:  
H, D

**Requested Writing Requirement Classification**

*Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.*

Response:

E2

**UNIVERSITY OF FLORIDA**  
**Race and Law in the American City**

UF Quest 1/Justice and Power IDS2935/####  
General Education: Humanities, Diversity, Writing (2000 words)  
[Note: A minimum grade of C is required for General Education credit]  
Spring 2019

Class Meetings: TBA  
Location: ARCH 215  
Instructor: Prof. Black  
Office: ARCH 450  
Office Hours: TBA  
E-mail: [jblack@ufl.edu](mailto:jblack@ufl.edu) (This is the best way to get in touch)

### **COURSE DESCRIPTION**

Recent police shootings of African Americans in Ferguson, Sanford, Cleveland, 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 shaped the creation of 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 six 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 Black 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

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- 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, 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

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incorporated into the course (**Communication SLO for Gen Ed Hum, Diversity, and Q1**).

**COURSE READINGS:**

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

Recommended:

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

**COURSE ASSIGNMENTS & GRADING**

Attendance, Participation	5%
Quizzes	10%
Short Essay I	10%
Short Essay II	10%
Group Reading Assignment	5%
Adobe Sparks Picture Presentation	10%
Midterm	25%
Final Exam	25%

**Grading Scale**

<b>A</b>	93-100	4.0	<b>A-</b>	90-92.9	3.67
<b>B+</b>	87-89.9	3.33	<b>B</b>	83-86.9	3.0
<b>B-</b>	80-82.9	2.67	<b>C+</b>	77-79.9	2.33
<b>C</b>	73-76.9	2.0	<b>C-</b>	70-72.9	1.67
<b>D+</b>	67-69.9	1.33	<b>D</b>	63-66.9	1.0
<b>D-</b>	60-62.9	.67	<b>E</b>	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:** Students are expected to show up to each class on time, with all materials read for that day's class, ready to participate. That said, I understand that life can get in the way. So, students can miss up Five class before their absences begin to 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.

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- **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.
- **Midterm and Final Exams:** Worth twenty-five percent each, they will consist of essay and identification questions. Each will involve roughly 500-700 words of writing. 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 Paper 1:** The first paper, due February 13, invites students to examine the material in the first half of the course—before 1900—when law was 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 documents, 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 1000 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 Paper II:** In the second paper, due April 10, students will discuss whether the city confirmed or contested 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 documents, 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 1000 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.

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- **Groups Reading Assignment:** In organized teams, students will lead a discussion of a course reading—typically an article.
  - 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.
  - 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.
  - 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.
  - Discussion leaders **must** meet with the professor before the class immediately preceding your presentation to discuss their plans. You are required to have the article read before this meeting, and to explain your approach to the discussion the following class.
    - **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:** Due the week after spring break, this document invites students to take the time over spring break to look more closely and critically at racialized policies in one of three spaces: in your home neighborhood, in a place that is familiar to you, or in a place that you plan to visit over spring break. Note: this document should engage directly with specific course materials.
  - **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.

## GRADING:

- **Participation Grading:** Consistent high-quality class participation—in large and small groups—is expected. “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).

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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.

- **Paper and Exam 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).

	<b>Excellent (A)</b>	<b>Good (B)</b>	<b>Adequate (C)</b>	<b>Poor (D)</b>	<b>Failing (F)</b>
<b>Content</b>	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.
<b>Development</b>	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.
<b>Style</b>	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.
<b>Usage</b>	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.

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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?

## 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: Current Issues—the Shooting of Michael Brown in Missouri

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:

- Richard Rothstein, *The Making Of Ferguson: Public Policies at the Root of its Troubles* (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* (on reserve in Library West)

[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

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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)

Recommended Reading:

- *Prigg v Pennsylvania* (1844)
- Fugitive Slave Act (1850)
- *Roberts v. City of Boston* (1849)
- *Dred Scott* (1857)

[January 28] – Unit One: What is the Legal Basis of Racial Difference?  
Class 7: Resistance & Rebellion: Stono, Vesey & Nat 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* (Hathi Trust)

Recommended Reading:

- Accounts of Stono Rebellion (1739)

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

Goals:

- Reflect on the role of community making among enslaved populations

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 use of legislation upon the prohibition of slavery after the Civil War to address racial violence and exclusion

Required Reading:

- 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.
- 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

Goals:

- Understand the durable impact 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:

- 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—Discussion & Unit Review

Goals:

- Appreciate that the World’s Columbian Expositions generated new and influential theories about planning
- Understand that, in its early years, planning disregarded the diversities and inequalities that characterized city life

Required Reading:

- Wells, Ida B. et. al. “The Reasons why the Colored American is Not in the World’s Columbian Exposition.” (Hathi Trust)

Group Reading:

- 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  
\*\*Short Paper I Due\*\*

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.

[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)*

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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
- Silver, “The Racial Origins Of Zoning: Southern Cities From 1910–40,” *Planning Perspectives*.

[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

Required Reading:

- *Ambler Realty v. Village of Euclid (1926)*

Recommended Reading:

- “Law Without Rights: Zoning, Poverty and the Normative Family Home,” in Valverde, *Everyday Law on the Street: City Governance in an Age of Diversity*, (pp. 106-140)

[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

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

Class 19: The Great Depression—Origins and Impact

\*\*Adobe Sparks Picture Presentations Due\*\*

Goals:

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

Required Reading:

- Selection of article from the *Chicago Tribune* and *New York Times* describing “Hobohemias” and other forms of provisional housing

Recommended Reading:

- Nancy Isenberg, “Forgotten Men and Poor Folks: Downward Mobility and the Great Depression,” in *White Trash: The 400-Year Untold History of Class in America* (NY: Penguin, 2017) 206-230. (Canvas)

[March 13] – Unit Four: Who Draws Redlines?

Class 20: The Great Depression—“Ghetto” or Metropolis?

Goals:

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

Recommended Reading:

- St. Clair Drake, *Black Metropolis* (Hathi Trust—selections)
- Philpott, *The Slum and the Ghetto: Housing Reform and Neighborhood Work in Chicago, 1880-1930* (Hathi Trust—selections)

[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:

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

[March 20] – Unit Four: Who Draws Redlines?

Class 22: Unit Summary and Discussion

Goals:

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

**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.

Group Reading:

- Rashad Shabazz, *Spatializing Blackness: Architectures of Confinement and Black Masculinity in Chicago*. (selections on canvas)

[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*

Documentary: *The Myth of Pruitt Igoe*

[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:

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

- Beryl Satter, *Family Property: How the Struggle Over Race and Real Estate Transformed Chicago and Urban America*, selections.

Required Documentary:

- We will watch Raoul Peck's *I am Not Your Negro* in class

[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), selections.

Recommended Reading:

- 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)

Recommended Reading:

- Thomas Segrue, *The Origins of the Urban Crisis* (Introduction, pp. 3-14; "Part I: Arsenal," pp. 15-87)
- Report of the US National Advisory Committee on Civil Disorders (US Government 1968, 1-29)
- Haar, *Suburbs Under Siege: Race, Space, and Audacious Judges*

- Weise, *A Place of Their Own: African American Suburbanization in the Twentieth Century*
- Michael Klarman, “The Backlash Thesis,” *Journal of American History*.
- Lisa McGirr, *Suburban Warriors*.

[April 10] – Unit Six: What is Environmental Racism?

Class 28: Justice and the Spaces of City Life

**\*\*Second Short Paper Due\*\***

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.

Recommended Reading:

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

Require Documentary:

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

[April 15] – Unit Six: What is Environmental Racism?

Class 29: New Approaches to Isolation

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)
- *Moore v. City of East Cleveland* (1977) (Selections)

Recommended Reading:

- 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*

[April 17] – Unit Six: What is Environmental Racism?

Class 30: Gainesville City Commission Panel with Thomas Hawkins and Gail Johnson

Goal:

- Understands the impact of racial inequality locally, in Gainesville

Required Reading:

- Discuss a selection of interviews from the Samuel Proctor Oral History Program

[April 22] – Unit Six: Environmental Justice  
Class 31: Unit Review and Discussion—Legacies?

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

Re-Read & Review:

- Richard Rothstein, *The Making Of Ferguson: Public Policies at the Root of its Troubles* (Canvas)

**\*\*Final Exam:** See Final Exam Schedule\*\*

## **POLICIES**

### **Class Attendance**

Class attendance is expected. Students are allowed five 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/](http://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.

August 15, 2018

Dear Members of the General Education Committee,

I hope that you will consider my course *Race and Law in the American City* for the spring 2019 trial of Quest 1, the new UF arts and humanities curriculum that will replace IUF1000 “What is the Good Life?” Rather than providing students with a survey, or introduction, to a topic this course invites students to engage broadly with complex questions that are not easily resolved, but which have long-term intangible value. This multidisciplinary, thematic course deals with fundamental questions of human experience, fits within one of five Quest themes, and includes experiential learning opportunities. The critical questions raised in this class are intended to reverberate across students’ intellectual, professional, and personal lines of engagement.

*Race and Law in the American City* fits under the theme “Justice and Power,” asking crucial question about how we evaluate issues of race in the city today, and how we might use history as a tool to deepen our understanding and engagement with city life. Organized into six units that ask six separate questions, the course challenges students to confront their own transcripts and preconceptions about race in the city. The multidisciplinary of the course is made evident by the selection of primary and secondary literary and visual material, legal decision making, personal accounts, and policy making—each filtered through an historical lens. While course readings are selected to spur investigations across disciplines, they also invite students to read individual sources closely, to brief legal opinions, and in this way to enhance their understanding of text and how it creates meaning. Ultimately, this course is designed to help students make informed choices moving forward—to simultaneously arm them with a breadth of knowledge, while incentivizing them to department-based investigations in introductory and survey courses.

I seek a Diversity designation along with the Humanities designation because ideas about race are shaped by questions of sex, class, age, and national identity. Course text—from planning to law to history—reveal that constructions of race are never neutral. We begin with a reading that ties the shooting of Michael Brown in Ferguson, Missouri, in 2014 to the experiences of African American in the city more generally. Then, we move back in time to examine the construction of racial difference that endorsed the racial slavery and segregation that predated the Great Migrations of the twentieth century—mass movements that promised endless opportunity but granted only isolation. What made the city hopeful? And, how did anxiety about race in neighborhoods, and on behalf of money lenders and policy makers crush that hope? Have civil rights altered this course and removed obstacle to equality in the city? And, what might environmental racism tell us about the legacy of race in the city—about our attempts to become more equitable? The Spark Adobe assignment and writing assignments are intended to spur students to greater consideration of these questions—toward a deeper consideration of their personal engagement.

Most students will write far beyond the 2000 words they earn for the class. In addition to a midterm and final exam, each consisting of multi-part essay and identification questions that require between 500-1000 words of writing, student will submit two short writing assignments, between 500 and 750 words. The first paper, due February 9, asks students to examine effort to use law to create and vacate an order based on race. In the second paper, due April 3, students will discuss whether the city confirmed or contested that order; it will also give students an opportunity to develop and refine their arguments, and to polish their prose. In both papers, students will take a clear position. They will identify one case or documents we have discussed in class and draw connections to other course materials. The paper assignments 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. Finally, students will submit an Adobe Sparks Picture Presentation, due the week after spring break. This self-reflection assignment invites students to take the time over spring break to write about racialized policies in one of three spaces: in their home neighborhood, in a place that is familiar to them, or in a place that they plan to visit over spring break.

This course is designed to accommodate a range of learners and learning styles. Class, which meets twice each week, will be lecture and discussing based; students will also sign up to team lead one “group reading.” Students are invited to meet informally with me during office hours, after class, and at public lectures. In addition, students learn experientially in two ways: first, by engaging with oral history materials dealing with racial segregation and environmental justice available through the Samuel Proctor Oral History Program; second, current and past member of the Gainesville City Council, Thomas Hawkins and Gail Johnson, will host a panel during which they discuss issues related to the operation of city government. In addition, students will be expected to attend and report on relevant lectures sponsored by the Center for the Study of Race and Race Relations at the Levin College of Law, the Center for the Humanities and the Public Sphere, and the Bob Graham Center. My aim is to support and challenge students as they pursue a better understanding of the relationship between race and the city in this class and afterward.

Please do not hesitate to contact me with further questions.

Sincerely,

Joel E. Black  
Lecturer, Urban and Regional Planning  
jblack@ufl.edu