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| **UNIVERSITY OF FLORIDA**  **Honors Program** |

**IDH 2930/Section 18316**

(Un)common Reader: *Meet the Author: Zoning Inequality*

**Fall 2018**

Class Meetings: W5 (11:45-12:35)

Location: HUME 119

Instructor: Prof. Black

Office: ARCH 450/ Holland 184A

Office Hours: ARCH 450: T/Th 9:30-10:30, or by appointment

E-mail: jblack@ufl.edu

**COURSE DESCRIPTION**:

Legally, zoning law pits the interest of private property against the interest of land regulation. Socially, it provides a justification to exclude people. In both cases, it forms the basis of land use law in America. This course, which begins with an examination of the close relationship between land use and race triggered by the shooting of Michael Brown in Missouri in 2014, takes a deep dive into the legal history of zoning in American history. The subject of a landmark United States Supreme Court opinion in 1926, zoning would maintain many of its early commitments to the separation of buildings and the separation of people.

This course, which invites you to explore the ways that land use policies keep us apart, is designed to equip students to better understand city life a century ago—and the implications of sexual, racial, and ethnic regulations/separation today. Together we will read Michael Allen Wolf’s *The Zoning of America*; the book’s author—Levin Law Professor Michael Wolf—will also visit our class to discuss zoning. Because The *Zoning of America* is not a very long book, we will also read selections from cases that form an important counter narrative to zoning: *Buchanan v. Worley* (1917), *Village of Belle Terre v. Boraas* (1974), and *Moore v. City of East Cleveland* (1977), along with other primary materials.

After reading and discussing the book, we will embark on research at the law library. Here you will research a topic of your choosing and assemble materials necessary to complete a Sparks presentation in-class. Students’ final grade will be divided between participation, a short reaction paper, and an Adobe Sparks Picture Presentation—on a topic of your choosing that is related to the book.

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

* Draw connections between legal knowledge and everyday life
* Evaluate uses of evidence in historical interpretation
* Communicate ideas persuasively and effectively, both orally and in writing

**COURSE TEXTS**

Required Reading—

# Michael Allen Wolf, *The Zoning of America: Euclid v. Ambler* (Landmark Law Cases and American Society) Lawrence: University Press of Kansa, 2008.

You will also read *selections* from:

* *Buchanan*v*.*Warley, 245 U.S. 60 (1917)
* Shelley v. Kraemer, 334 US 1 (1948)
* *Village of*Belle Terre v. Boraas, 416 U.S. 1 (1974)
* Moore v. *City of*East Cleveland, 431 U.S. 494 (1977)
* Richard Rothstein, *The Making Of Ferguson: Public Policies at the Root of its Troubles* (Canvas)

**COURSE POLICIES**

**Special Accommodations**: Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, [HERE](https://mail.ufl.edu/OWA/redir.aspx?C=2899b0ce565f45969c2166a622bc08af&URL=http%3a%2f%2fwww.dso.ufl.edu%2fdrc%2fgetstarted.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 **ONE** absence, 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 typically cannot be accepted. Those that are accepted 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 [HERE](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. Please let me know if you have any concerns.

**Academic Integrity and the UF Honor Code**: All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code [HERE](https://mail.ufl.edu/OWA/redir.aspx?C=2899b0ce565f45969c2166a622bc08af&URL=http%3a%2f%2fwww.dso.ufl.edu%2fsccr%2fhonorcodes%2fhonorcode.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 [HERE](https://evaluations.ufl.edu).

**COURSE ASSIGNMENTS & GRADING**

Attendance, Participation 50%

Short Reaction Paper 25%

Adobe Sparks Picture Presentation 25%

**Grading Scale:** Information in regard to UF's grading policy can be found [HERE](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**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

**ASSIGNMENTS**: Your paper must be submitted through “Turn it In” on canvas.

* **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.
* **Short Reaction Papers**: Students will prepare and submit a 400-500-word response to Wolf’s *The Zoning of America*, and the cases shaping the counter narrative. This response, due before 9am on October 31, is worth **twenty-five** percent of your final grade. In your response, you are required to do three things.
  + Identify what you believe to be the three most crucial/compelling points in the reading.
  + Explain (for each point) why you think these are the most crucial points.
  + Identify one part of the book that you found compelling and would like to develop in a separate project
* **Adobe Sparks Picture Presentation**:
  + This assignment, which is designed to build upon your short reaction paper, is worth **twenty-five** percent of your final grade.
  + Use adobe sparks (available here: <https://spark.adobe.com/home/>) to create a picture presentation
  + In this presentation you will choose a **topic that is related** to the book—that expands upon an idea introduced/develop in the book: something that you find interesting
  + While you can approach the assignment any way you choose, students may find it easier to identify a **main point** and explain why that point is significant.
  + Presentations must also identify and explain the **smaller points** that relate to and enhance your main point.
  + Presentations must engage with **sources**: Identify three primary sources and two secondary sources in your presentation and discuss how you are using them. I am particularly interested in how these sources support your larger claim.
  + Presentations should last 10-minutes and are followed by a five-minute question period.
  + Presentations MUST be submitted online ONE HOUR before your presentation slot.

**Possible Topic Areas** (just suggestions, not exhaustive):

Civil Rights Equality Courts

Legislation Segregation—Jim Crow Isolation

Crimes Domestic Life Governance

City Life Zoning/Redlining/Covenants Gender

Sexuality Poverty Work

Agriculture/Industry Industry Celebrity

**WEEKLY SCHEDULE**

Please be advised that the following schedule should not be construed as a guarantee that all of the topics will be covered. The instructor reserves the right to modify this schedule as he deems appropriate at his sole discretion.

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| [08/22] – Week 1: Introduction |

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| [08/29] – Week 2: Overview: Richard Rothstein, *The Making Of Ferguson: Public Policies at the Root of its Troubles* (Canvas) |

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| [09/05] – Week 3: Narrative: Wolf, *Zoning of America*, Prologue and Chapter 1-4, pp. 1-56. |

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| [09/12] – Week 4: Narrative: Wolf, *Zoning of America*, Chapter 5-6, pp. 57-120. |

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| [09/19] – Week 5: Narrative: Wolf, *Zoning of America*, Chapter 7, 8, 9, pp. 121-166. |

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| [09/26] – Week 6 Narrative: Wolf, *Zoning of America*, Cases and Chronology & Overview |

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| [10/03] – Week 7: Counternarrative: Selections from *Buchanan*v*.*Warley, 245 U.S. 60 (1917); Shelley v. Kraemer, 334 US 1 (1948) |

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| [10/10] – Week 8: Counternarrative: Selections from *Village of*Belle Terre v. Boraas, 416 U.S. 1 (1974) Moore v*. City of* East Cleveland, 431 U.S. 494 (1977) |

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| [10/17] – Week 9: Meet with Levin Law Faculty Professor Michael Wolf |

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| [10/24] – Week 10: **No Class**—Professor Black attends Conference on Urban History in Columbia, S.C. |

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| [10/31] – Week 11: Meet with Levin School of Law Reference Librarian Gail Mathapo  \*\*Short Reaction Paper Due\*\* |

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| [11/07] – Week 12: \*UF Levin Law Campus Tour\* Meet at Levin 184A |

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| [11/14] – Week 13: Presentations |

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| [11/21] – Week 14: Thanksgiving!—No Class |

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| [11/28] – Week 15: Presentations |

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| [12/05] – Week 15: Presentation & Wrap up |