

The Everglades: from beginning to end?**Professors: Peter Machonis & Devon Graham****Office: DM 498 B (305-348-2379) Office hours: Tues/Thurs 3:00 – 4:00 PM or by appt.**

This course examines the interconnectedness of Aesthetics, Values and Authority and how they tie into the **Florida Everglades** and **Everglades National Park (ENP)**. This inter-disciplinary, hands-on, outdoors-oriented course examines not only the Everglades eco-system and the politics surrounding its use and conservation, but also literature and art about the Everglades, including discussing books on location. In addition to intellectual participation, this course requires physical participation from each student. Most classes take place outdoors, rain or shine, and involve activities such as hiking, biking, canoeing, and walking through the swamp or slough slogging. Although life jackets are provided for canoe activities, it is required that students be able to swim. Class meets twice a month on Friday for the entire day (9 AM to 4 PM) at various off-campus locations (see specific dates on syllabus) and will be team taught by FIU Honor's College Faculty – Dr. Peter Machonis, a linguist, and Dr. Devon Graham, a tropical biologist – along with various guest lecturers and rangers.

FOR CLASS LOCATIONS, Please download this page and keep with you:

<https://www.nps.gov/ever/planyourvisit/upload/Everglades-Park-Map-FY10-1-2.pdf>

Here are some other Park maps:

<https://www.nps.gov/ever/planyourvisit/maps.htm>

Course Overview:

The first semester syllabus concentrates on the origins of the ENP idea from the early movement to protect the Everglades to the legislation that led to the dedication of America's first biological national park in 1947 by President Truman. Students will also learn about the origins of this unique ecosystem along with its flora and fauna, and "class" will involve plant, habitat and wildlife identification in the field, as well as "inhabiting the lives" of some of its early explorers.

Much of the original Everglades wetlands were destroyed as Miami and South Florida grew, and today the ENP faces strong threats to its survival. The second semester then will focus on various attempts to "save the Everglades" and the reasons why this is important. It will include an in-service project -- an all-day Everglades clean-up or exotic plant removal. During the second semester, students will work on individual research projects, and a poster session of their results will be on public display at the **Honors College ARCH Student Research conference** on FIU campus, and at the **ENP Visitor's Center** in April 2017.

First Semester:

Students will be required to participate in class discussions and write journal entries reflecting their readings and experiences. There will be short quizzes every class and a longer "final quiz" on Nov. 18, which will require identification of various flora and fauna, familiarity with ecosystem features and functions, and an understanding of the literature read.

Students should have reliable means of transportation to all locations: Coopertown Air Boat on Tamiami Trail, Everglades National Park Coe Visitor Center, Flamingo (Florida Bay), Chokoloskee and Everglades City (the west coast of Florida), etc. Students are encouraged to car pool. In addition to books, students must purchase a pair of binoculars (\$50-100) and pay for certain activities (e.g., canoe rentals, some entrance fees, boat tours, up to approx. \$20 for some classes). Students should expect to get their feet wet and come home from class exhausted!

Student Learning Outcomes:

First Semester:

1. Students will be able to identify key Florida flora and fauna, and adequately describe the nature and importance of key Everglades habitats.
2. Students demonstrate the ability to read critically, to understand the interconnectedness of art, literature and other disciplines, and to write extended arguments that are original and conceptually complex.
3. Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
4. Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority – economic, political, sociological, technological, cultural, etc.

Second Semester:

5. Students show an understanding of the political nature of local and regional environmental issues and a willingness to help solve current problems associated with the Everglades.
6. Students demonstrate the ability to conduct interdisciplinary and interpretive research on the nature of environmental problems and policies for confronting them.
7. Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

Sequence of Class Readings:

The two principal books for this course are *Discover a Watershed* and *The Swamp*. While the first explains the intricate biological details of the Everglades ecosystem, the second helps us to understand the complex political and economic dynamics of past everglades destruction and current restoration efforts. Students will also use two field guides – the *Audubon Field Guide to Florida* and *The Sibley Field Guide to Birds of Eastern North America* – for identification of flora, fauna and habitats in the field.

In addition to short literary excerpts, we will read a journal, a novel, and an historical account. The journal *Across the Everglades* details an early explorer's canoe trip in the Everglades and will be discussed during our first class canoe trip. The novel *Their Eyes Were Watching God* is set in the northern Everglades just south of Lake Okeechobee, an area converted to large-scale agriculture. We will use it to discuss the interrelated global dynamics that shape aesthetics, values, and authority in diverse cultural contexts. This novel will be discussed on location during the class slough slog to give a small taste of the protagonist's predicament of escaping the Everglades during a hurricane.

We will finish with a contemporary, engaging, historical report on perhaps the most ambitious engineering project undertaken in the early 20th century in America. *The Last Train to Paradise* examines the life of Henry Flagler and describes the building of the Key West Railroad Extension. This book will be discussed in the 10,000 Islands; class debate will also address broader themes of the book – such as how ambitious individuals change the course of commerce and society – and their global relevance today. The assortment of readings is designed to give students a broad-based appreciation of the biology, history, politics, and literature associated with the Everglades and an appreciation of the interrelated political, economic, and aesthetic dynamics involved in its survival.

REQUIRED BOOKS:

NOTE: Books with an asterisk (*) can be purchased very inexpensively from online sites

Peter Alden et al. 1998. Or latest edition. *National Audubon Society Field Guide to Florida*. New York: Knopf/Chanticleer Press. **ISBN 9780679446774 BRING THIS BOOK TO FIRST CLASS**

David Allen Sibley. 2003. *The Sibley Field Guide to Birds of Eastern North America*. New York: Alfred A. Knopf. **ISBN 9780679451204 BRING THIS BOOK TO FIRST CLASS**

Hugh L. Willoughby. 1898. *Across the Everglades*. Port Salerno, FL: Florida Classics Library. **ISBN 9780912451466** Florida Classics Library Paperback Edition 1992

*Michael Grunwald. 2006. *The Swamp. The Everglades, Florida and the Politics of Paradise*. New York: Simon & Schuster. **ISBN 9780743251075**

*Zora Neale Hurston. 1937. *Their Eyes Were Watching God*. New York: Harper & Row. **ISBN 9780060838676**

* Standiford, Les. 2003. *Last Train to Paradise: Henry Flagler and the Spectacular Rise and Fall of the Railroad that Crossed an Ocean*. New York: Broadway Books; Reprint edition. **ISBN 9781400049479**

First Semester Syllabus (IDH 3034) Fall 2016

Aug. 26 Brief introduction to course at FIU

9:00 – 11:00 **Room DM 233 (conference room in the Honors College)**. Introductions; course overview and activities; overview of Everglades history and habitats; syllabus and grading; Blackboard

Sept. 9 FIU Nature Preserve and airboat tour: the Everglades tourist

Readings (to be done before class):

=>Discover a Watershed: *The Everglades* (chap 1) (on BLACKBOARD LEARN)
=>*The Swamp* - Introduction and chapters 1-3 (pp. 1- 53)
=>*National Audubon Society Field Guide to Florida* (pp. 28-47 on habitats)
=>Marjory Stoneman Douglas: *The Everglades: River of Grass* and *Voice of the River* (excerpts) on Blackboard website

➔**Bring to class:** *Audubon Field Guide to Florida*, *Sibley Field Guide to Birds of Eastern North America* and **binoculars** (one bonus point for participation, if you have these)

9:00-11:30 **Meet at SOUTH Entrance across the street from FIU Football Stadium;** Reading Quiz #1; walk through FIU Nature Preserve; introduction to field identifications and binocular use; discussion of readings

11:30 - 12:45 Free time for lunch

12:45 – 2:00: Airboat Tour at [Coopertown Air Boat rides](#) - 11 miles west of FL Turnpike on U.S. 41/Tamiami Trail. Estimated cost \$12; wear old sneakers, clothing that can get wet, etc. (recommended to bring a change of clothing)

2:00 - 3:00: end-of-class discussion on canal levee across from **Coopertown Air Boats;** Field Quiz #1

Sept. 16: journal entry #1 due

Sept. 23 Sawgrass prairies, Pinelands, Slough: Introduction to Various ENP Habitats

Readings:

=>Discover a Watershed: *The Everglades* (chap 4 & 7) (on Blackboard)
=>*The Swamp* - chapters 4-6 (pp. 54- 97)
=>John James Audubon: *Journal* and *Ornithological Biography* (excerpts) on Blackboard website
=>*Everglades National Park Map* (handed out in class)

➔**Bring to class:** *Sibley Guide to Birds*, *Field Guide to Florida* and binoculars, water, hat, sun block, lunch.

9:00 – 10:30 **Meet at Everglades Ernest F. Coe Visitor Center (Homestead entrance)**

Reading Quiz #2; “Visitor Center as Text” small group exercise

11:15 - 12:15 **Pa-hay-okee Overlook:** Marjory Stoneman Douglas discussion

12:30-1:15 lunch at **Pinelands**

1:30 – 3:00 **Anhinga Trail** (Wet Season): wildlife identification

Gumbo Limbo Trail class discussion; Field Quiz #2

Sept. 30: journal entry #2 due

Oct. 7 **Canoeing through Sawgrass Prairies and Mangrove Forests**

Readings:

=>Hugh L. Willoughby. *Across the Everglades*
=>*The Swamp* (chap. 7-8, pp. 98-129)

➔ **Bring to class:** binoculars, field guides, WATER, HAT, Willoughby, sun block and lunch

9:00 - 3:00 **Nine Mile Pond Canoe Trail**

Meet at Nine Mile Pond (on left hand side of road to Flamingo)

Reading Quiz #3; introduction to mangroves, tree islands, limestone, periphyton, and bladderwort; discussion of Willoughby's *Across the Everglades* over lunch in canoes; Personal Ad assignment; Field Quiz #3

Oct. 14: Everglades "Personal Ad" due in Prof. Machonis' mailbox (DM 498 B) by 4PM

Oct. 21 **Everglades as inspiration, Sawgrass Prairies, Alligator Holes, Cypress Domes/Everglades Slough Slog**

Readings:

=>Zora Neale Hurston. *Their Eyes Were Watching God*
=>*The Swamp*: chap 9-11 (pp. 130-196)

➔ Wear long pants (no jeans) and old, but sturdy sneakers and socks

➔Bring CLIPBOARD and pen/pencil (for writing on location), binoculars, field guides, WATER, HAT, sun block and sack lunch in a small knapsack (lunch will be in a cypress dome – no benches or picnic tables available) and a set of dry clothes for after the hike

9:00 – 10:00 **Meet at Ernest F. Coe Visitors Center (Homestead entrance to ENP)**

Reading Quiz #4; ENP Artists-in-Residence Program; Presentation by current Artist-in-Residence; Slough slog introduction and preparation

10:30 - 3:00 Everglades Slough Slog – near Pa-hay-o-kee overlook.

Discussion of *Their Eyes Were Watching God* after lunch in cypress dome

Before, during, and after slough slog: writing on location ("writing on your feet")

Field Quiz #4

Oct. 28: journal entry #3 due (base your journal entry on "writing on your feet" exercise) Extra credit (1 point added to paper grade) if submitted by Sunday Oct. 23

Nov. 4 Mangrove Estuaries and Cultural History /The 10,000 Islands (FL West Coast)

Readings:

- =>The Swamp: ch. 12-13 (pp. 197-236)
- => Les Standiford. *Last Train to Paradise*

→Bring binoculars, field guides, hat, sunscreen, lunch, water, old shoes or sturdy sneakers that can get wet, and about \$20 for canoe rental

10:00 - 4:00 **Meet at Gulf Coast Visitor Center (Everglades City)**
Reading Quiz #5; **Canoe to Sandfly Island**, Discussion of Les Standiford’s *Last Train to Paradise*; Review for final, Discuss project proposals; Field Quiz #5

Nov. 18 Florida Bay: Flamingo Canoe Trip/Final Quiz

Reading:

→Bring binoculars, field guides, something to write with and clipboard, lunch, water, hat, sun block, and about \$20 for canoe rental.

9:30 – 3:00 **Meet at Flamingo Visitor Center on Florida Bay**
Final quiz will be in two parts: an “open field guide” identification part and a closed book exam, with questions on the semester class readings.

Tuesday Nov. 22 or Monday Nov. 28 On Campus Project Proposal Review by appointment

→ bring first draft of your project proposal (hard copies for us and on your lap top to take notes) We will give you individual suggestions on improvement (making sure project is feasible and that it relates to the Everglades, expanding or narrowing focus of project, if needed, checking to see if there are other resources or personal contacts available, etc.). Finally we want to make sure that your text reads well (with no grammar or spelling mistakes) for acceptance to ARCH program.

Fri. Dec. 2: (5 PM deadline) 2nd Semester Project Proposal due

Grading Criteria and Method:

Reading Quizzes	20%	Field Quizzes	20%
Discussion/Participation	20%	Final Quiz	15%
Three Journals	15%	Project Proposal	5%
Personal Ad	5%		

Each percentage point is equivalent to one point on a quiz, exam, journal or discussion/participation point. There is the possibility of obtaining more than 100 points total if you are present for every class, hand in all assignments in time, and ace the quizzes. PLEASE NOTE: To merit an overall A grade in this class, you must earn 95 points or better, receive at least 75/100 (11.25/15) on final quiz, and submit a serious 2nd semester project proposal by Dec. 2 (5 PM).

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C+ = 77 – 79	C = 73 – 76	C- = 70 – 72
D+ = 67 – 69	D = 63 – 66	D- = 60 – 62	F = 59 and below

Reading Quizzes: These are given at the beginning of every class, starting Sept. 9. NO MAKE-UPS. They are relatively easy if you have kept up with the material and done the readings for the day. Quizzes

include general questions on the assigned readings. There will be five quizzes (4 points each) and one bonus question for a maximum of 25 points.

Field Quizzes: These are given at the end of every class, starting Sept. 9. NO MAKE-UPS. They will include questions on habitats discussed in that class or previous classes (i.e., your field notes) and identifications (plants, birds, reptiles). You will have to use your **binoculars** at times and you will be able to consult your copies of the *Audubon Field Guide* and the *Sibley Field Guide to Birds*, as well as any notes from class. **Please make sure that you have your own copies of these lightweight guides with you for each class**, since they cannot be shared during quizzes. There will be five quizzes (4 points each) and one bonus question for a maximum of 25 points.

Discussion/Participation: Students will also be graded on participation. This includes:

- being on time and staying for the entire class
- showing interest in what is taking place
- asking intelligent questions
- not whining excessively about weather/physical discomfort during class activities
- learning how to canoe effectively
- learning how to identify wildlife, plants, etc.
- answering questions correctly in the field
- participating in discussion about the literature read

Four points for each class from Sept. 9 to Nov. 4 for a total of 20 points. For 4/4 a student must actively participate in class activities and discussions (and hopefully look like they're having fun!) Cell phone usage (e.g., texting) in class will result in a reduction in participation points. Absence from class = 0 Extra credit: Students earn one bonus point for participation if they have their own binoculars and both field guides with them during the entire class, for a maximum of 25 points.

Attendance is very important – A class of this nature cannot be made up. However, since there are 15 extra points built into the syllabus, an otherwise diligent student can accommodate an emergency.

Journal entries: The purpose of the journal is to give you an opportunity to respond thoughtfully to the material and ideas presented in class. We encourage creativity and independent thought, but also require the use of good grammar and writing. All journal entries will be graded according to a grading rubric available for download on our course's Blackboard website. The typical journal entry will be an engaging **1000-word** introspective essay that is well written, organized, and original on a specific topic of your choice. It should be related thematically to the readings and/or to your field experiences and notes, but it must also show that you as a self-conscious observer are making connections and can analyze the multiple forces that shape your understanding of the topic discussed. Entries that simply summarize readings and field notes (e.g., "what I did in class today") will NOT receive full points. Consult the Grading Rubric on Blackboard and ask us if you have any doubts as to what to write about or how to organize your essay.

Alternatively, you may use the readings, class discussion, and your field experiences as points of departure for developing new ideas, creative writing, works of art, etc. Any creative submission must also include a written component explaining the source of inspiration (about 150-200 words).

Three journal entries are indicated on the syllabus, and must be submitted on time to receive full credit. They are due on the dates indicated in syllabus. E-mail journal entries as WORD attachments to Prof. Machonis (machonis@fiu.edu) by mid-night on the due date. For creative entries (e.g., artwork), please leave in Prof. Machonis' Modern Language office (DM 498 B) or mailbox (near DM 499 A). Entries will be run through **Turnitin.com** for originality reports, so be sure that any quotes are properly attributed. Please review The Honors College's zero-tolerance policy on [plagiarism](#). If you have questions on what constitutes plagiarism, please consult with us.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following for additional information: [FIU Code of Academic Integrity](#).

Personal Ad: You will design a “personal ad” of any Everglades animal (or plant). You should research the life, habits, and habitat of your Everglades animal (plant) and write a plausible personal ad for it. It should be creative, humorous, and factually correct, and will consist of a single 8½” by 11” page PowerPoint printout in color. Maximum number of words (including title) is 60 words. Please print your ad and leave in Prof. Machonis’ mailbox on or before Friday Oct. 14 at 4PM.

Final Quiz: The final quiz will involve identification of various flora and fauna, along with questions on the literature read. Since it will be given in a canoe, it will be mainly short answer objective questions. No books or notes allowed except during the “identification” portion of the exam. In addition to getting 95 points, a student must receive at least 75 out of 100 on the final quiz to merit an overall A grade in this class.

Project Proposal: Since half of your 2nd semester grade will be based on your project, you will be asked to choose your subject, and explain how you would go about researching that topic. The proposal should also include a bibliography with at least 20 entries, of which only 30% can be non peer reviewed Internet sites. Lack of a serious proposal by Dec. 2 disqualifies a student from getting an overall final grade of A in this class.

Honors Citizenship Requirements: Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**. See <http://honors.fiu.edu/academics/policies/citizenship/>.

Student Portfolios: The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of the student learning outcomes. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Journal entries, creative assignments, and community service activities for this class could potentially fit portfolio requirements. Feel free to discuss potential artifacts for your portfolio with us during class.

Honors Education in the ARTS (HEARTS): The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression.” HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts/>.

Honors College Academic Misconduct Statement: In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Religious Holidays Observance: “Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make

sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.”

Physical, mental and sensory challenges: “Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center](#) (DRC), if you have not done so already.” Please note that if you have a student who is registered with the DRC, you will receive notification about the student’s disability and a detailed description of accommodations the student will require.

GL Learning Outcomes for IDH 3034-5

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.