

Sociology of South Florida

Florida Atlantic University

Fall 2011

Tuesdays 9:30-12:20, DW 109, 3 credit hours

SYA4930002

Dr. Marina Karides

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Office hours: T, 8:00-9:30 a.m. and 1:30-3:00 p.m. in Davie, 3:30-4:00 p.m. and 6:50-7:20 p.m. in Boca.

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Course Objectives

This course is focused on the political, economic, and cultural context of South Florida. It was developed based on previous students' interests and arguments that South Florida is a unique sociological context from the rest of the United States. In this class you will:

Examine some of the important events, communities, and social issues in South Florida from a sociological perspective.

Learn the sociological frames and debates on urbanization, migration, race and ethnicity, and environmental justice in the context of South Florida.

Have an empirical understanding of some the key regional issues in South Florida and distinguish the features that make South Florida a unique regional place.

Required Texts

Max Rameau. 2008. Take Back The Land: Land, Gentrification and The Umoja Village Shantytown. CreateSpace. ISBN-10: 1434845567, ISBN-13: 978-1434845566

Alejandro Portes and Alex Stepick. 1994. City on the Edge: The Transformation of Miami. University of California Press. ISBN-10: 0520089324, ISBN-13: 978-0520089327

Other Readings on Blackboard.

Course Requirements and Breakdown of Grade

Attendance, Participation, Reading	10%
Test 1	20%
Test 2 (final)	20%
Essay: Where Are You From?	20%
Reading Responses (4)	20%
South Florida Report	10%

Grading System:

A = 90-100; B+ = 88-89; B = 82-87; B- = 80-81; C+ = 78-79; C = 72-77;
C- = 70-71; D+ = 68-69; D = 62-67; D- = 60-61; F = 0-59

Attendance, Participation, Reading: Class attendance is required. You will be given a 15 minutes break at about 10:55 a.m. Class will resume at about 11:10 a.m. You are expected to be in class for both halves to receive full credit for attendance. For full credit you are expected to come to class *prepared* to discuss the readings. You need to be tolerant of the perspectives of others and present your perspective in a thoughtful and considerate manner. Missed assignments and class time may be made up upon agreed arrangements with me.

Tests: The tests will include short answers and short essay questions related to course readings and class discussions. The final requires you to answer two essay questions.

Essay: Where Are You From? You will write a four to five page essay situating your personal experience in South Florida. Former students have suggested that due to the wide racial and ethnic diversity in South Florida, one of the first questions asked of them in new social settings and in meeting new people is, "Where are you from?" While some students welcome this question, others loathe it, and a few are neutral. We will discuss the project in class but you will have a great degree of latitude in answering this question and what you think about the question.

Reading Responses: The purpose of reading responses is to provoke discussion, encourage careful reading of assignments, and assist students in developing concise and substantial arguments. Reading Responses are to be two double space pages (no more, no less) in length with name on the top right hand corner. A reading response should clearly refer to and explain a point or argument made in the assigned texts. It must also include *your* perspective on the point or argument you decide to take up. This will become much easier for you as you progress in the class.

South Florida Research Report: You will complete a search report on an event, community, city, or government policy that relates to one of our focus areas (urban development, race, ethnicity, and community, or politics and ecology). The report requires you to collect original data through interviews, compiling

statistics, and/or policy reports and briefly analyze the phenomena from a sociological perspective.

In Class Activities

Throughout the course small groups will be used so students have a more intimate forum to discuss matters of social justice. Small groups will also be used for you to meet with classmates regarding your mutual group project. We also will regularly watch video snippets from youtube.com or listen to podcasts. If you come across any video or audio that you think relates to the course please let me know so I can include it in one of our class meetings. You may be asked to write a response to an audio or visual presentation to use for discussion. In some class meetings you will be given at least 15 minutes to review or reread the assigned readings or presented with some new material.

Course Schedule

August 23	Introductions, review of syllabus, sociological exercise http://wlrnunderthesun.org/2009/03/end-of-the-line-foreclosure-squatters/
August 30	<u>Urbanization in South Florida</u> <i>City on the Edge</i> (Chs.1-4)
September 6	<i>City on the Edge</i> (Chs. 5, 6, 8, and 9) Reading Response 1 Due
September 13	“City as Growth Machine” http://www.jstor.org.ezproxy.fau.edu/stable/pdfplus/2777096.pdf “Tourist Empires and the Invention of Florida: B.D. (Before Disney) to A.D. (After Disney)”
September 20	<i>Take Back The Land</i> (Book) http://www.foodfirst.org/about/programs/localfood http://www.foodfirst.org/en/node/3001 Guest Speaker: Anthony Olivieri, Food Justice Activist, Urban Planner

September 27	Test 1
October 4	<p><u>Ethnicity, Race, and Culture in South Florida</u></p> <p>Feagin and Feagin. "Basic Concepts Race and Ethnicity."</p> <p>Burt, Al. 1999. " A Celebration of Natural Florida." Pp. 1-23 in <i>The Tropic of Cracker</i>. University of Florida Press.</p> <p>Raymond A. Mohl. 2000. "Introduction." Pp. 1-9 in <i>South of the South: Jewish Activists and the Civil Rights Movement in Miami, 1945-1960</i>. University of Florida Press.</p> <p>Reading Response 2 Due</p>
October 11	Absence---
October 18	<p>Stepick, Alex. 1998. "Coming to Know Haitians" and "Family Across the Seas". Pp. 1-33 in <i>Pride Against Prejudice: Haitians in the United States</i>. Allyn and Bacon.</p> <p>In Class: http://wlrnunderthesun.org/2010/07/a-special-hour-on-haiti/</p> <p>Research Report</p>
October 25	<p><u>Migration and Work in South Florida</u></p> <p>Riley, Nano. 2002. <i>Florida's Farmworkers in the Twenty-first Century</i>. Pp. 1-19, 47-71, 151-177. University of Florida Press.</p> <p>Visit: http://www.sfalliance.org/</p> <p>In Class: http://wlrnunderthesun.org/2009/01/a-penny-per-pound/Test 2</p> <p>Reading Response 3 due</p>
November 1	<p>Ch. 13 "Immigration" in <i>New America</i>.</p> <p>Visit: http://sites.google.com/site/stopwagetheft/domestic-workers-win-in-court</p> <p>Guest Speaker: Florida's Immigration Coalition (FLIC) <i>tentative</i></p>

November 8	<u>1st half: Take Back the Land</u> <u>2nd half: Politics and Ecology in South Florida</u> Film: <i>Water's Journey: The Everglades</i>
November 15	Gonzalez, George. 2005. "The Comprehensive Everglades Restoration Plan: Environmental or Economic Sustainability?" <i>Polity</i> 37:4:466-490. Rebecca Harvey, Environmental Education & Human Dimensions Coordinator, Department of Wildlife Ecology and Conservation, University of Florida Reading Response 4 Due
November 22	Due – Essay: Where Are You From? Presentations and Exchange
November 29	Presentations continued, Test 2 Preparation/Please see final exam schedule for last class meeting.

*******CODE OF ACADEMIC INTEGRITY POLICY*******

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate. Examples of academic dishonesty include, but are not limited to, the following:

- I. Cheating
 - a. The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment.

- b. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
 - c. Having someone take an exam or complete an assignment in one's place.
 - d. Securing an exam, receiving an unauthorized copy of an exam, or sharing a copy of an exam.
- II. Plagiarism
 - a. The presentation of words from any other source or another person as one's own without proper quotation and citation.
 - b. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
 - c. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.
- III. Other Forms of Dishonesty
 - a. Falsifying or inventing information, data, or citations.
 - b. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
 - c. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
 - d. Any other form of academic cheating, plagiarism, or dishonesty

For more information, see the Code of Academic Integrity in the University Regulations at

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

“In compliance with the Americans with Disabilities Act (A.D.A.) - Students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter - SR 117 (561-799-8585) and follow all OSD procedures.”