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# Suburbanization

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Spring 2014. Cooper Street Building, Rm. 110.  
Monday & Wednesday 1:20pm–2:40pm.

Office Hours: By Appointment.

## COURSE DESCRIPTION

This course introduces students to the topic of suburbanization. Particular emphasis is given to the process of suburbanization in an economic and historical context. Additional emphasis is given to the effects of suburbanization on the built environment and the individuals who live in such communities. The topics of discussion include the monocentric city model, the history of suburbanization in the US, and the costs and benefits of suburban style development.

## COURSE OBJECTIVES

Upon successful completion of this course, students should be able:

1. Understand the process, structures, and underlying economic logic of suburbanization.
2. Understand the historical influences of suburbanization.
3. Identify the outcomes of the spatial arrangement of individuals in a metropolitan area.
4. Speak intelligently about the costs and benefits of suburbanization.

Student progress on these learning objectives will be measured through a combination of examinations, written assignments, and class discussion.

## REQUIREMENTS

### REACTION PAPERS — 30%

You will be required to write short reactions to the week's readings for **ten (10)** of the thirteen (13) weeks of readings. These reaction papers should outline what you've learned from the weeks reading and how this has changed your understanding of the process or the effects of suburbanization. All papers must be in Microsoft Word format with 1-inch margins, 11 pt. Times New Roman font and 1.5 spaced. There is a 650 word limit. Papers will be due via Sakai.

## EXAMS — 50%

Two comprehensive, take-home examinations will be distributed. The first exam will be distributed on **Wednesday, March 5** and your responses are due via Sakai by **5:00pm Wednesday, March 12**. The second exam will be distributed on **Monday, May 5** and your responses are due via Sakai by **5:00pm Monday, May 12**. Both exams must be in Microsoft Word format with 1-inch margins, 11 pt. Times New Roman font and 1.5 spaced. There is a 3,000-word limit for these exams (Approximately 8 pages using this format). Please indicate the number of words at the end of your exam. Points will be deducted for not following this format.

## ATTENDANCE & PARTICIPATION — 20%

All assigned reading is required and should be completed *before* it is discussed in class. Please see the course outline for assigned readings. Students are expected to be prepared to participate in class discussions each week. Students will lose one percentage point from their final grade for each instance of noticeable failure to participate in class discussions and/or the appearance of unpreparedness for class. In addition, students are expected to attend all class meetings. Students will be allowed ONE excused and ONE unexcused absence during the semester. Absences will ONLY be excused for documented emergencies that are unavoidable. All other schedule conflicts that result in absence from class will be considered unexcused. More than one unexcused absence and/or more than one excused absence (regardless of the reason) will lower your final grade by one percentage point per absence. Tardiness by more than 30 minutes without prior permission, as well as habitual tardiness, will also be treated as an unexcused absence. If you miss a class for any reason, it is your responsibility to obtain complete information on that class from another student in the course.

## READINGS

The main text in this course is available at the bookstore. However, it likely can be obtained cheaper elsewhere (primarily online).

Bruegmann, Robert. 2006. *Sprawl: A Compact History*.

Duany, Andres, Elizabeth Plater-Zyberk, Jeff Speck. 2010. *Suburban Nation: The Rise of Sprawl and the Decline of the American Dream*.

Jackson, Kenneth T. 1987. *Crabgrass Frontier: The Suburbanization of the United States*.

Hayden, Dolores. 2004. *Building Suburbia: Green Fields and Urban Growth, 1820-2000*.

Additional required reading will be assigned. To the extent that I can, these will be available on [Sakai](#).

## COURSE METHODOLOGY & POLICIES

This will not be a lecture driven class. This class is intended to be discussion based and highly interactive. Class meetings will be a combination of presentation/discussion of readings, engaged discussion, and group work. Because of this course design, students will get out of this class as much as they put into it and will also have opportunities to pursue the subtopics commensurate with their own personal interests and inquiries.

My approach to this course is that since it is a special topics course, I assume all students enrolled in this class want to learn as much as possible about the topic and students will be self-motivated to do so. I expect students to ask questions and readily participate in class discussions. I expect students to be prepared for every class session by completing all reading assignments and being ready to discuss the readings.

## LAPTOP COMPUTER USE

The use of laptop computers in my classroom is a **privilege** and not a right. Laptop computers may be used during class sessions for note taking and to calculate problems ONLY. Laptop computers may not be used at any time in my classroom to check email, surf the Internet, instant message with friends, update your Facebook status, post to Twitter, read the newspaper, or for any other purpose not explicitly related to course material. ANY instance of unapproved use of your laptop computer in my classroom will result in your laptop privileges being revoked for the remainder of the semester. There are NO EXCEPTIONS to this policy.

## MAKEUP WORK & EXAMS

Late assignments **WILL NOT** be accepted without a valid Rutgers University excuse. If you have a schedule conflict on any day an assignment is due or an exam is scheduled, please see me beforehand to make arrangements for turning in your assignment early or taking the exam prior to the scheduled time.

## STUDENTS WITH DISABILITIES

If you have or believe you have a disability that may impede your learning, please contact the Disability Services Office. I will make every effort to accommodate you in accordance with Rutgers University's policy, procedures and College Coordinator recommendations. Additional information can be found at <http://studentaffairs.camden.rutgers.edu/disability.html>.

## ACADEMIC HONESTY

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.

- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

More information on the Rutgers University Academic Integrity Policy can be found at <http://academicintegrity.rutgers.edu/>

**Please note that I will seek the most severe of possible sanctions in all cases when the policy on academic integrity is violated. It is your sole responsibility to understand the policy.**

**Tentative Course Outline**  
*Subject to Change*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
1/22	Introduction to Class	
1/27 – 1/29	Introduction to Suburbs	H, Part 1; J, Introduction; B, Ch. 1
2/3 – 2/5	The Economic Model of Cities	Sakai
2/10 – 2/12	Early Suburbanization	B, Ch. 2; H, Ch. 3-4; J, Ch. 1
2/17 – 2/19	Streetcars & Commuter Railroads	H, Ch. 5-6; J, Ch. 5-7
2/24 – 2/26	The Interwar Period	J, Ch. 9-10; B, Ch. 3
3/3 – 3/5	The Post-War Boom	H, Ch. 7; J, Ch. 11, 13, 14; B, Ch. 4
3/10 – 3/12	Modern Suburbs & “Sprawl”	H, Ch. 8-9; B, Ch. 5-6; DPZS, Ch. 1-2
3/17 – 3/19		<i>Spring Break – No Class</i>
3/24 – 3/26	Transportation	DPZS, Ch. 5; Sakai
3/31 – 4/2	Infrastructure	Sakai
4/7 – 4/9	Governance	J, Ch. 8; Sakai
4/14 – 4/16	Inequality	DPZS, Ch. 3; Sakai
4/21 – 4/23	Poverty	Sakai
4/28 – 4/30	Is sprawl really bad?	B, Part 2 & 3
5/5	Wrap-up	
5/12		<i>Final</i>

**Key:**

DPZS – *Suburban Nation*  
 B – *Sprawl: A Compact History*  
 J – *Crabgrass Frontier*  
 H – *Building Suburbia*