

UNIVERSITY OF FLORIDA
From Page to Stage

IDH2952/Section 2900
Spring 2022

Class Meetings: Tuesday 7 (1:55-2:45)
Class Location: Little 117
Instructor: Joel Black
Office Hours: Tuesday, Wednesday, 12:15-1:00, Or by Appointment
E-mail: jblack@ufl.edu (please email with questions)

COURSE DESCRIPTION

This spring 'Rent the Musical' will be playing in Gainesville. This class invites students to watch the musical and immerse themselves in readings that deal with the topics it raises, from gentrification to urban renewal, COVID and the rent crisis. Together we'll discuss articles, visit Matthew Desmond's housing website, and even read a supreme court opinion, as we explore the ways that each connects back to the play. Honors Director Dr. Mark Law will visit class to lecture on the play, its background and context. Students will write a paper addressing an aspect of the musical they found most compelling. I hope you'll join us!

LEARNING OUTCOMES

Students who successfully complete this course will gain a better appreciation of (at least) four main questions.

- Examine *Rent: The Musical*'s historical context
- Examine *Rent: The Musical*'s social context
- Understand the background of *Rent: The Musical*
- Explore the ways that a musical theater can help us to better understand contemporary issues

REQUIRED TEXTS

There are no required texts for this course. All readings will be available through canvas.

ATTENDANCE POLICY

Please note that you are only allowed ONE unexcused absence. Any additional unexcused absences will diminish your grade.

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. 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.

LATE ASSIGNMENTS: If you are unable to turn in an assignment on time, please contact me **BEFOREHAND** to discuss alternatives.

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>.

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, 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. 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>.

ASSIGNMENTS

This class meets once a week for 50 minutes. All students are required to attend regularly, participate, and read all required assignments carefully.

- **Attendance & Participation: 50%**

- I expect consistent, high-quality participation. “High-quality” in this case means:
 - Informed (i.e., shows evidence of having done assigned work)
 - Thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions)
 - Considerate (i.e., takes the perspectives of others into account).
- If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.
- Note: Being successful in this class means attending every class and engaging actively with course content

Writing Assignment: 50%

- 5–7-page term papers are due one week after individual meetings
- This paper invites students to answer the following questions: What was the most interesting thing to you about the musical Rent and what does it reveal about one of the four topics examined in this class?
- Papers must engage with one of the four topics identified in the syllabus: Housing Instability, The AIDS Crisis, Renewal, or Gentrification
- In their papers, students will take a clear position.
- In their papers, students are required to identify and incorporate 3-5 primary sources
- Evidence must be cited using Chicago Style.
- This assignment must be double spaced, and the ideas within it organized into paragraphs with topic sentences. The assignment must also have a thesis, or central, organizing point.
- The paper will also provide an opportunity to discuss issues of grammar and voice with students and to explore with them how best to frame, support, and develop an argument using textual evidence.
- Papers are 1200-1500 words.
- List word count at top of paper.

Attendance and Participation:	50%
Term paper:	50%

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 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.

TWO CLIMATE ISSUES

In Class

- 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 viewpoints expressed by others.

On Zoom: While this class meets face-to-face, it is possible that we will need to meet by zoom at some point in the semester.

- Should we meet on zoom, I ask that you use the following rules of video **conferencing etiquette:**
 - Choose a stationary location (meaning you must Zoom in from a computer, not from your phone)
 - Choose a location where there are minimal disruptions (e.g. roommates talking and pets jumping on you)
 - Dress appropriately for video conferencing
 - I will mute you upon entry to the class, but it is your responsibility to be "present" for the class to be counted for attendance purposes. You must "show video" and yourself for the active portions of the class when we are not on breaks
 - Please turn off any cell phones and other electronic devices; and close any other computer programs, websites, and email so you can give your classmates and speakers your full attention.
- Do not Zoom in the same room as someone else in the class. Unfortunately, Zoom "parties" create horrible feedback noises.
- Zoom invitation are available on the course canvas page and are posted at the bottom of this syllabus. Please notify me immediate if your zoom link is not working.

WEEKLY SCHEDULE

Please be advised that the following schedule should not be construed as a guarantee that all topics will be covered. The instructor reserves the right to modify this schedule, if necessary.

[01/11] – Week 1: <i>Introduction and Overview</i>
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[01/18] – Week 2: <i>Housing I – Instability</i>
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Goals:

- Understand some of the manifestations and consequences of housing instability

Required Reading:

- Desmond and Rutan, “The Concentrated Geography of Eviction,” *Annals of the American Academy of Political and Social Science*, Jan 2021, Vol. 693 Issue 1, p64-81. 18p.
- Desmond, Gershenson, Kiviat, “Forced Relocation and Residential Instability among Urban Renters,” *Social Service Review* Jun2015, Vol. 89 Issue 2, p227-262. 36p.

Recommended Reading:

- Waymon, Land Gains, Land Losses: The Odyssey of African Americans Since Reconstruction, *American Journal of Economics & Sociology*. May-Sep2018, Vol. 77 Issue 3/4, p893-939. 47p.

01/25– Week 3: Housing II – The Eviction Moratorium

Goals:

- Understanding legal interpretations of housing instability considering COVID 19

Required Reading:

- *Alabama Association of Realtors v. Department of Health and Human Services* (2021) (The Eviction Moratorium Case)
- *LA Times*: <https://www.latimes.com/opinion/story/2021-08-31/supreme-court-eviction-moratorium-biden-administration>
- *NY Times*: <https://www.latimes.com/opinion/story/2021-08-31/supreme-court-eviction-moratorium-biden-administration>

Recommended Reading:

- TBD

[02/01] – Week 4: The AIDS Crisis – Regulating Sex

Goals:

- Understand the voices, policies, regulations, and campaign that organized around the AIDS crisis

Required Reading:

- Erin Ruel and Richard Campbell, Homophobia and HIV/AIDS: Attitude Change in the Face of an Epidemic, *Social Forces* June 2006, Vol. 84 Issue 4, p2167-2178. 12p.
- Jennifer Brier, "I'm Still Surviving": Oral Histories of Women Living with HIV/AIDS in Chicago, *Oral History Review*. Winter/Spring2018, Vol. 45 Issue 1, p68-83. 16p.
- The Denver Principles to Empower People with Aids, 1983 (PDF)
- Cleveland’s Black Community Responds to Aids, 1998 (PDF)

Recommended Reading:

- *Bowers v. Hardwick* (1986)
- *Lawrence v. Texas* (2003)

[02/08] – Week 5: *Attend Rent: The Musical 7:30 pm, the Phillips Center*

[02/15] – Week 6: *Class Visit From Dr. Law*

[02/22] – Week 7: *Urban Planning & Renewal*

Goals:

- Understand Urban Renewal and its appearance in New York City

Required Reading:

- Jane Jacobs, *The Death and Life of Great American City*, selections
- Samuel Zill, “The Roots and Routes of Urban Renewal,” *Journal of Urban History*. May 2013, Vol. 39 Issue 3, p366-391. 26p.

Recommended Reading:

- Brian Goldstein, “Rehabbing Housing, Rehabbing People: West 114th Street and the Failed Promise of Housing Rehabilitation,” *Buildings & Landscapes* Fall 2019, Vol. 26 Issue 2, p41-72. 30p (explores the tension between physical and social planning)

[03/01] – Week 8: Gentrification

Goals:

- Understand how affluence creates exclusions that redefine cities

Required Reading:

- P.E. Moskowitz, *How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood*, selections.

Recommended Reading:

- TBD

[03/08] – Week 9: *Spring Break – Class Does Not Meet*

[03/15] – Week 10: *Individual Paper Topic Meeting Meetings–Group A Sign Up*

[03/22] – Week 11: *Individual Paper Topic Meeting Meetings–Group B Sign Up*

Group A Papers Due, 11:59pm

[03/29] – Week 12: *Individual Paper Topic Meeting Meetings–Group C Sign Up*

Group B Papers Due, 11:59pm

[03/30] – Week 13: -

Group C Papers Due, 11:59pm

[04/06] – Week 14: - Class Does Not Meet

[04/13] – Week 15: - Class Does Not Meet

[04/20] – Week 16: - Class Does Not Meet