

**SYLLABUS for SOCIAL GEOGRAPHY GEO 2410-0391X (3 Credits), FALL, 2005
(Satisfies Social Science General Education & Diversity Requirements)**

**Tue. Period 8-9 (3:00-4:55 P.M.), Thur. Period 9 (4:05-4:55 P.M.) FLO (Griffin-Floyd) 100
Professor Stephen M. Golant, Ph.D.; Office: TUR 3117
Off. Hrs: Tue. and Thur. / Phone: 392-0494
E-Mail: golant@geog.ufl.edu**

http://www.geog.ufl.edu/faculty/stephen_golant.html

Overview of Course

This course focuses on the diverse residential enclaves found within the contemporary American metropolis. It initially examines the trends that gave rise to an urbanized America, the confluence of diverse social, economic, and political influences that have contributed to its large number and concentrations of occupants, and the contradictory meanings assigned to urban America by intellectuals and planners.

The forces that produced the changed appearance and functioning of urban settlements in the United States also resulted in dramatic changes in their internal spatial structure, that is, in the locations of their residential and nonresidential activities, the buildings that housed them, and the connections among them. Most significantly, the majority of the residents of metropolitan America have come to live, work, and conduct their everyday activities in multiple, decentralized, lower density, suburban locations accessed by automobiles—what some critics refer to as sprawl. This in turn forever changed the social and economic fabric of the central cities and downtowns of metropolitan America.

A more urbanized America, however, did not produce a uniform way of residential living. Today's metropolitan areas consist of a rich mosaic of different types of neighborhoods occupied by populations with very diverse social, economic, and cultural characteristics. The result has been a residential landscape where the old live in different places than the young, where racially and ethnically segregated neighborhoods are the norm, and where neighborhoods are continually experiencing different trajectories of growth, stability, and decline.

Relevance to General Education & Diversity Requirements

After finishing their education, most University of Florida students will settle in urban areas where they will make decisions about where to live. The course is designed to sensitize students to the rich mosaic of diverse residential and nonresidential uses that make up the internal structure of American metropolitan areas. It is also intended to make students more critical of the demographic, social, economic, and political factors that have contributed to the settlement patterns of urban America.

Lecture Topics and Required Readings

(1) INTRODUCTION TO COURSE: OVERVIEW, REQUIREMENTS, GRADING

Exams: You are required to take **three** exams. Each of these exams will count for one-third of your final grade. For each exam, you will be tested on about one-third of the lecture and required reading material covered in the course.

Exam Dates: First Exam—**Tuesday, September 20, 2005**; Second Exam— **Tuesday, November 1, 2005**; Third Exam— **Tuesday, December 6, 2005**. The three exams are taken at the same time and in the same place as regularly scheduled lecture periods. Please bring picture I.D. to all exams.

Course Material: You are responsible for all material (and announcements) presented in scheduled lectures and your required readings. A complete xeroxed copy of **ALL required** readings is available for purchase from Orange and Blue Textbooks (formerly Custom Copies) that is opposite Krispy Crème donuts on 309 N.W. 13th Street.

On Exam Make-ups.--Students are required to take the three exams at the scheduled times only. A missed exam will be graded as zero unless students can provide certified medical evidence that their attendance was prevented by extreme health impairments or officially sponsored academic events.

On Tape Recording and Lecture Notes: Tape recording of lectures is not permitted unless written evidence of disabled student status is provided. All lecture materials are copyrighted (Stephen M. Golant) and cannot be distributed or sold for any commercial purposes.

Regarding Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then show it to the instructor when requesting accommodation.

(2) CONCEPTUALLY AND STATISTICALLY DEFINING URBAN AMERICA

U.S. Census Bureau. *About Census Tracts, Census Block Groups, and Metropolitan Areas, 2000.*

U.S. Department of Agriculture, Economic Research Service (*various publications distinguishing urban, rural, Metropolitan, and Micropolitan areas*).

U.S. General Accounting Office (2004), *Metropolitan Statistical Areas: New Standards and their Impact on Selected Federal Programs.* Washington, DC: GAO.

U.S. Metropolitan and Micropolitan Areas in the U.S., 2000; Census Regions and Divisions of the United States; The Megalopolitans

Galster, G. et al. (2000). *Wrestling Sprawl to the Ground: Defining and Measuring an Elusive Concept.*

(3) URBANIZATION TRENDS IN THE UNITED STATES: PREINDUSTRIAL TO PRESENT

Johnson, Kenneth. 1999. *The Rural Rebound.* Washington, D.C.: Population Reference Bureau, pp. 1-18.

U.S. Census Bureau, Chapter 2, *All Across the U.S.A.: Population Distribution and Composition, 2000.*" p. 2.1

(4) INTELLECTUAL VIEWS ON THE QUALITY OF URBAN LIFE

Fischer, Claude S. 1976. *The Urban Experience.* New York: Harcourt Brace Jovanovich, Inc., pp. 25-39.

(5) PRE- AND POST-1950 SUBURBANIZATION PATTERNS IN U.S. METROPOLITAN AREAS

"People: The Urbanization of America."

Muller, Peter O. 1997. "The Suburban Transformation of the Globalizing American City." *The Annals of the American Academy of Political and Social Science* 551(May):44-58.

Garreau, Joel. 1991. *Edge City: Life on the New Frontier.* New York: Doubleday.

U.S. Census. 2000. "Percentage Change in Metropolitan Populations Inside and Outside Central Cities, by Region and Division: 1990 to 1999."

(6) THE U.S. CENTRAL CITY AFTER 1950: THE CONCENTRATION OF POVERTY

U.S. Dept. of Housing and Urban Development. *The State of the Cities—1999.* Washington, DC: U.S. HUD.

Simmons, Patrick A. and Lang, Robert E. 2001. "The Urban Turnaround: A Decade-by-Decade Report Card on Postwar Population Change in Older Industrial Cities." Washington, DC: Fannie Mae Foundation.

Robertson, Kent A. 1995. "Downtown Redevelopment Strategies in the United States." *Journal of the American Planning Association* 61(4):429-437.

Rypkema, Donovan D. 2003. "The Importance of Downtown in the 21st Century," *Journal of American Planning Association*, Vol. 69, No. 2, Winter, 9-15.

(7) FACTORS INFLUENCING THE SUBURBANIZATION OF MODERN AMERICAN METROPOLIS

Fishman, Robert. Winter 1999. "The American Metropolis at Century's End: Past and Present Influences"

Pendall, Rolf. 2003. *Sprawl Without Growth: The Upstate Paradox.* Washington, DC: The Brookings Institution.

(8) CONTEMPORARY INTRAURBAN TRANSPORTATION PATTERNS AND ISSUES IN U.S. METROPOLITAN AREAS

U.S. Department of Transportation (2003). *Highlights of the 2001 National Household Survey*. Wash. DC: U.S. Dept. of Transportation.

Consdorf, Arnie. (2003). "America's Congestion Crisis, The Spreading Slowdown." *Better Roads*, February, 2003, pp. 1-8.

Schrank, David & Lomax, Tim. (2003). *The 2003 Annual Urban Mobility Report*. Texas Transportation Institute, Texas A&M University System, 6 pages.

(9) THE NEIGHBORHOOD AS A SETTLEMENT UNIT: MEANINGS AND RELEVANCE

Cochrun, Steven E. 1994. "Understanding and Enhancing Neighborhood Sense of Community." *Journal of Planning Literature* 9(1):92-99.

Ellen, Ingrid G. and Margery A. Turner. 1997. "Does Neighborhood Matter? Assessing Recent Evidence." *Housing Policy Debate* 8(4):833-66.

(10) THE NEW URBANISM

Steuteville, Robert. "The New Urbanism: An Alternative to Modern, Automobile-Oriented Planning and Development"

Marshall, A. (2000). *How cities work*. Austin, Texas: University of Texas Press, 1-39.

(11) PATTERNS, CAUSES, AND SIGNIFICANCE OF U.S. NEIGHBORHOODS SEGREGATED BY HOUSEHOLD TYPE AND STAGE IN LIFE

Kent, Mary M. and Mather, Mark. "What Drives Population Growth?" *Population Bulletin*, Vol. 57, No. 4, December, 2002, pp. 1-10

Chapter 3, *People on the Move*; Chapter 5, *Living Together, Living Alone*.

Schachter, J.P., et al. (2003). *Migration and geographic mobility in metropolitan and nonmetropolitan America: 1995 to 2000, Census 2000 Special Reports*. Washington, DC: U.S. Census Bureau.

(12) PATTERNS, CAUSES, AND SIGNIFICANCE OF U.S. NEIGHBORHOODS SEGREGATED BY RACE

Carr, James H. 1999. "The Complexity of Segregation: Why It Continues 30 Years After the Enactment of the Fair Housing Act." *Cityscape: A Journal of Policy Development and Research* 4(3):139-46.

Frey, William H. Feb 1998. "Migration to the South Brings U.S. Blacks Full Circle."

Wyly, Elvin K. and Holloway, Steven R. Summer 1999. "The New Color of Money: Neighborhood Lending Patterns in Atlanta Revisited"

(13) PATTERNS, CAUSES, AND SIGNIFICANCE OF U.S. NEIGHBORHOODS SEGREGATED BY ETHNICITY

Martin, Philip and Midgley, Elizabeth. 2003. Immigration: Shaping and Reshaping America. *Population Bulletin*, Vol. 58, No. 2, June. pp. 1-25 & 37-40.

Ewing, Walter. 2003. "Migrating to Recovery: The Role of Immigration in Urban Renewal. *Immigration Policy Report, Hispanic Vista*.