

**UNIVERSITY OF FLORIDA  
URBAN AND REGIONAL PLANNING**

**URP 4905: Race and Planning in American Law  
Fall 2016**

Class Meetings: M: 6-7; W: 7  
Location: ARCH 215  
Instructor: Prof. Black  
Office: ARCH 450  
Office Hours: MW: 2:45-3:45pm, or by appointment  
E-mail: jblack@ufl.edu

**COURSE DESCRIPTION**

History reveals important policy assumption and problems that can help to guide the next generation of planners. This course focuses on one aspect of that history: the experiences and ordeals of African Americans in the urban, built environment. Together, we will cover the period from contact to the present day. We will use court cases, social history, and planning decisions to interrogate conflicts arising over African Americans' claims to mobility and settlement, to jobs and housing, and to city life and civil rights. We will discover that—among other things—laws created to regulate black urban dwellers had a direct impact on all Americans.

This semester we will read academic articles, legal opinions, and book manuscripts that help to bring us inside crucial moments that shaped city life for black Americans. We will use these materials to ask vital questions—to probe 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, we will use law and planning to broach larger questions about law's impact, about the ways we build and occupy cities, and about the consequences of inclusion and exclusion in the city.

**LEARNING OBJECTIVES**

As a result of taking this course, students will be able to:

- Demonstrate an in-depth knowledge of laws' urban contexts
- Draw connections between legal knowledge and urban life
- Evaluate uses of evidence in historical interpretation
- Communicate ideas persuasively and effectively, both orally and in writing
- Evaluate and debate legal and ethical questions, about the meaning of issues that are not easily resolvable, but which have long-term intangible value

**COURSE TEXTS**

Required

- Kevin Boyle, *Arc of Justice*

**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.

- Thomas Segrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*

## **COURSE POLICIES**

### **Special Accommodations**

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see <http://www.dso.ufl.edu/drc/getstarted.php>. The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

**Attendance:** Attendance is **MANDATORY**. Roll will (typically) be taken each class. Please notify me beforehand if you need to miss a class. If you incur more than three absences, your course grade will go down one letter grade increment for every additional class missed. You are expected to come to class on time (arriving before the class is scheduled to begin) and to stay until the end. Please let me know before class if you must leave early.

**Participation:** You are expected to come to class on time, prepared, and ready to participate. Your participation will contribute to the learning of your fellow classmates. A significant percentage of your grade will be determined by your participation.

**Late Assignments:** If you are unable to turn in an assignment on time, please contact me **BEFOREHAND** to discuss alternatives. Late assignments will be docked a letter grade increment each full day (24 hour period) they are late.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Computer Use:** Students can use electronic devices only with special permission. Otherwise, computers, tablets, and phones—all electronic devices—are **NOT** permitted for use in this class. Students found to be using electronic devices during class time will be docked one whole letter grade. This policy is for your benefit, for the benefit of your fellow learners, and for my benefit.

### **Classroom Climate**

Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

### **Academic Integrity and the UF Honor Code**

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All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy. The policy places full responsibility on students to know and adhere to these standards for academic integrity. All examinations, quizzes, projects, and assignments are subject to this policy. Maintaining strict academic integrity is a priority; all instructors will fully enforce the UF Honor Code in their classes.

### **Incomplete Grades**

An incomplete grade is described in the Undergraduate Catalog. It is the instructors' discretion as to what extenuating circumstances warrant adequate excuse for not completing required course work.

### **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

### **COURSE ASSIGNMENTS & GRADING**

Attendance, Participation	10%
Quizzes	10%
Reaction Papers	10%
Essay Outline, Abstract, Bibliography and Workshop	10%
Midterm	20%
Final Paper	15%
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:**

- **Quizzes:** There will also be several quizzes 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

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supplemental readings. These quizzes are given to ensure you are keeping up with your reading and have a working knowledge of the subject matter.

- **Reaction Papers:** Students are expected to prepare and submit a typed, single-page, single-spaced response to the Boyle's *Arc of Justice* and Segrue's *Origins of the Urban Crisis*. These responses, which are due at the beginning of class on the day we discuss each book, are worth ten percent of your final grade. In your response, you are required to do three things. Be sure to be precise.
  - Identify what you believe to be the **three** most crucial/compelling points in the readings.
  - Explain (for **each point**) why you think these are the most crucial points.
  - Identify and develop two points of comparison with other course materials. To do this, you might think about other readings, cases, and lectures.
  
- **Essay Outline, Abstract and Bibliography:** Due at the beginning of class on November 1. Your 200-word abstract will identify the main point that you plan to make in your paper, and explain why that point is significant. Your essay outline must identify and explain the smaller point that you plan to develop in your essay, and the way that they support your larger claim. Your annotated bibliography must identify five primary sources and five secondary sources that you plan to use in your paper, and explain how those sources support your larger claim.
  
- **Workshop:** You will workshop your paper in two formats. The first format is a formal, 10-minute presentation, followed by a ten-minute question period. In this presentation, students should demonstrate progress from the ideas they presented in their outline, abstract and bibliography. Students are welcome to use PowerPoint, or prezi. The second format is less formal, and involves an online blog (set up through canvas) in which students will respond to the topic and ideas expressed in outline, abstract and bibliography.
  
- **Final Paper:** You will submit your final paper on the last day of class. It will be 5-7 pages of text plus your revised outline, abstract, and bibliography. Also include a copy of your previous outline, abstract, and bibliography assignment.